School Improvement Plan
2020-2021 School Year

Denton Elementary is a Schoolwide Title I School
*If parents are not satisfied with the Schoolwide Plan parents may make comments to the school by contacting the principal at 410-479-1660.

School	Denton Elementary School
Title I School	❏ Yes or ❏ No

TEAM		
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DES Needs Assessment

Denton Elementary School has undergone a transformation in the last few years with changing administration, new staff, and new curriculum from CCPS. Despite all the changes, the school continues to hold true to our Vision of Excellence (created August, 2019).

Vision of Excellence

The Denton Elementary School Family will promote our core values of S.W.I.M. by supporting a challenging curriculum, honoring individuality, and working collaboratively. S: Stay Safe; W: Work Hard; I: Include Everyone; M: Make Responsible Choices.

The 2019-2020 school year started off well with continued work with the Essentials for Learning and CCPS curriculum. The school year brought a completely new administrative team, an additional school counselor, eight new teachers, a full-time Reading Intervention Teacher, and a new Reading Resource Teacher. Grade level teams with the support of the MRT and RRT analyzed iReady data for both beginning and mid-year assessments. The foci for the year were implementing Fundations with fidelity at the primary grades, improving number sense in all grades, implementing interventions with fidelity, and developing _____ in the upper grades. Discipline data showed that physical contact was an area to address; approximately 70% of discipline referrals were for fighting, assault or other physical contact. Chronic absenteeism was another area that was being targeted since 6% of our students were deemed to be chronically absent. Teachers were completing SLOs for one of these impact areas to implement in quarter 3 or 4.

On March 13, 2020, schools closed for two weeks which then stretched into the remainder of the year. Teachers and students were thrown into virtual learning and no assessments (MCAP, iReady) were administered for the remainder of the year. SLOs were waived as were most all activities that required data. Since not all students had access to a device or consistent internet connection,

some students learned virtually while others were sent paper packets that were submitted at the end of the year. Grades were administered based on whether or not the student somewhat participated in educational activities for the last third of the school year.

School year 2021 arrived with a continuation of virtual learning and CCPS moving to one-to-one virtual learning. Teachers again stepped up to learn new strategies and techniques for teaching students virtually. Students with intensive needs were welcomed back to the building from the beginning of the year following shortly by students who did not have access to reliable internet. The number of students in the building fluctuated some but was consistently around 75 students. In October, Prek-2nd grade students were allowed to return to learn in a socially distanced classroom with teachers having to teach both in-person and virtually; this proved to be challenging not only for teachers but also for students. Third grader students were welcomed to the building in early November only to have the schools return to full virtual learning on November 19. Plans had been made for 4th and 5th graders to return to DES on half-capacity which was also stopped.

While CCPS continues to provide instruction for students, the school day is structured differently in that students are taught with synchronous instruction four days a week (Monday, Tuesday, Thursday and Friday) with Wednesday as an asynchronous learning day. The school day is shorter and staggered by grade levels to avoid overcrowding on busses. Teachers have office hours for remediation and reteaching. Wednesday is dedicated to professional development from the central office and one hour of school-based PD; team planning continues to be a focus this year along with student engagement strategies.

Concerns that have arisen this year are as follows: the ability to accurately assess students and differentiating a compacted curriculum when teaching virtually in a shortened day; student engagement and submission of work; connectivity; a dramatic increase in absenteeism; the ability to meet individual student accommodations when not in person; and the mental health of students and staff as the pandemic continues to impact every aspect of our lives. The DES student population has declined this year as some parents have chosen to either home-school or enroll their children in private schools; at the same time, the number of special education students has increased to the point that approximately 12% of the DES population has an IEP.

The DES Family remains steadfast in its dedication to our Dolphins and providing the most effective instruction possible despite all the challenges. For the 2021 school year, our focus in ELA continues to be providing appropriate interventions with fidelity, teaching phonemic awareness and the explicit teaching of phonics in the primary grades; in the upper grades, the focus is on reading fluency. In mathematics, basic fact knowledge is at the core of our plan for improvement as is teaching the compacted curriculum to all students. The Equity and PBIS teams are focused on the social/emotional side of our students and how to engage students consistently. DES discipline data is greatly improved (only 10 referrals--still majority of which are for aggressive behavior) but without students in the building, that is expected.   Chronic absenteeism is a major concern and contacts are made daily via phone, text, email, and home visits--many to no avail. Family engagement events continue to be shared albeit virtually.

This Plan is designed to be a fluid document that will capture the continued diligence of the DES Family to meet the needs of all our students. Teachers continue to remain optimistic about virtual learning but the toll is felt by all as some students move into being

out of 'formal' school for almost a full year. The concerns are deep for the actual level of student progress and learning during this last year and what impact it will have on our students for the long term. We have tried to outline our strategies to the best of our ability given the challenges faced.

ANALYZE/ROOT CAUSE ANALYSIS		
Data Source(s), Observations, and Data Trend Summary	**Root Cause Analysis (Include supporting and impeding factors)**	
	WHAT'S WORKING	**WHAT'S NOT WORKING**
MCAP Math	Not assessed in 2020	
MCAP ELA	Not assessed in 2020	
iReady Math	**Tier 1/2: Overall 21%** Kindergarten: 29% 1st Grade: 25% 2nd Grade: 22% 3rd Grade: 12% 4th Grade: 22% 5th Grade: 19%	**Tier 3: Overall 56%** Kindergarten: 71% (emerging) 1st Grade: 68% 2nd Grade :53% 3rd Grade: 57% 4th Grade: 45% 5th Grade: 46% **Tiers 4/5: Overall 23%** 1st Grade: 7% 2nd Grade: 24% 3rd Grade: 30% 4th Grade: 33% 5th Grade: 36%
iReady	**Tier 1/2: Overall 38%***	**Tier 3: Overall 29%**

ELA	2nd Grade: 41% 3rd Grade: 44% 4th Grade: 33% 5th Grade: 34% * Data is skewed as some students in K/1 took the ELA assessment (10 students)	2nd Grade: 32% 3rd Grade: 17% 4th Grade: 35% 5th Grade: 29% **Tiers 4/5: Overall 33%** 2nd Grade: 27% 3rd Grade: 39% 4th Grade: 32% 5th Grade: 38%
Intervention data:	**3rd Grade Intervention** System 44- 9 Wilson- 7 students **4th Grade Intervention** System 44 - 14 students Read 180 - 0 students Wilson - 5 students **5th Grade Intervention** System 44 - 8 students Read 180 - 6 students Failure Free Reading - 1 student Sonday System 1 - 2 student Edmark Reading- 1 student	
WIDA	Highest scores are in listening; lowest areas are speaking and writing.	Length of time that students are speaking and the lack of detail. (Share examples with the staff)
ELA; KRA	Not assessed in 2020	Not assessed in 2020

	All Students	SWD	White	African American	Asian	Hispanic/ Latino	EL	FARMS	Am. Indian or Alaska Native
								Academic Achievement: Based on iReady	
ELA 2 Level 3	30	2	24	4	1	1	0	Not Recorded	NA
ELA 2 Level 4/5	41	0	27	7	0	1	0	Not Recorded	NA
ELA 3 Level 3	16	4	12	13	0	1	1	Not Recorded	NA
ELA 3 Level 4/5	41	0	31	5	0	1	0	Not Recorded	NA
ELA 4 Level 3	33	0	20	4	2	3	0	Not Recorded	NA
ELA 4 LEVEL 4/5	31	0	22	6	o	0	0	Not Recorded	NA
ELA 5 LEVEL 3	30	1	20	6	1	3	0	Not Recorded	NA
ELA 5 LEVEL 4/5	34	0	25	4	2	4	0	Not Recorded	NA
Math K Level 3	59	5	37	8	2	5	1	Not Recorded	NA
Math K	NA	NA	NA	NA	NA	NA	NA	Not	NA

Level 4/5								Recorded	
Math 1 Level 3	63	7	32	9	1	6	1	Not Recorded	NA
Math 1 Level 4/5	6	1	2	2	NA	NA	NA	Not Recorded	NA
Math 2 Level 3	52	1	37	7	2	3	1	Not Recorded	NA
Math 2 Level 4/5	24	4	17	5	1	1	NA	Not Recorded	NA
Math 3 Level 3	54	7	39	11	NA	2	NA	Not Recorded	NA
Math 3 Level 4/5	29	9	17	10	NA	4	2	Not Recorded	NA
Math 4 Level 3	41	2	23	7	4	2	1	Not Recorded	NA
Math 4 Level 4/5	31	9	15	10	NA	1	1	Not Recorded	NA
Math 5 Level 3	47	2	33	10	1	4	NA	Not Recorded	NA
Math 5 Level 4/5	36	6	23	12	NA	3	NA	Not Recorded	NA

Other Data Sources				
Fundations: K	**Unit Assessments by Class**			
Fundations: Level1	Unit Assessments: % of students achieving 80% or higher **First Grade data by Class**			
Fundations: Level 2	Unit Assessments: % of students achieving 80% or higher **Second Grade data by Class**			
Heggerty Baseline: K	Onset Fluency BOY 41/68 students not proficient	Isolating Final Sounds in Words BOY 55/66 students not proficient	Blending onset and Rime BOY 55/66 students not proficient	
Heggerty Baseline: 1	Isolating Medial Sounds BOY 47/82 not proficient	Isolating Final Sounds BOY 38/82 not proficient	Onset Fluency 15/82	

PLAN	
Focus Area #1: Academic Achievement Reading/English Language Arts/Mathematics *(Percent of students meeting or exceeding expectations)*	
S.M.A.R.T. GOAL #1	**EVIDENCED-BASED PRACTICE (STRATEGY)**
By June 2021, students at DES adequate internet access and an attendance rate of 80% or better will be proficient in phonemic awareness and phonics in grades K-2. By June 2021, 100% of students in grades 3-5 with adequate internet access and an attendance rate of 80% or better (ex: 4 out of 5 days attendance weekly) will read with accurate phrasing, rate, punctuation and expression in order to be a fluent reader.	**STRATEGY #1 (Curriculum and Instruction)** Teachers in grades **K-1** use Heggerty BOY and MOY data and Fundations unit assessments to determine weaknesses in the areas of phonics and phonemic awareness. Other tracking data and classroom formative assessment data will determine specific areas of concern. Teachers in grade 2 will use Fundations unit assessments and Storytime passages to determine weaknesses in the areas of phonics and phonemic awareness. Other tracking data and classroom formative assessment data will determine specific areas of concern. Teachers in grades 3-5 will use the suggested Instructional Level Support small group planning tool to show evidence of planning and regrouping. Teachers in grades 3-5 will use the Instructional Level support block for students to engage in fluency practice.
	STRATEGY #2 (Social/Emotional Wellness) Students will read for enjoyment using a digital reading platform and books that have been distributed during various parent pick-up. Teachers will regroup and reteach based on data gathered from a variety of formative data.
	STRATEGY #3 (Communication) Students will be encouraged to read on a daily basis using digital or personal books that were distributed during selected parent pick-ups. Virtual Family Reading Night where teachers will communicate reading activities and content strategies to parents.

	Teachers will collaborate with their grade level-team and RRT daily. Dr. Seuss Night where teachers will highlight the importance of literacy through activities related to Dr. Seuss in celebration of his birthday.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
SST Data Tracking Student Plan and meetings	Teachers will use daily short-cycle data, standards tracking, Heggerty data, iReady data, Fundations Unit Assessments, and attendance	As appropriate on iReady timeline BOY, EOY
Projected Typical Growth Score	iReady	BOY, MOY, EOY
Outcome	Fundations Unit Tests, check -ups, retesting	End of unit
Proficiency Levels	Early Learning Assessment (PreK)	
Teacher Tracking/Formative and Summative Assessment	Tracking to aligned success criteria	Daily lessons

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO

Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #2	EVIDENCED-BASED PRACTICE (STRATEGY)
100% of DES students with adequate internet access, an attendance rate of 80% or better (ex: 4 out of 5 days attendance weekly) and domains turned on will complete 30-49 minutes of I-Ready instruction per week.	**STRATEGY #1 (Curriculum and Instruction)** Teachers will take a prescriptive approach to closing the learning gaps while ensuring access to grade level standards for each student. Teachers use iReady data and informal assessments for targeting students grouped by achievement levels and specific needs as identified by the BOY/MOY diagnostic assessments. Teachers will collaboratively plan rigorous lessons on a weekly basis and invite the MRT. Teachers will use number talks regularly in the classroom. Teachers will receive on-going coaching sessions focused on mathematical fluency of addition, subtraction, multiplication, and division. Teachers will use Math Workshop to address unfinished learning, gaps and misconceptions. Teachers will follow district pacing guides and use tracking data and common unit assessments to prioritize student mastery of critical content.
	STRATEGY #2 (Social/Emotional Wellness) Students will participate in Number Talks and flexible groupings based on data collected.
	STRATEGY #3 (Communication) Virtual Family Math "Night" where teachers will communicate math games and activities to parents.

| | Teachers will collaborate with their grade level team and MRT daily.

Students identified through the SST process as being "in need of math intervention" will be assigned to additional lessons on My Path during Math Workshop. Teachers will include My Path progress updates whenever communications home to parents are scheduled or necessary (excluding report cards due to spacing).

Students will participate in number talks and usage of E4L strategies. |
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TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Projected Typical Growth Score	iReady	BOY, MOY, EOY
Benchmark Outcome Increase	Unit Assessments *Formative/Tracking data used for instructional decisions	By unit

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

PLAN	
Focus Area #2: Student Growth in Reading/English Language Arts/Mathematics *(Academic progress- consider the percent of students that have grown by 10+ points from the previous year)*	
S.M.A.R.T. GOAL #3	**EVIDENCED-BASED PRACTICE (STRATEGY)**
By June 2021, students in PreKindergarten will be at a level 3 or higher in identifying uppercase letters and at a level 4 for or higher in identifying lowercase letters as measured by the ELA. By June 2021, students in Kindergarten and 1st Grade will increase their level of phonemic awareness and proficiency in Phonics to programmatic success levels. By June 2021, students in 2nd grades will increase their level of proficiency in Phonics to meet programmatic success levels. By June 2021, students in grade 3-5 will increase their level of fluency proficiency to be at least at the 50th percentile on designated passages.	**STRATEGY #1 (Curriculum and Instruction)** PreKindergarten teachers will explicitly teach upper and lower case letters to all students, and measure their progress through the ELA and other teacher tracking documents. Kindergarten teachers will explicitly teach Heggerty Phonemic with a focus on onset fluency and isolating final sounds. Fundations lessons will focus on student proficiency in sounds. 2nd Grade teachers will explicitly teach Fundations lessons with a focus on student proficiency in encoding and decoding. (Unit tests) Teachers will utilize office hours to provide Tier II instruction to students; regrouping during ELA time will be managed by the team based on the data collected from formative assessments. Following Fundations unit tests, each team will develop and implement a plan for reteaching students who are not meeting the 80% threshold. Other adults in the building may be utilized to meet the individual needs of the students. In grades 3-5, students will be provided with Tier III interventions. Each quarter, student progress will be analyzed to determine if the intervention is appropriate. Teachers will intentionally plan scaffolded fluency lessons with multiple readings of text each week during ILS. Use of the Compiled ORF Norms Chart will guide the instruction and grouping.

	Teachers use iReady data and informal assessments to target students and group by achievement level and specific needs identified by the BOY/MOY diagnostic assessments; Teachers will analyze these groups and consider possible inequities presented through the data; teachers will collaborate with team members and the RRT to create ways to address inequities identified.
	STRATEGY #2 (Social/Emotional Wellness) Students use self selected digital texts and books provided during parent pick up to increase their reading stamina, reading volume and fluency. Students will be given opportunities for Tier II supports to address gaps in phonemic awareness and phonics following unit assessments. This will provide for more confidence with foundational skills. Students in Tier III interventions will have the opportunity for success through periodic checks.
	STRATEGY #3 (Communication) A Virtual Reading Night will be shared to communicate content strategies to parents. Parent communication will be documented by teachers. PreK families will be shown how to read aloud with a child and books will be sent home for practice (Raising a Reader). Parents of students who are in a Tier III intervention will receive progress reports each quarter; should a student's intervention change, parents will be notified in writing. Teachers will communicate with students and parents about the strategies for addressing identified inequities in the data (ie. Your child has not been completing Wednesday work and is falling behind; here are opportunities for him/her). Student and parent responses will be recorded.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Scores-80% of students in each class will score 80% or better on each unit test	Fundations Unit Tests	Following the completion of each unit taught
Scores-80% of students in each class will be at least 95% proficient with current connected Storytime decodable texts as used in running record format	Fundations Storytime text WRC/total words Grade 1- entire text Grade 2- one paragraph	Monthly
Increased numbers of students with proficiency levels	Heggerty Phonemic Assessment	BOY, MOY, EOY
Teacher Tracking	Tracking to Standards and Success Criteria	Daily
Typical Projected Growth	iReady	BOY, EOY, MOY
80% of students in grades 3-5 will score in the 50th percentile on ORF as measured by the Compiled ORF Chart.	Fluency Rubric Fluency Tracker	Twice weekly

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES

	or ❏ NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #4	EVIDENCED-BASED PRACTICE (STRATEGY)
Reduce the percentage of Tier 3 students on iReady Math Number and Operations and Algebraic Thinking by 5%. *For PreK, reduce the percentage of levels 3 and below in number sense by 5%. **BOY iReady Math (Numbers and Operations) Overall # Students Tier 4 & 5** 1st Grade DES 13 students 2nd Grade DES 32 students 3rd Grade DES 20 students 4th Grade DES 29 students 5th Grade DES 27 students	**STRATEGY #1 (Curriculum and Instruction)** Teachers will collaboratively plan rigorous lessons with their grade level team and MRT. Teachers will receive on-going coaching sessions focused on mathematical fluency of addition, subtraction, multiplication, and division. (Tracking) Teachers will use Math Workshop to address gaps and misconceptions; student grouping will be determined from tracking data. Students will use My Path to close gaps, and teachers will analyze data to assign My Path lessons based on individual student needs. Teachers will utilize office hours to meet with small groups, individual reteaching, and provide additional support for students and families. Teachers use iReady data and informal assessments to target students and group by achievement level and specific needs identified by the BOY/MOY diagnostic assessments; Teachers will analyze these groups and consider possible inequities presented through the data; teachers will collaborate with team members and the RRT to create ways to address inequities identified. Teachers will follow district pacing guides and use tracking data and common unit assessments to prioritize student mastery of critical content.

	STRATEGY #2 (Social/Emotional Wellness) Students use concrete and virtual math manipulatives in order to increase math fluency and/or computer fluency. Students will work on individual needs in My Path where they can feel success while also remediating skills. Students will have multiple opportunities to work individually with teachers (Office hours, workshop, Asynchronous Wednesday).
	STRATEGY #3 (Communication) Virtual Family Math "Night" where teachers will communicate games and activities to parents. Teachers will collaborate with their grade level team and MRT daily. Students will participate in number talks and usage of E4L strategies. Teachers will send home packets of manipulatives, anchor charts, fluency games, and other materials to help parents support their children when learning virtually. Teachers will communicate with students and parents about the strategies for addressing identified inequities in the data (ie. Your child has not been completing Wednesday work and is falling behind; here are opportunities for him/her). Student and parent responses will be recorded.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Projected Typical Growth Score	iReady	BOY, MOY, EOY

Benchmark Outcome Decrease	Unit Assessments *Formative/Tracking data used for instructional decisions	By unit
Early Learning Assessment	ELA data sheets, Teacher tracking	Weekly

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

PLAN	
Focus Area #3: School Quality and Student Success	

S.M.A.R.T. GOAL #5	EVIDENCED-BASED PRACTICE (STRATEGY)
DES will decrease overall chronic absenteeism rates from Quarter 1 through Quarter 4 by 10%.	**STRATEGY #1 (Curriculum and Instruction)** Students referred to The Attendance Committee will be referred to the SST process. Attendance committee meetings on a bi-weekly basis to discuss student attendance concerns and/or trends brought forward by SST referral, School Counselor referral, or requests for assistance through the "Missing in Action" document. Identify students with connectivity issues to receive Kajeet devices, and actively monitor their

	usage to spot attendance concerns through lack of usage. Create documentation for teachers to report "Missing In Action" students to School Counselor/Admin for consideration by the Attendance Committee.
	STRATEGY #2 (Social/Emotional Wellness) The Attendance Committee will partner with School Counselor and the CCBH (Caroline County Behavioral Health) Mental Health Therapist to identify students with potential counseling needs resulting in chronic absenteeism. Targeted small group counseling sessions held for students displaying chronic absenteeism. Provide Check in-Check out for select students when they are in the building. Create attendance incentives based on PBIS/Dolphin Tails to acknowledge whole class attendance and improvements in class attendance.
	STRATEGY #3 (Communication) Attendance data is tracked and displayed by grade in a prominent location within the building, updated weekly. Monthly recognition of perfect attendance by homeroom posted in the building, in school newsletter, on DES Webpage, and on the DES Facebook page. Provide immediate contact when chronic students are absent; this may include home visits, phone calls, text, email, written documentation of absences, conferences, or PPW referral. Communicate importance of Asynchronous day and work (check in newsletters, social media, Counselor/Teacher Google Classrooms) The Attendance Committee will refer chronically absent students to the PPW after appropriate documentation has been sent to the parent regarding previous absences.

TRACK

How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?
Percentage of chronically absent students each month will decrease	PowerSchool attendance data	Bi-weekly

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #6	EVIDENCED-BASED PRACTICE (STRATEGY)
By June 2021, the number of incidents of physical contact/ aggression by students will decrease by 5%. DES will teach calming strategies and reinforce ones that students know and are able to use to self-regulate.	**STRATEGY #1 (Curriculum and Instruction)** SWIM-related lessons implemented by all staff; full-implementation of PBIS by all staff. Create and share a Minor Incident Report; communicate with students and families. PBIS committee to actively monitor student disciplinary data and report to the staff each month Increase the number of positive acknowledgements at the student, class, and grade level; this may include morning announcements, Dolphin of the Week, positive administration phone calls, and other incentives.

	Teaching students consistent strategies for self-management.
	● Mindfulness, Activity Breaks, Feelings Charts, Guided Meditation, Reflection Zone / Calming Corner
	STRATEGY #2 (Social/Emotional Wellness) Tier II and Tier III: includes Check-In/Check-Out; Behavior Plans; daily/weekly conferences with Guidance, SAC Monitor, and administration. Caroline County Mental Health counselor **available daily** for students enrolled in the program. Review data and analyze potential root causes contributing to school discipline concerns. Revise school discipline policies / procedures to promote equity. Tier II and Tier III: includes Check-In/Check-Out; Behavior Plans; daily/weekly conferences with Guidance, SAC Monitor, and administration; SST Meetings MIA List and follow-up Caroline County Mental Health counselor **available daily** for students enrolled in the program.
	STRATEGY #3 (Communication) Communicate discipline progress weekly schoolwide through school announcements, Faculty meetings Parent newsletters/social media communications CIT meetings DES Saturday Update for staff will contain a section on discipline data bi-weekly Share Minor Incident Report form and structure. Communicate with staff: Calming strategies Research behind calming corners/SEL Establish communication link with day care providers Communicate with parents the strategies we are teaching and updates on student

	progress/work/engagement;

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Each quarter will show a decrease from the previous quarter in discipline referrals for physical contact and/or aggression	ODR data and results	Weekly review Quarterly posting
Trend data from all locations will show a decrease in physical contact/aggression	ODR location data	Monthly
Collect student data of use of calming strategies	Informal data collection	

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect	

on the goals	

<table>
<tr><td colspan="2" align="center">PLAN</td></tr>
<tr><td colspan="2">Focus Area #4: English Language Proficiency
(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</td></tr>
<tr><td align="center">S.M.A.R.T. GOAL #7</td><td align="center">EVIDENCED-BASED PRACTICE (STRATEGY)</td></tr>
<tr><td>80% of English Language Learners that took the WiDA will increase their Scale Score and Confidence Band by 10 points in each of the four language domains of listening, speaking, reading, and writing.</td><td>

STRATEGY #1 (Curriculum and Instruction)
Use of WiDA standards for instruction and assessment; tracking data will show student proficiency toward the standards.

"Can Do" Descriptors of Proficiency Levels to describe student ability and needs.

Use of Common Core State Standards which are mirrored in the general education classroom.

Use of word lists, decodables, and other tools to support students' understanding of syntax, grammar, spelling, and usage.

Use of iReady teacher resources and toolbox for additional support and instruction; utilize My Path for mathematics reinforcement.

Use of CCPS English Language Arts/Mathematics website for integration of skills and reinforcement of standards instruction when possible in students' native language.

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STRATEGY #2 (Social/Emotional Wellness)
Teachers communicate with students on a weekly basis during opening conversations.

Students receive small group and one-on-one instruction as needed or when requested by the student.

Teachers communicate and check-in with School Counselors, SAC Monitor, or Mental Health

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	Coordinator regarding any social/emotional concerns.
	STRATEGY #3 (Communication) Communicate weekly and/or as needed with co-teachers, EL Tutor, EL Specialist, EL Supervisor, MRT, RRT, and Administration. Parent contacts are frequent through email, phone calls, and other translated documents. When needed or requested, translation services are provided.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
WIDA	WIDA Domains	Annually
Domain Instruction	Tracking data to the Domains; lesson plans; student progress on ELA/Math formative assessments	Weekly

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
By the end of June 2021, staff and students will have opportunities to learn strategies for sharing one's thoughts/feelings, and to participate in at least one Listening Circle or Restorative Circle.	**STRATEGY #1 (Curriculum and Instruction)** The Equity team will present the CCPS Equity presentation, "Speak Up" to staff. Teachers will be introduced to the three types of circles (Restorative: Repairing harm; information gathering; or Listening: sharing and listening to others). The Equity team will share resources that are developmentally appropriate for use in instruction. When students return to the building, Restorative Circles will be utilized to manage conflicts when needed. If time allows, Listening Circles will be introduced. Norms for Circles will be reviewed with staff prior to any circle action being implemented; school norms will be shared for all staff to use. Circle types and times will be documented.
	STRATEGY #2 (Social/Emotional Wellness) The Equity team will schedule and host monthly LIstening Circles for staff; they will investigate implementing Listening Circles for students and make a recommendation by June, 2021 for the 2021-2022 school year. Morning meeting topics will be shared with teachers to integrate into their routines. When transitions occur, school-wide Listening Circles will be planned by the Equity Team and scheduled. Questions will be given to teachers to use with these Circles (ie. February return to school discussion; or other events).
	STRATEGY #3 (Communication) When a student participates in a Restorative Circle for a conflict, parents will be notified of the outcome and discussion. If time allows, Listening Circle questions will be shared with parents to incorporate into their home discussions with a brief introduction into Circles and their purpose.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #10	EVIDENCED-BASED PRACTICE (STRATEGY)
By the end of June, 2021, students and staff of DES will have multiple opportunities to engage in learning opportunities around wellness and participate in	**STRATEGY #1 (Curriculum and Instruction)** Students will have direct instruction in how to eat healthy and remain active when learning virtually. Brain breaks and interactive lessons will be included throughout the day to allow students and

activities to promote physical and mental wellness.	staff opportunities for movement.
	Students will be taught calming strategies that are consistent schoolwide.
	STRATEGY #2 (Social/Emotional Wellness) Students and staff will have opportunities to lead Wellness Wednesday activities for their peers. Wellness strategies/activities will be taught and reinforced weekly. Add Cara Calloway/ virtual learning for staff
	STRATEGY #3 (Communication) Weekly Wellness videos will be posted on the DES webpage and social media so that parents can try these at home. Students and staff who share a video will be recognized in the newsletter and on social media to encourage others to participate. School-wide calming strategies will be shared with parents so they can use them at home as well.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**

RESULTS

Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

PLAN	
Title I Focus Area: Parent, Family and Stakeholder Involvement	

S.M.A.R.T. GOAL #11	EVIDENCED-BASED PRACTICE (STRATEGY)
DES will provide a variety of opportunities for parents to learn strategies to support their child, while learning about the CCPS curriculum	**STRATEGY #1 (Curriculum and Instruction)** DES will hold virtual Family Engagement nights to support learning ● ELA and Math Night ● Technology Night ● 5th Grade Parent Nights School-wide calming strategies will be shared with parents for use at home; PBIS expectations will be shared with data as well. Families are online with students daily (making it work by helping with technology, verifying that students are working and getting work turned in). This is teaching parents about the curriculum Asynchronous work: add percentage?
	STRATEGY #2 (Social/Emotional Wellness) DES will hold 5th grade Family nights to support transition and instruct parents on the Health

	curriculum
	Family Fun Nights with a focus on Wellness and Mindfulness; school-wide calming strategies will be modeled for parents to learn and try.
	Weekly food bags for identified families (when in session; when not in session, delivery is done by CCPS)
	Families are providing support under the direction of the teachers?
	STRATEGY #3 (Communication) Weekly updates via School Messenger Monthly newsletter from school: Posted on social media and shared through School Messenger Consistent emails to students and homes by grade level teams Parent contacts are virtual: Pick up of materials? Emails/contacts: immediate responses

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Parent participation data	Daily by logging students in (% of students participating); Parent Contact Logs	Daily
Climate survey at the end of 2021		Annually
Evaluations from Family events will show positive input	Evaluations at all Family events	Periodically

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

IMPLEMENT				
	ACTIVITY(ies)	**Who is involved?**	**When will it happen? Month/Year**	**What is the projected cost?**
GOAL #1				
GOAL #2				
GOAL #3				
GOAL #4				
GOAL #5				

GOAL #6				
GOAL #7				
GOAL #8				
GOAL #9				
GOAL #10				
GOAL #11	Parent Nights	DES Family: Staff, Students, Parents	Throughout the year	Stipends for teachers who participate; gift cards

Component IV: In Coordination with other Federal, State and Local Services, Resources, and Programs
(Please list if appropriate and applicable)

Title I: Family Engagement
Caroline County Mental Health