



**School Improvement Plan
2021-2022 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.**

TEAM		
Name	Job Title	Email
Christina Gorsuch	School Counselor	gorsuch.christina@ccpsstaff.org
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School	Denton Elementary School
Title I School	<input type="checkbox"/> Yes or <input type="checkbox"/> No

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Susan McCandless	Principal	mccandless.susan@ccpsstaff.org

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.

Due to COVID quarantine protocol, DES students have been placed on mandatory quarantine for exposure 310 times and for symptoms 148 times during the 2021-2022 school year (Sept 1 - Dec 7, 2021). As a result, DES students have missed more than 3,650 days of school strictly for COVID quarantine precautions. Some students have been placed on quarantine several times, resulting in several weeks of missed instruction. This is in addition to normal sick leave, which already presents a challenge to filling the student achievement gap. During SY 2020-2021, 18% of our total student population was chronically absent from school (missing 10% - 19% of school days), and 16% suffered severe chronic absenteeism (missing more than 20% of the school year).

We're experiencing a wide range of student abilities in all reading / writing classrooms, which present unique challenges to classroom management and small group instruction. The average DES student begins the 2021-2022 school year with a learning gap of 1.5 grade levels in both reading and math. Teachers report a range of writing concerns including; size of print, incomplete sentences, and lack of writing conventions like capitalization and punctuation. Groups of students who didn't receive proper Foundations instruction in first grade are now in 4th grade and lacking foundational skills. There are a significant number of 4th grade students who are identified as

reading at a 1st grade level. These students have difficulty tapping out and identifying closed syllables, open syllables, and v-e syllable words used during multisyllable words in the 4th grade word study curriculum.

In mathematics, no math interventions were available last year to address students' concerns or misconceptions. It is difficult for teachers to differentiate and sustain student attention when a wide range of student math abilities are present in each classroom. For students who aren't reading on their grade level, it's hard to assign independent math work when students cannot read directions or word problems associated with their grade level math assignments. Time is needed to address missed learning and not "rush" through grade level standards.

Our students have displayed an increasing number of mental health concerns this school year, and incidences of behavior not conducive to the learning environment have markedly increased. Meanwhile, knowledge and use of self regulation skills has decreased. The most recent years we've had students in the building for instruction (Q1 and Q2) were SY2019-2020 and SY2021-2022. A review of disciplinary referral data from the time period 9/1/19 - 12/6/19 showed that 65 major disciplinary referrals were received in the main office. Comparing this to the 9/1/21 - 12/7/21 time window from this school year, we've received 97 major office referrals. This 49.2% increase suggests that time is needed to reteach behavioral expectations and model emotional wellness and strategies to cope with challenges. In addition to increased behavioral concerns, our staff have also noted that students' perseverance, motivation, and ownership of learning have decreased. Staff have noted the difficulty in planning for in-person students while maintaining Google Classroom activities for learners placed in quarantine. Students have been placed in quarantine for as much as a month of school due to COVID protocol outside our control. The wide expanse of their ability levels, and inconsistent work completion while in quarantine make it difficult to transition students back into classroom learning when they've missed weeks of instruction.

At the building level, we continue to struggle obtaining the substitutes needed to provide quality instruction for our students when our staff are sick or quarantined. In addition, we've had a significant portion of our teaching staff out on maternity leave during the 2021-2022 school year. While we've been fortunate to obtain several long-term substitute teachers, our students are still in the classrooms without highly qualified teachers for weeks at a time. This has also hindered our ability to address student learning gaps.

[PBIS Data from 2021](#)
[Discipline/Attendance 2021](#)

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 2021	
MCAP ELA	Not assessed in 2021	
iReady Math (updated 10/13/21)	<u>BOY 21-22</u> <u>Tier 1: Overall 9%</u> Kindergarten: 11% 1st Grade: 3% 2nd Grade: 5% 3rd Grade: 11% 4th Grade: 8% 5th Grade: 17%	<u>BOY 21-22</u> <u>Tier 3: Overall 34%</u> Kindergarten: 0% 1st Grade: 16% 2nd Grade: 41% 3rd Grade: 45% 4th Grade: 51% 5th Grade: 45%
iReady ELA (as of 10/6/2021)	<u>Tier 1/2: Overall 34%*</u> Kindergarten: 17% 1st Grade: 6% 2nd Grade: 13% 3rd Grade: 29% 4th Grade: 24% 5th Grade: 21%	<u>Tier 3: Overall 47%</u> Kindergarten: 83% 1st Grade: 83% 2nd Grade: 40% 3rd Grade: 22% 4th Grade: 34% 5th Grade: 30%

Tiers 4/5: Overall 19%
 1st Grade: 11%
 2nd Grade: 47%
 3rd Grade: 48%
 4th Grade: 42%
 5th Grade: 48%

<p style="text-align: center;">Dibels (ELA)</p>	<p style="text-align: center;">Composite Score Data (% of grade level/# of students)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level:</th> <th style="text-align: center;">Current "On/Above" :</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">36% (26)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">31% (27)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">28% (26)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">34% (32)</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">41% (36)</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">47% (38)</td> </tr> <tr> <td style="text-align: center;">Average:</td> <td style="text-align: center;">36%</td> </tr> </tbody> </table>	Grade Level:	Current "On/Above" :	K	36% (26)	1	31% (27)	2	28% (26)	3	34% (32)	4	41% (36)	5	47% (38)	Average:	36%	<p style="text-align: center;">Composite Score Data (% of grade level/# of students)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level:</th> <th style="text-align: center;">Current "Below" :</th> <th style="text-align: center;">Current "Well Below" :</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">19% (14)</td> <td style="text-align: center;">45% (32)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">30% (26)</td> <td style="text-align: center;">39% (35)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">15% (14)</td> <td style="text-align: center;">57% (53)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">21% (20)</td> <td style="text-align: center;">45% (43)</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">26% (23)</td> <td style="text-align: center;">33% (29)</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">12% (10)</td> <td style="text-align: center;">41% (33)</td> </tr> <tr> <td style="text-align: center;">Average:</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">43%</td> </tr> </tbody> </table>	Grade Level:	Current "Below" :	Current "Well Below" :	K	19% (14)	45% (32)	1	30% (26)	39% (35)	2	15% (14)	57% (53)	3	21% (20)	45% (43)	4	26% (23)	33% (29)	5	12% (10)	41% (33)	Average:	21%	43%
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<p style="text-align: center;">Intervention data: (as of 10/6/2021)</p>	<p><u>3rd Grade Intervention</u> System 44- 16 students OG+- 5 students</p> <p><u>4th Grade Intervention</u> System 44 - 8 students Read 180 - 1 student Wilson - 3 students OG+- 6 students</p> <p><u>5th Grade Intervention</u> System 44 - 9 students Read 180 - 4 students Failure Free Reading - 1 student Wilson- 5 students</p>																																									
<p style="text-align: center;">WIDA</p>	<p>Highest scores are in listening (AVG = 4.92 out of 6); lowest area is reading (AVG = 3.3 out of 6). Students continue to be immersed in English Language instruction on a daily basis, especially during ILS.</p>	<p>Need for leveled texts that allow engagement of low-level, on-level, and above-level ELL students simultaneously. This allows teachers to assign texts without having to modify materials for struggling readers.</p>																																								

Other Data Sources

Fundations: % of students achieving 80% or higher	Kindergarten Trackers	Grade 1 Trackers	Grade 2 Trackers	
Heggerty Baseline:	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	
Heggerty MOY: K	Onset Fluency	Isolating Final Sounds	Onset Fluency	
Heggerty MOY: 1				

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 2022, 57% of students at DES (with 80% or greater attendance) will be at, or above benchmark as measured by the DIBELS 8 End of Year screener.	STRATEGY #1 (Curriculum and Instruction) Teachers in grades K-1 use Dibels benchmark data, i-Ready diagnostic data, Foundations unit assessments and Heggerty performance 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 i-Ready Diagnostic data, Dibels benchmark data, Foundations unit assessments and Heggerty performance 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. Data from the i-Ready Diagnostic, Dibels benchmarking, and Heggerty Core Extension will serve as a guide for planning targeted instruction.

Teachers in grades **3-5** will use the Instructional level support block for students to engage in fluency practice (twice weekly).

Teachers in grades **4-5** will assign Exact Path, for 20 minutes, twice weekly, for targeted skill practice.

Teachers in grades **K-5** will use the Instructional level support block for students to engage in Reading Eggs (twice weekly).

STRATEGY #2 (Social/Emotional Wellness)

Students will read for enjoyment using a digital reading platform (occasionally) and books, both self-selected and teacher recommended.

Teachers will regroup and reteach based on data gathered from a variety of formative data.

Mindfulness breathing exercises will be implemented to help students with test anxiety or daily stress

Routines and procedures promote expression of social and emotional competencies.

Strategies/tools available for students to problem-solve and selfmanage (e.g., reflection posters, reflection sheets, etc.).

Use of verbal and non-verbal cues to communicate and promote expected behaviors.

	<p>Reinforce desired behaviors and discreet redirection of problem behaviors. Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings, etc.).</p> <p>Students receive small group and one-on-one instruction as needed or when requested by the student.</p> <p>Teachers communicate and check-in with School Counselors, SAC Monitor, or Mental Health Coordinator regarding any social/emotional concerns.</p>
	<p>STRATEGY #3 (Communication) Students will be encouraged to read on a daily basis using the district-wide home-reading plan. A monthly calendar will be sent home and incentivized monthly.</p> <p>Virtual Family Reading Night where teachers will communicate reading activities and content strategies to parents.</p> <p>Teachers will collaborate with their grade level-team and RRT on a regular basis.</p>

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, Dibels, data, iReady data, Foundations Unit Assessments, and attendance	iReady and Dibels: BOY, MOY, EOY Foundations: end of each unit
Projected Typical Growth Score	iReady, Dibels	BOY, MOY, EOY

Outcome	Foundations 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?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #2	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Increase the percentage of Tier 1 students and decrease the percentage of Tier 3 students on iReady Math by 5%.</p> <p>*For PreK, increase the percentage of levels 2 and above in number sense by 5%.</p>	<p>STRATEGY #1 (Curriculum and Instruction)</p> <p>Teachers will take a prescriptive approach to closing the learning gaps while ensuring access to grade level standards for each student.</p> <p>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.</p> <p>Teachers will collaboratively plan rigorous lessons on a weekly basis.</p> <p>Teachers will use number talks regularly in the classroom.</p>

Teachers and MRT will use Math Workshop and i-Ready Math Toolbox to address unfinished learning, gaps and misconceptions.

Teachers will follow district pacing guides and use tracking data and assessments to prioritize student mastery of critical content.

Pre-K teachers use Early Learning Assessment data and informal assessments for targeting students grouped by achievement levels and specific needs as identified by the BOY/MOY diagnostic assessments.

STRATEGY #2 (Social/Emotional Wellness)

Students will participate in Number Talks and flexible groupings based on data collected.

Mindfulness breathing exercises will be implemented to help students with test anxiety or daily stress

Positive verbal and/or nonverbal expectations communicated.

Evidence that students are able to redo work when they make mistakes.

Challenges normalized and mistakes framed as opportunities

Student self-assessment and/or reflection that occurs during lessons.

Teacher's use of cooperative structures (e.g., turn to your partner).

Students' collaboration with each other

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 Coordinator regarding any social/emotional concerns.

STRATEGY #3 (Communication)

Family Academic (Math) Night where teachers will communicate math games and activities to parents.

	<p>Teachers will collaborate with their grade level team.</p> <p>Students will participate in number talks and usage of E4L strategies.</p>
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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	Weekly, BOY, MOY, EOY
Benchmark Outcome Increase	Unit Assessments *Formative/Tracking data used for instructional decisions	By unit

RESULTS

Date Data was reviewed	iReady	Weekly	BOY	MOY	EOY				
Were the goals achieved?									
Provide Data/Evidence to reflect on the goals	DES Math i-Ready Tracking								

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)
<p>By June 2022, 60% of students in PreKindergarten will be at a level 4 or higher on the Language and Literacy and Math SKBs on the Early Learning Assessment.</p> <p>By May 2022, the number of Kindergarten and 1st graders who perform "on" or "above" on LNF (Letter Name Fluency), as measured by the DIBELS 8 Benchmark Assessments, will increase.</p> <p>By May 2022, the number of 2nd graders who perform "on" or "above" on NWF (Nonsense Word Fluency), as measured by the DIBELS 8 Benchmark Assessments, will increase.</p> <p>By May 2022, the number of 3rd, 4th and 5th graders who perform "on" or "above" on ORF (Oral Reading Fluency), as measured by the DIBELS 8 Benchmark Assessments, will increase.</p>	<p>STRATEGY #1 (Curriculum and Instruction) PreKindergarten teachers will explicitly teach Language and Literacy and Math SKBs to all students, and measure their progress through the ELA and other teacher tracking documents.</p> <p>Kindergarten teachers will explicitly teach Heggerty Phonemic Awareness with a focus on onset fluency and isolating final sounds. Foundations lessons will focus on student proficiency in sounds.</p> <p>1st and 2nd Grades: Teachers will explicitly teach daily Foundations lessons with a focus on student proficiency in encoding and decoding, teach Heggerty, and decodable text to increase fluency levels.</p> <p>Teachers will utilize ILS time to provide Tier II instruction to students; regrouping based on the data collected from formative assessments (Foundations Unit assessments, Dibels benchmarking and progress monitoring data, Heggerty performance, iReady diagnostic data, etc.)</p> <p>Following Foundations 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.</p> <p>Grades 3-5: Teachers will explicitly teach phonemic awareness for 12 weeks using the Heggerty "Core Extension" manual. Heggerty's "Bridge the Gap" program will be utilized for students needing additional PA support.</p> <p>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.</p> <p>Students will be provided with Tier III interventions. Each quarter, student progress will be analyzed to determine if the intervention is appropriate.</p>

All Grades:

Teachers use Dibels benchmarking and iReady data as well as informal assessments to target students and group by achievement level and specific needs identified by benchmark and 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 a combination of teacher-recommended and self-selected texts to increase their reading stamina, reading volume and fluency.

Students will be given opportunities for Tier II supports to address gaps in phonemic awareness, phonics and fluency. This will provide for more confidence with foundational skills.

Students in Tier III interventions will have the opportunity for success through periodic checks.

Tie instructional themes within the classroom to social emotional learning (i.e. character traits)

Mindfulness breathing exercises will be implemented to help students with test anxiety or daily stress.

STRATEGY #3 (Communication)

Parent communication will be documented by teachers.

PreK and K 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. Student and parent responses will be recorded.
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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?
Scores-80% of students in each class will score 80% or better on each unit test	Foundations 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	Foundations Storytime text WRC/total words Grade 1- entire text Grade 2- one paragraph	Monthly
Increased numbers of students with proficiency levels	Dibels Benchmark and Progress Monitoring data	BOY, MOY, EOY; monthly for students performing "below" or "well below"
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?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #4	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>By June 2022, 100% of DES students with an attendance rate of 80% or better (ex: 4 out of 5 days attendance weekly) will exceed 100% median progress toward Typical Growth by the end of the academic year.</p> <p><u>Typical Growth marks the median annual i-Ready Diagnostic Scale Score Growth for each grade:</u></p>	<p>STRATEGY #1 (Curriculum and Instruction) Teachers will collaboratively plan rigorous lessons with their grade level team.</p> <p>Teachers and MRT will use Math Workshop and i-Ready Math Toolbox to address gaps and misconceptions; student grouping will be determined from tracking data.</p> <p>Students will use My Path to close gaps, and teachers will analyze data to assign My Path lessons based on individual student needs.</p> <p>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;</p> <p>Teachers will analyze these groups and consider possible inequities presented through the data.</p> <p>Teachers will follow district pacing guides and use tracking data and common unit assessments to prioritize student mastery of critical content.</p> <p>STRATEGY #2 (Social/Emotional Wellness) Students use concrete and virtual math manipulatives in order to increase math fluency and/or</p>

	<p>computer fluency.</p> <p>Students will work on individual needs in My Path where they can feel success while also remediating skills.</p> <p>Students will have opportunities to work in flexible, small groups with teachers, MIT and MRT.</p> <p>Mindfulness breathing exercises will be implemented to help students with test anxiety or daily stress.</p> <p>Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings).</p>
	<p>STRATEGY #3 (Communication)</p> <p>Family Academic (Math) "Night" where teachers will communicate games and activities to parents.</p> <p>Teachers will collaborate with their grade level team and MRT.</p> <p>Students will participate in number talks and usage of E4L strategies.</p> <p>Teachers will communicate with students and parents about the strategies for addressing identified inequities in the data.</p>

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	Weekly, BOY, MOY, EOY
Benchmark Outcome Decrease	Unit Assessments *Formative/Tracking data used	By unit

	for instructional decisions	
Early Learning Assessment	ELA data sheets, Teacher tracking	Weekly

RESULTS	
Date Data was reviewed	BOY MOY EOY, Weekly, By Unit
Were the goals achieved?	YES
Provide Data/Evidence to reflect on the goals	DES Math i-Ready Reports and tracking

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%.	<p>STRATEGY #1 (Curriculum and Instruction) Students referred to The Attendance Committee will be referred to the SST process.</p> <p>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.</p> <p>Identify students with connectivity issues to receive Kajeet devices, and actively monitor their usage to spot attendance concerns through lack of usage.</p> <p>Create documentation for teachers to report "Missing In Action" students to School</p>

	<p>Counselor/Admin for consideration by the Attendance Committee.</p> <hr/> <p>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.</p> <p>Targeted small group counseling sessions held for students displaying chronic absenteeism.</p> <p>Provide Check in-Check out for select students when they are in the building.</p> <p>Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings).</p> <p>Create attendance positive acknowledgements based on PBIS/Dolphin Tails to acknowledge whole class attendance and improvements in class attendance.</p> <hr/> <p>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.</p> <p>Communicate importance of Asynchronous day and work (check in newsletters, social media, Counselor/Teacher Google Classrooms)</p> <p>The Attendance Committee will refer chronically absent students to the PPW after appropriate documentation has been sent to the parent regarding previous absences.</p>
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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?
Percentage of chronically absent students each month will decrease	PowerSchool attendance data	Bi-weekly

RESULTS

Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #6	EVIDENCED-BASED PRACTICE (STRATEGY)
By June 2022, the number of incidents of physical contact/aggression by students will decrease by 5%.	<p>STRATEGY #1 (Curriculum and Instruction) SWIM-related lessons implemented by all staff; full-implementation of PBIS by all staff.</p> <p>DES will teach calming strategies and reinforce ones that students know and are able to use to self-regulate.</p> <p>Create and share a Minor Incident Report; communicate with students and families.</p> <p>PBIS committee to actively monitor student disciplinary data and report to the staff each month</p>

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

Routines and procedures promote expression of social and emotional competencies.

Strategies/tools available for students to problem-solve and selfmanage (e.g., reflection posters, reflection sheets, etc.).

Use of verbal and non-verbal cues to communicate and promote expected behaviors.

Reinforce desired behaviors and discreet redirection of problem behaviors.

Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings).

Utilization of calming corner for self regulation.

STRATEGY #3 (Communication)

	<p>Communicate discipline progress weekly schoolwide through school announcements, Faculty meetings</p> <p>Parent newsletters/social media communications</p> <p>CIT meetings</p> <p>DES Saturday Update for staff will contain a section on discipline data bi-weekly</p> <p>Share Minor Incident Report form and structure.</p> <p>Communicate with staff:</p> <p>Calming strategies</p> <p>Research behind calming corners/SEL</p> <p>Establish communication link with day care providers</p> <p>Communicate with parents the strategies we are teaching and updates on student progress/work/engagement;</p>
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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?
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?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

PLAN

Focus Area #4: English Language Proficiency <i>(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</i>	
S.M.A.R.T. GOAL #7	EVIDENCED-BASED PRACTICE (STRATEGY)
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.	<p>STRATEGY #1 (Curriculum and Instruction) Use of WiDA standards for instruction and assessment; tracking data will show student proficiency toward the standards.</p> <p>“Can Do” Descriptors of Proficiency Levels to describe student ability and needs.</p> <p>Use of Common Core State Standards which are mirrored in the general education classroom.</p> <p>Use of word lists, decodables, and other tools to support students' understanding of syntax, grammar, spelling, and usage.</p> <p>Use of iReady teacher resources and toolbox for additional support and instruction; utilize My Path for mathematics reinforcement.</p>

	Use of CCPS English Language Arts/Mathematics website for integration of skills and reinforcement of standards instruction when possible in students' native language.
	<p>STRATEGY #2 (Social/Emotional Wellness) Teachers communicate with students on a weekly basis during opening conversations.</p> <p>Students receive small group and one-on-one instruction as needed or when requested by the student.</p> <p>Teachers communicate and check-in with School Counselors, SAC Monitor, or Mental Health Coordinator regarding any social/emotional concerns.</p>
	<p>STRATEGY #3 (Communication) Communicate weekly and/or as needed with co-teachers, EL Tutor, EL Specialist, EL Supervisor, MRT, RRT, and Administration.</p> <p>Parent contacts are frequent through email, phone calls, and other translated documents. When needed or requested, translation services are provided.</p>

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?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>By the end of June 2022, 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.</p>	<p>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).</p> <p>The Equity team will share resources that are developmentally appropriate for use in instruction.</p> <p>When students return to the building, Restorative Circles will be utilized to manage conflicts when needed. If time allows, Listening Circles will be introduced.</p> <p>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.</p> <p>Circle types and times will be documented.</p> <p>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.</p> <p>Morning meeting topics will be shared with teachers to integrate into their routines.</p>

	<p>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. After breaks return to school discussion; or other events).</p> <p>Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.</p> <p>Student experiences and identities reflected in classroom materials, curriculum, and/or instruction</p> <p>Posted student work that reflects their identities, cultures, and/or life experiences</p> <p>Students of all subgroups actively engaged in classroom activities</p> <p>Students sharing ideas, perspectives, concerns</p>
	<p>STRATEGY #3 (Communication)</p> <p>When a student participates in a Restorative Circle for a conflict, parents will be notified of the outcome and discussion.</p> <p>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.</p>

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?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #9	EVIDENCED-BASED PRACTICE (STRATEGY)
By the end of June, 2022, students and staff of DES will have multiple opportunities to engage in learning opportunities around wellness and participate in activities to promote physical and mental wellness.	STRATEGY #1 (Curriculum and Instruction) Students will have direct instruction in how to eat healthy and remain active to benefit their health. Brain breaks resources will be provided to staff to be included throughout the school day to allow students and staff opportunities for movement. Students will be taught calming strategies that are consistent schoolwide. Structured SEL lessons provided to address specific needs.
	STRATEGY #2 (Social/Emotional Wellness) Students and staff will have opportunities to lead wellness and fitness activities for their peers. Wellness strategies/activities will be taught and reinforced weekly. Staff will have opportunities to participate in exercise activities (i.e. Wellness Walks etc.)

	<p>STRATEGY #3 (Communication)</p> <p>Weekly wellness and fitness resources (videos, photos, descriptions) will be shared on the DES webpage and social media so that parents can try these at home.</p> <p>Students will share wellness and fitness videos for all teachers to share; these will be shared with parents/website.</p> <p>School-wide calming strategies will be shared with parents so they can use them at home as well.</p>
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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?

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> 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 #10	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>DES will provide opportunities for parents to learn strategies to support their child, while learning about the CCPS curriculum.</p>	<p>STRATEGY #1 (Curriculum and Instruction) DES will hold virtual Family Engagement nights to support learning</p> <ul style="list-style-type: none">• ELA and Math Night• Technology Night• 5th Grade Parent Nights <p>School-wide calming strategies will be shared with parents for use at home; PBIS expectations will be shared with data as well.</p> <p>Families who have a student who are quarantined provide support in conjunction with the teacher and after-school tutor</p>
	<p>STRATEGY #2 (Social/Emotional Wellness)** DES will hold 5th grade Family nights to support transition and instruct parents on the Health curriculum and transition to middle school.</p> <p>Family Fun Nights with a focus on Wellness and Mindfulness; school-wide calming strategies will be modeled for parents to learn and try.</p> <p>Weekly food bags for identified families (when in session; when not in session, delivery is done by CCPS)</p> <p>Families are providing support under the direction of the teachers Share with parents:</p> <ul style="list-style-type: none">• routines and procedures to promote expression of social and emotional competencies.• strategies/tools available for students to problem-solve and selfmanage

	**All dependent on what is allowed due to Covid numbers
	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; if able, we will hold 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	Parent Contact Logs; Monthly Reading logs; Parent/Teacher Conference participation rate	Monthly
Climate survey at the end of 2022		Annually
Evaluations from Family events will show positive input	Evaluations at all Family events	Periodically

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> 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	Parent Nights	DES Family: Staff, Students, Parents	Throughout the year	Stipends for teachers who participate; gift cards
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**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
YMCA