

**School Improvement Plan  
19-20 School Year**

<b>School</b>	Greensboro Elementary School	
<b>Title I School</b>	<b>Yes</b>	
TEAM		
Name	Job Title	Email
Dawn Swann	Principal	swann.dawn@ccpsstaff.org
Mary Jo Kerr	Assistant Principal	kerr.maryjo@ccpsstaff.org
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Renee Carnochan	Reading Resource Teacher	carnochan.estelle@ccpsstaff.org
Kathleen Davis	Math Resource Teacher	davis.kathleen@ccpsstaff.org
Amy Smith	Leader of "Team Leaders"	smith.amy@ccpsstaff.org
Colleen MacFarland	PBIS - Discipline	macfarland.colleen@ccpsstaff.org

Angela Webster	Character Counts	webster.angela@ccpsstaff.org
Zelie Kneller	Wellness Committee Chair Equity Chair	kneller.zelie@ccpsstaff.org
Julie Porter	SAC Monitor	porter.julie@ccpsstaff.org
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Lisa Durham	Parent Advisory Committee Member	lisa@asg-cpas.com
Gelen Wake	Parent Advisory Committee Member	gelinwake@gmail.com
Amanda Vansciver	Parent Advisory Committee Member	ap.photography@hotmail.com

**ANALYZE/ROOT CAUSE ANALYSIS - GES Specific**

Data Source(s), Observations, and Data Trend Summary	Root Cause Analysis (Include supporting and impeding factors)	
	WHAT'S WORKING	WHAT'S NOT WORKING
<b>MCAP Data - ELA</b>	<ul style="list-style-type: none"> <li>❖ ELA Partner teachers</li> <li>❖ Mid-Cycle iReady data</li> <li>❖ Grade-level specific ELA shared folders in Drive</li> <li>❖ Common Core Companion resource</li> <li>❖ Daily Tracking</li> <li>❖ Grade-Level planning</li> <li>❖ iReady Teacher Toolbox</li> <li>❖ iReady Writing</li> <li>❖ Foundations Core Instruction K-2</li> <li>❖ ILS Differentiation Lessons</li> <li>❖ Systems 44/Read 180 Intervention</li> <li>❖ Reading Intervention Teacher</li> <li>❖ RIT teacher (2 part time)</li> <li>❖ Typing during ILS time</li> <li>❖ Using ACE rubric to guide writing</li> <li>❖ Guided Reading</li> <li>❖ Reading Resource Teacher available during content planning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Higher levels of thinking built in to regular classroom routines</li> <li>❖ Lessons are resource driven without the necessary teacher modifications</li> <li>❖ Pacing of scope and sequence</li> <li>❖ Grade Level Text being used in core is too far above level for grade 1 and 2.</li> <li>❖ Limited number of Guided Reading Benchmark Kits</li> <li>❖ Scores for males are much lower than females</li> </ul>
<b>MCAP Data - Math</b>	<ul style="list-style-type: none"> <li>❖ Math website</li> <li>❖ Math Resource Teacher available during team plannings</li> </ul>	<ul style="list-style-type: none"> <li>❖ Balance between independent practice and teaming/productive struggle</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Math teacher expert</li> <li>❖ (departmentalized) K-5</li> <li>❖ Grade level planning</li> <li>❖ Common Core Companion resource</li> <li>❖ Tracking</li> <li>❖ Mid cycle data available</li> <li>❖ Math workshop- spiraled practice and teacher micro interventions</li> <li>❖ Math Part-time Intervention teachers</li> <li>❖ Number Talks</li> </ul>	<ul style="list-style-type: none"> <li>❖ Getting in enough practice for fluency</li> <li>❖ From last year, we did not have the time to differentiate in grades k-2.</li> <li>❖ From last year, we did not begin small group intervention until almost second term.</li> <li>❖ From last year, lack of any mid-cycle data to redirect instruction.</li> <li>❖ Scores for males are much lower than females</li> </ul>
<b>MISA Data</b>	<p>Departmentalization - Teachers can focus on the science curriculum</p> <ul style="list-style-type: none"> <li>❖ Teachers keeping tracking data</li> <li>❖ Teachers having flexibility to use the math/science block to complete extended experiments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Lack of data from the state in terms of breakdown of subgroups</li> <li>❖ Lack of mid-cycle data - no benchmarking</li> <li>❖ Lack of adequate materials</li> </ul>
<b>ACCESS for EL Data</b>	<ul style="list-style-type: none"> <li>❖ Flexible scheduling and allow EL teachers to place students in homerooms according to proficiency levels</li> <li>❖ Dedicated EL teacher and EL Assistant at each grade level</li> <li>❖ i-Pads and new materials via Title I EL Grant</li> <li>❖ EL personnel teach Read 180/Systems 44 to their own students</li> </ul>	<ul style="list-style-type: none"> <li>❖ EL numbers are so large at every grade level the caseload for each teacher is 40 or 50 students</li> <li>❖ Pull out areas for EL are very small and not conducive to such large groups</li> <li>❖ Lack of bilingual materials</li> <li>❖ Despite a number of bilingual staff members, we could still use more</li> </ul>

<p align="center"><b>Discipline Data</b></p>	<ul style="list-style-type: none"> <li>❖ Positive Referrals - PBIS</li> <li>❖ Safety Patrol - motivation based incentive for 5th grade students</li> <li>❖ Monthly Attendance Incentives</li> <li>❖ Check In/Check Out for Tier II students</li> <li>❖ Use of SAC Monitor for working with students on a one on-one basis</li> <li>❖ Guidance Counselor(s) meeting with students in small groups and one-on-one</li> <li>❖ Use of Restorative Practices</li> <li>❖ LCSW - 5 days a week</li> </ul>	<ul style="list-style-type: none"> <li>❖ Not all teachers using mental health social/emotional checks</li> <li>❖ Discipline referrals for boys far exceed that for girls</li> </ul>
<p align="center"><b>Attendance Data</b></p>	<ul style="list-style-type: none"> <li>❖ Quarterly Attendance Incentives</li> <li>❖ Attendance Secretary and Guidance Counselor placing phone calls and letters to flagged student</li> <li>❖ SST meets for chronic attendance issues</li> <li>❖ Data from Powerschool identifying at risk and chronic attendance students</li> <li>❖ Attendance Committee to track and intervene for identified attendance concerns.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Absence data will be inclusive of all absences, regardless of type.</li> <li>❖ Incentives that students work to receive.</li> </ul>

**Academic Achievement 18-19 - Meet or Exceeds - 4 or a 5 attained on MCAP - Hyper Links take you to tables diving into the data**

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
ELA 3	42%	20%	50%	-----	-----	33%	----	23%	35%	---
ELA 4	42%	18%	51%	-----	-----	26%	----	22%	36%	---
ELA 5	33%	7%	35%	-----	-----	21%	---	0%	32%	---
Math 3	30%	15%	44%	---	---	15%	---	7%	23%	---
Math 4	47%	20%	55%	---	---	38%	---	21%	41%	---
Math 5	39%	31%	51%	---	---	20%	---	4%	30%	---

**Other Data Sources 18-19 - Hyper Links take you to tables diving into the data**

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
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<b>MISA (5<sup>th</sup> grade) met or exceeds-4 or 5 MCAP</b>	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Discipline Data (Major Referrals)</b>	20 (395)	1	12	6	0	2	0	0	-	0
<b>Attendance Rate - Chronically absent (missing &gt;10%)</b>	10%	12.5%	90%	0%	2.5%	2.5%	5%	0%	-	0%

	<b>&lt;1.0</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.5</b>	<b>&gt;4.5</b>
<b>ACCESS for EL (score for test out was 4.5)</b>	0	16.6% (2)	0	66.6% (10)	16.6% (2)	0

**Other Data Sources 19-20 - Ongoing (as of 10/17/19)**

	<b>All Students</b>	<b>SWD</b>	<b>White</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Two or More</b>	<b>EL</b>	<b>FARMS</b>	<b>Am. Indian or Alaska Native</b>
<b>MISA (5th Grade)</b>	2%	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Discipline Data</b>										
<b>Attendance Rate</b>										

<b>i-Ready (K-5)</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade K</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 1</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 2</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 3</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 4</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 5</b>	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY



	<b>&lt;1.0</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.5</b>	<b>&gt;4.5</b>
<b>ACCESS for EL (score for test out was 4.5)</b>						

<b>PLAN</b>	
<b>Focus Area #1: Academic Achievement: Reading/English Language Arts, Mathematics, Science</b> <i>(Percent of students meeting or exceeding expectations)</i>	
<b>S.M.A.R.T. GOAL #1 (3-5)</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p>English Language Arts</p> <p>Each grade (3-5) will increase the % of students scoring a 4 or 5 on ELA MCAP assessment by 5%.</p> <p>3rd- 47% 4th- 47% 5th- 33%</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Teachers will use the CCPS ELA website, the Common Core Companion and approved resources as they intentionally plan for a balance of team structures and standards based reading instruction.</li> <li>● Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments during the ILS block.</li> <li>● Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing.</li> </ul>

	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency.</li> <li>• Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</li> <li>• Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.</li> <li>• Students in the ELA class will be able to use the calming corners available to prevent unregulated emotions during instruction.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Students use monthly reading calendars, which guardians sign off on, to track their reading at home. Students will receive reading brag tags for each month they complete the reading calendar.</li> <li>• Academic Nights where teachers will communicate content strategies to parents.</li> </ul>

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?
★ iReady mid-cycle data will give a projected proficiency report	★ Teachers will use daily short-cycle data, tracking to the standard of each lesson. ★ iReady mid-cycle data	As appropriate based on i-Ready timeline

★ Students will participate in completing reading calendars.	A data chart will be kept with the number of students per reading teacher that completes the monthly calendar.	9 times per year
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RESULTS	
<b>Date Data was reviewed</b>	
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or <input type="checkbox"/> NO
<b>Provide Data/Evidence to reflect on the goals</b>	

<b>S.M.A.R.T. GOAL #2 (3-5)</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
Mathematics  <b>Main Goal:</b> Each grade, 3-5, will increase the percentage of students receiving a 4 or 5 on Math MCAP by 5 percentage points.  3rd - 35%	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>● Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.</li> <li>● Every math teacher will use problem solving procedures in the classroom.</li> <li>● Teachers will use exemplar tasks, k-5 math teaching resources, and number talks regularly in the classroom.</li> </ul>

4th - 52%  
5th - 44%

- Teachers will use the CCPS math website, the Common Core Companion and approved resources as they intentionally plan for a balance of team structures and independent math practice.

**STRATEGY #2 (Social/Emotional Wellness)**

- Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.
- Teachers will create a collaborative math community through the use of teams/partners, math talk moves, polite wait time and accepting all answers during instruction. This will be done by establishing routines/norms and providing appropriate opportunities to collaborative problem solve during math.
- Students in the math class will be able to use the calming corners available to prevent unregulated emotions during instruction.

**STRATEGY #3 (Communication)**

- Teachers will collaborate with their grade level team to plan instruction for the math classroom.
- Academic Nights where teachers will communicate content strategies to parents.
- Students will complete family math projects that communicate learned skills from the CCPS pacing guides on the website. Students who participate will receive an incentive badge for each completed project.

**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?
Students/Families will participate in the math projects.	A data chart will be kept with the number of students per math teacher per project.	7 times per year
More students will move to the proficient level on I-Ready.	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY i-Ready assessments
Students will increase their score for content within the Exemplar Summatives or maintain proficiency.	Exemplar Summatives	Pacing Calendar for Benchmark Exemplars

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

S.M.A.R.T. GOAL #3 (5)	EVIDENCED-BASED PRACTICE (STRATEGY)
Science	<b>STRATEGY #1 (Curriculum and Instruction)</b> Science teachers grades 3-5 will attend weekly content coaching with Sandy

31% (5% increase) of all 5th grade students will be proficient in the "Cross-Cutting Concepts" sub-domain of the 2020 MISA assessment.	Smith, Science Teacher Specialist.
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b>  Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</p> <p>Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.</p>
	<p><b>STRATEGY #3 (Communication)</b>  Science teachers in grades 3-5 will attend CIT meetings with administration to analyze data, collaborate on strategies in the classroom, and implementation of E4L routines across grade levels.</p> <p>Academic Nights where teachers will communicate content strategies to parents.</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?
Growth on MISA Cross Cutting Concept scores	MISA Scores	After the MISA test results are sent from the state.
SLO Attainment from teachers grades 3-5	Teacher SLO Data	Teacher SLO conferences.

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

<b>PLAN</b>	
<b>Focus Area #2: Student Growth in Reading/English Language Arts/Mathematics</b> <i>(Academic progress - consider the percent of students that have grown by 10+ points from the previous year)</i>	
<b>S.M.A.R.T. GOAL #4 (4-5)</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
English Language Arts  The median scaled score for grades 4 and 5 will increase by 10 points on MCAP for the Spring 2020 administration.	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>Teachers will use the CCPS ELA website, the Common Core Companion and approved resources as they intentionally plan for a balance of team structures and standards based reading instruction.</li> <li>Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments during the ILS block.</li> <li>Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing.</li> </ul>

	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency.</li> <li>• Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</li> <li>• Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.</li> <li>• Students in the ELA class will be able to use the calming corners available to prevent unregulated emotions during instruction.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Students use monthly reading calendars, which guardians sign off on, to track their reading at home. Students will receive reading brag tags for each month they complete the reading calendar.</li> <li>• Academic Nights where teachers will communicate content strategies to parents.</li> </ul>

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



MCAP ELA Data	MCAP ELA Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
A.C.E. Response Rubric	BOY, MOY, EOY A.C.E. response writing prompts	BOY, MOY, EOY

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

<b>S.M.A.R.T. GOAL #5</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p>Mathematics</p> <p>The median scaled score for grades 4 and 5 will increase by 10 points on MCAP for the Spring 2020 administration.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Teacher SLOs will focus on modeling and reasoning and/or content through the instruction of exemplars while using the problem solving procedure or the use of aligned independent work.</li> <li>● Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.</li> <li>● Teachers will use exemplar tasks, weekly journaling, and number talks</li> </ul>

regularly in the classroom.

- Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.
- Students in GT will be provided the opportunity to participate in Math Olympiad.

**STRATEGY #2 (Social/Emotional Wellness)**

- Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.
- Leadership team will be tracking teachers' progress on creating an environment of autonomy.
- Students in the math class will be able to use the calming corners available to prevent unregulated emotions during instruction.

**STRATEGY #3 (Communication)**

- Teachers will collaborate with their grade level team at least once per week to analyze learning skills and plan aligned instruction using CCPS approved resources.
- Academic Nights where teachers will communicate content strategies to parents.
- Students will complete family math projects that communicate learned skills from the CCPS pacing guides on the website. Students who participate will receive an incentive badge for each completed project.

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?
MCAP Math Data - students who increase 10 points in 4th and 5th grade	MCAP Scores	After MCAP scores are released from the state to look for growth
More students will move to the proficient level on I-Ready.	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY i-Ready assessments
Students will increase their rubric score for content within the Exemplar Summatives or maintain proficiency over time.	Exemplar Summatives	Pacing Calendar for Benchmark Exemplars CCPS Website

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 (K-3)	EVIDENCED-BASED PRACTICE (STRATEGY)
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<p>English Language Arts</p> <p>100% of students in Kindergarten will increase their iReady scores by 21-43 points by the end-of-year assessment.</p> <p>100% of students in 1st Grade will increase their iReady scores by 37-54 points by the end-of year assessment.</p> <p>100% of students in 2nd Grade will increase their iReady scores by 22-44 points by the end-of year assessment.</p> <p>100% of students in 3rd Grade will increase their iReady scores by 17-36 points by the end-of year assessment.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>Teachers will use the CCPS ELA website, Foundations, the Common Core Companion, and approved resources as they intentionally plan for a balance of team structures and standards based reading instruction.</li> <li>Teachers will use iReady toolbox, guided reading, and Foundation double dose lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments during the ILS block.</li> <li>Reading Resource teacher meets with grade level teams for content coaching.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>Students in the ELA class will be able to use the calming corners available to prevent unregulated emotions during instruction.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <p>Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivised each month.</p> <p>Academic Nights where teachers will communicate content strategies to parents.</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?
More students will move to the	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY i-Ready

proficient level on I-Ready.		assessments
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<b>Date Data was reviewed</b>	
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or <input type="checkbox"/> NO
<b>Provide Data/Evidence to reflect on the goals</b>	

<b>S.M.A.R.T. GOAL #7 (K-3)</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p>Mathematics</p> <p>100% of students in Kindergarten will increase their iReady scores by 21-32 points by the end-of-year assessment.</p> <p>100% of students in 1st Grade will increase their iReady scores by 21-36 points by the end-of year assessment.</p> <p>100% of students in 2nd Grade will increase their iReady scores by 18-29 points by the end-of year assessment.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments.</li> <li>Teachers in Second Grade will use the Do the Math Kit A +/- to intervene with students who are missing number and operation skills from grade 1 and increase the likelihood of meeting their 2.NBT.B.5 fluency standard.</li> <li>Math Resource Teacher is meeting with grade level teams for coaching.</li> </ul> <p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</li> <li>Leadership team will be tracking teachers' progress on creating an environment of autonomy.</li> </ul>

100% of students in 3rd Grade will increase their iReady scores by 21-30 points by the end-of year assessment.	<ul style="list-style-type: none"> <li>Students in the math class will be able to use the calming corners available to prevent unregulated emotions during instruction.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>Students will complete family math projects that communicate learned skills from the CCPS pacing guides on the website. Students who participate will receive an incentive badge for each completed project.</li> <li>Academic Nights where teachers will communicate content strategies to parents.</li> </ul>

<b>TRACK</b>		
<b>How will it be known that progress is being made? (Benchmark/Outcome)</b>	<b>What data will be used to measure progress?</b>	<b>How often will benchmark data be collected?</b>
Students/Families will participate in the math projects.	A <a href="#">data chart</a> will be kept with the number of students per math teacher per project.	7 times per year
More students will move to the proficient level on I-Ready.	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY i-Ready assessments

<b>Date Data was reviewed</b>	
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or

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

PLAN	
Focus Area #3: School Quality and Student Success <i>(Chronic absenteeism and discipline)</i>	
S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
GES will maintain or improve a 95% attendance rate based on MSDE.	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● New rating of absences of regular, at-risk, chronic, and severe chronic to better identify all students needs and earlier intervention.</li> <li>● Monthly attendance meeting.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Parents/Guardians contacted by teachers, attendance secretary, counselors and PPW if the problem is identified as a social/emotional issue.</li> <li>● Referral to SST for severe/chronic absence problems. Interventions to be put in place (small groups, CI/CO, incentives).</li> <li>● Trauma informed care PD to all staff to address possible impediment to regular attendance.</li> <li>● Partner with support services (PPW, LCT, Mental health) to engage in more intensive interventions.</li> <li>● <b>Initiate a new club called the Young Gentlemen’s Club to assist at risk youth by providing good male role models and instruction in manners, communication and positive behavior.</b></li> </ul>

	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Attendance secretary to contact parents/guardians when threshold of absences reached via telephone, letters.</li> <li>• Monthly attendance meeting with identified partners.</li> <li>• Attendance incentives (Brag Tags) for perfect and outstanding attendance each quarter. Perfect attendance is defined as no absences in that quarter. Outstanding attendance is missing 1 day or no absences with one or less late admittance or early dismissal.</li> </ul>
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<b>TRACK</b>		
<b>How will it be known that progress is being made? (Benchmark/Outcome)</b>	<b>What data will be used to measure progress?</b>	<b>How often will benchmark data be collected?</b>
Quarterly attendance reports from attendance secretary	Attendance records according to PowerSchool	Quarterly

<b>RESULTS</b>	
<b>Date Data was reviewed</b>	Reviewed monthly during the attendance committee meetings. Brag Tags are give out to students with Perfect and Excellent attendance.
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or <input type="checkbox"/> NO



Provide Data/Evidence to reflect on the goals	
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S.M.A.R.T. GOAL #9	EVIDENCED-BASED PRACTICE (STRATEGY)
Utilize PBIS strategies to minimize discipline issues.	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Teachers use PowerPoint lessons to review behavioral expectations</li> <li>● Classroom Guidance lessons for Character and Behavior</li> <li>● PBIS Matrix posted in all areas of the school</li> <li>● BEE Builders (Positive Behavior Trackers for identified students)</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Referral to SST for discipline concerns. Interventions to be put in place (small groups, CI/CO, incentives).</li> <li>● Trauma informed care PD to all staff to address possible impediment to positive behavior.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>● PBIS Monthly Incentive</li> <li>● Character Counts Monthly Celebration</li> <li>● Buzzing About the Positive Referrals</li> <li>● Student Support Team (SST)</li> <li>● Daily incentives for BEE Builder students</li> <li>● Utilize Minor Incident reports to inform parents/guardians about minor discipline occurrences that were handled by the teacher in the classroom.</li> </ul>

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?
Maintenance of minimal discipline referrals and suspensions Minor Incident Reports	Referral Summary (Powerschool)  Referral Summary (Counselor Report)	Monthly  Monthly
Number of students participating in the monthly incentive Number Positive Referrals Students Recognized for Good Character	Teacher report of non-participating  Positive Referral Log Character Counts Student List	Monthly  Monthly Monthly

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**

*(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)*

<b>S.M.A.R.T. GOAL #10</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
87% of EL students, that took the WiDA last year (2018 -2019), will increase their overall Scale Score and by 10 points.	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"><li>→ WiDA standards</li><li>→ Can Do Descriptors of Proficiency Levels</li><li>→ CCSS</li><li>→ iReady teacher resources &amp; toolbox</li><li>→ Newcomer Access</li><li>→ Use of both EL teachers and Tutors to provide support</li></ul>
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> <ul style="list-style-type: none"><li>❖ Communicate with students on a weekly basis during opening conversations</li><li>❖ Opportunities provided to work in teams with peer conversation in both English and Spanish</li><li>❖ Communicate and check in with the guidance counselor regarding any social/emotional concerns</li><li>❖ Provide the opportunity to use the calming corner as needed to help regulate behavior</li></ul>
	<b>STRATEGY #3 (Communication)</b> <ul style="list-style-type: none"><li>❖ Communicate weekly and/or as needed with co-teachers, EL assistant, EL Specialist, EL Supervisor, MRT, RRT and administration</li><li>❖ Opportunities provided to work in teams with peer conversation in both</li></ul>

	English and Spanish
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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?
Tracking by EL teacher	Can Do Descriptors of Proficiency Levels	A minimum of weekly
iReady mid year assessment	iReady mid year data	

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**

<b>S.M.A.R.T. GOAL #11</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p>Greensboro Elementary School will engage 100% of their families by communicating school events and providing opportunities for involvement.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b> School Sponsored Events: American Education Week, EL Night, Academic Night, Back to School Night, Meet the Teacher, Career Day, EL Graduation, 5th Grade Celebration, Earth Day, Book Fair</p> <p>Parent advisory committee meetings:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Q1:</b> September 25th at 5:00pm</li><li><input type="checkbox"/> <b>Q2:</b> January 14th at 4:15pm</li><li><input type="checkbox"/> <b>Q3:</b> March 4th at 5:00pm</li><li><input type="checkbox"/> <b>Q4:</b> May 20th at 5:00pm</li></ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b> Parent-teacher conferences Adaptive recess- Greater Impact volunteers</p>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Select parents completed a Title I survey sent home by Mrs. Curren in September, and indicated their desire to be a part of our Parent Advisory Committee.</li><li><input type="checkbox"/> School Messenger, Facebook page, Website, S'More newsletter, PeachJar flyers</li></ul>

**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?
Agenda/Sign-In for Meeting	Number of meetings	4 times per school year

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	
Pre-K Programs Focus Area	
S.M.A.R.T. GOAL #12	EVIDENCED-BASED PRACTICE (STRATEGY)
100% of PK students will participate in conscious discipline.	<b>STRATEGY #1 (Curriculum and Instruction)</b> Frog Street Program Implementation The Welcome Circle

	<b>STRATEGY #2 (Social/Emotional Wellness)</b> Conscious Discipline
	<b>STRATEGY #3 (Communication)</b> Students practice speaking to peers and adults in a thoughtful manner.

<b>How will it be known that progress is being made? (Benchmark/Outcome)</b>	<b>What data will be used to measure progress?</b>	<b>How often will benchmark data be collected?</b>
Teacher Observation	Observing the Program in Progress/Incidence of occurrence	Quarterly

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

**IMPLEMENT**

	<b>ACTIVITY(ies)</b>	<b>Who is involved?</b>	<b>When will it happen? Month/Year</b>	<b>What is the projected cost?</b>
<b>GOAL #1</b>				
<b>GOAL #2</b>				
<b>GOAL #3</b>				
<b>GOAL #4</b>				
<b>GOAL #5</b>				
<b>GOAL #6</b>				
<b>GOAL #7</b>				
<b>GOAL #8</b>				
<b>GOAL #9</b>				
<b>GOAL #10</b>				
<b>GOAL #11</b>				



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

<b>Title 1</b>
<b>Judy Center</b>
<b>Choptank Community Health</b>
<b>Parks and Recreation</b>
<b>Channel Markers</b>
<b>Greater Impact Church</b>
<b>Caroline County Mental Health</b>
<b>Hospice - Compass Regional</b>
<b>Caroline County Sheriff's Department - School Resource Officer</b>
<b>Greensboro Police Department</b>