

WCPS Elementary School Improvement Plan 2022 – 2023

Vision

Building a community that inspires curiosity, creativity and achievement.

Goals

All students will read at or above grade level by 3rd grade and continue to read at or above grade level thereafter.

Measurable Objective 1: The percentage of students meeting grade-level lexile targets will increase from 33.1% to 75%.

All students will meet or exceed grade-level and course-specific curriculum standards.

Measurable Objective 2: The percentage of students scoring a 3 or 4 on the **ELA** MCAP exams will increase from 15.1% to 33%.

Measurable Objective 3: The percentage of students scoring a 3 or 4 on the **Math** MCAP exams will increase from 7% to 25%.

Measurable Objective 4: The percentage of students scoring a 3 or 4 on the MISA (Maryland Integrated **Science** Assessment) will increase from 31% to 75%.

All students will be healthy, informed, and productive citizens and support systems are designed and implemented to respond to the diverse needs of students.

Measurable Objective 5: The student attendance rate will increase from 86.64% to 94%.

Measurable Objective 6: The percentage of chronically absent students will decrease from 33.33% to 15%

Measurable Objective 7: The percentage of students responding positively on the Climate Survey will increase from % to %.

Measurable Objective 8: The risk ratio and the state comparison measure must remain below 2 for all subgroups and special education.

Theory of Action

Great teaching and great leadership are essential to student achievement.

Great Teaching begins with...

- Ensuring students master established curriculum standards.
- Ensuring students master literacy skills.
- Providing engaging and effective instruction, using appropriate resources and technology.
- Providing safe, orderly, and inviting learning environments.
- Establishing and maintaining effective relationships with students, parents and colleagues.
- Effectively participating in a professional learning community focused on improving student achievement.

Great School Leadership begins with...

- Establishing and maintaining high expectations for student learning and achievement.
- Establishing and maintaining high expectations for teacher performance.
- Establishing and maintaining safe, orderly and inviting learning environments.
- Providing resources and professional development to empower teachers to perform at a highly effective level in the classroom and as members of a professional learning community.
- Establishing and maintaining a professional learning community that is focused on improving student achievement.

WCPS School Improvement Plan

2022-2023

School

Hickory Elementary School

Principal

Dr. Michael R Telemeco

School Improvement Team Members

Sarah Camden, Title I Coordinator

Katie Wolfensberger, Lead Teacher

Stephanie Boschen, Lead Teacher

**Caitlin Somerville, Grade 2 Teacher (facilitator)

Julie Matheny, Community School Counselor

Jessica Lechert, School Counselor

Becky Vantz, School Family Liaison

Calli Thomas, PreK Teacher

Alisha Gist, Kindergarten Teacher

Deborah King, Kindergarten Teacher

Kaitlyn Ridenour, Grade 1 Teacher

Sarah Holsinger, Grade 2 Teacher

Chad Gross, Grade 3 Teacher

Jen Alkire, Grade 4 Teacher

Sarah Cartwright, Grade 5 Teacher

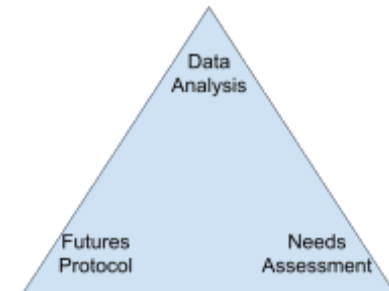
Kristen Miller, Grade 2 Teacher
Lori Dodson, Intervention Teacher
Kathy Parsons, EL Teacher
Jennifer McCallion, Library Media Specialist
Carlotta King, BSP Paraprofessional
Belinda Chandler-Fitchett, RBT
Johnna O'Kane, Paraprofessional
Maria Ramira, Community Member

Making Meaning of your 2021-2022 School Data

Insert your data link for [2021-2022 Data](#)

What do you see? What are the Facts!

- Highest number of referrals in 1st and 3rd grade
- Chronic absenteeism decreased as the school year progressed
- Highest staff attendance in May
- 65% of K students were approaching or demonstrating readiness on KRA
- 2nd grade ELA interims increased
- About 4 kindergarten students moved from below to at/above benchmark
- About 3 first grade students moved from below to at/above benchmark
- About 5 second grade students moved from below to at/above benchmark
- There is a discrepancy between the math inventory and math interim data
- The number of hispanic/Latino students has now risen to the highest race in Hickory-evaluating our equity plan
 - High EL population in Primary grades
 - 1 in 3 students were chronically absent (10%)
 - High referral data in Grades 1-3
 - County level PD attendance (4.7 PD's per year)



What questions does it raise?

- Is the end of the year the best time to offer PD? (little to no participation)
- Does not taking the spring Interims for 3-5 have any implications in terms of MCAP or data?
- How can we increase the amount of primary students that went from below to at or above benchmark (fluency) on the DIBELS assessment?
- How do we increase transfer in math skills so that students will show mastery on common assessments?
- How do we increase collaboration between intervention teachers and classroom teachers to support students' needs
- How can we utilize PBIS more to help improve student behavior throughout every grade level?
- What is our equity plan? Who is our equity liaison?
 - Consistency in DIBELS administration?
 - How to encourage higher attendance with staff and students?
 - What can be done differently with student behaviors to reduce consistent repeat offenders?

What is the significance/implications/ alignments?

- We need to continue to utilize data and monitor progress to adjust small group instruction that will meet the needs of all students
- reaching our Hispanic/Latino community to increase equitable practices for students both in EL and non EL(using community buildings, advisory council)

- Collaborative planning needs to take place in order to include intervention, special ed., EL teachers and paras in the weekly planning process
- Zoom meetings with parents as well as parent nights
- Need more staff participation in PBIS in order to think of new strategies to help support student behavior

Needs Assessment: 4 S Heat Check

A **SUCCESS** (and what we are observing that shows us this success, based upon what data?):

ELA:

- Pre-K Screener
- 65% at /or above KRA
- Growth in second grade ELA Interim
- DIBELS Kindergarten-all areas increased from fall to spring?
- DIBELS First Grade - all areas except from Nonsense Word Fluency increased from fall to spring
- 65% of our Pre-k students are approaching or ready for kindergarten, based on the KRA
- 3rd grade at risk students were at or above on decoding , based on the mCLASS data
- K & Grade 1- Growth in $\frac{7}{8}$ DIBELS categories

Math:

- Math inventory scores are higher than math interim scores across all grade levels
- all grades showed substantial growth on the Math Inventory

Science:

- Using the essential curriculum to read and learn about Science.
- All but 8 kindergarten students met or exceeded expectations

A **STRUGGLE** (and what we are observing that shows us this success, based upon what data?)

ELA:

- Fluency Component of DIBELS
- Grade 2-3 at risk students struggled to make growth, even with Tier 2 & 3 intervention
- all, except for one grade, went down on the ERI grade level expectations
- Inconsistency of test administration

Math:

- Pacing
- Intermediate grades dipped in winter interim but went back up in spring
- Several grades went down from beginning of the year to end of the year on the Math Interim
- adjusting to using IM as a new resource

Science:

- Providing students with more hands on experiences (investigations)
- grades 1-5 had less than half of their students that were able to meet or exceed expectations
- some students struggle with reading the questions independently

	<ul style="list-style-type: none"> ● Students struggled to transfer their thoughts to written answers
<p>SUPPORTS that have the best chance to move us past this struggle/who can help?</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● Sharing schedule with intervention ● Needing more supports with EL (consistency) ● Communication with EL (change in schedule, not coming) ● Reading tutor (Grow Your Own) support (2 high school students) ● using the targeted instruction model for small group and whole group instruction ● Live/in-person training in DIBELS ● using the reading progression to plan for instruction <p>Math:</p> <ul style="list-style-type: none"> ● consistent math small group routines, started at the beginning of the year ● IM resources and more instruction on how to utilize them properly <p>Science:</p> <ul style="list-style-type: none"> ● Daily lessons embedded in UbD; written by the curriculum team this summer. ● Time allotted for hands-on science instruction. ● 4th grade will have access to ADI resource ● exposing students to more science based texts ● allowing more time for hands-on science experiences; not just using science texts
<p>Next STEPS that we will take to move past this challenge?</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● Plan with intervention ● Identify grade 3-5 students for the Reading tutor (Grow Your Own) to work with ● Identify grade K-3 students for Kathleen Brocht (reading tutor) ● continue to focus on small group instruction based on action plans ● continue to use the progression <p>Math:</p> <ul style="list-style-type: none"> ● Identify students who need text to speech at the beginning of the year so that they can have appropriate supports on ALL assessments ● continue to learn the IM curriculum and the resources ● targeted math small groups that close the gaps, but still teach the grade level expectation <p>Science:</p> <ul style="list-style-type: none"> ● Planning for consistent hands on experiences for each unit ● Analyze school data as a team during CFIP and place supports for moving forward ● There is an opportunity during Summit to attend a science notebooking PD ● connecting texts to the experiments

Future's Protocol

Current Reality: Spring/Summer 2022 (Past Tense)	Action Steps & Strategies (Past Tense)	Looking forward 3 years to Spring/Summer 2025 (Present Tense)
<ul style="list-style-type: none"> ● High absentee rates amongst students and staff ● Students that are frequently absent were rewarded when they met attendance goals; students that were always here were not rewarded ● High rate of behavior challenges ● There was a disconnect between families and school. ● Families did not have a clear understanding of what their child is learning and how to help at home. ● Inconsistencies with communication methods ● BSP program was inconsistent; personnel and actions/plans ● All students do not respect teachers ● Morale was low amongst staff which caused students to feed off it ● Students were reluctant to take risks and work independently ● Students struggled through learning (productive struggle was missing) ● Saw a difference in teachers, Pre-K, K) as a result of attending Nell Duke PD (implementation abilities) ● Collaborative planning with intervention teachers was missing ● Teachers were trying to implement new strategies to support small group instruction ● Worked toward creating a schedule that meets the needs of all learners ● Achievement was low across all grade 	<ul style="list-style-type: none"> ● Consistent discussions between advisory council and PBIS occurred to reward students for good attendance ● We planned Math, Reading, SEL, Science nights to inform/teach parents about best practices for supporting students at home ● We planned fun activities to invite families in to build relationships between school and community ● We used an approved communication system, (remind, FB) to bridge conversations between school and home. ● Used parent volunteers to support learning in the classroom ● We participated in the Collective Efficacy cohort ● PBIS team met monthly ● PBIS team created a school-wide plan to promote positive behavior and ALL teachers implemented practices ● Guest speakers from native countries of our students came ● Teachers communicated with parents about their students progress throughout the year ● Teachers attended PD and were reflective as part of their professional responsibility 	<ul style="list-style-type: none"> ● Consistent attendance amongst students and staff ● Community that feels connected to school and values education ● A streamline communication system between families and school (EL families feel connected) ● Students are excited to come to school ● I see the same administration and staff members - consistency in philosophy ● There are less behavior referrals, more use of restorative practices ● Positive relationship between staff and students ● Students take pride in their work ● Students know their expectations and possible consequences ● School-wide behavior system is being implemented effectively ● PBIS is being implemented school-wide ● Teachers are attending PD regularly and utilizing strategies in their classroom ● Teachers are constantly reflecting on their own practices ● Teachers are using CFIP and collaborative planning time to analyze data and student work samples ● Teachers are providing students multiple opportunities for transfer of learning ● Natural connections are being made between content areas. ● Teachers are knowledgeable in their grade-level content areas ● Teachers are leaders in the building

<ul style="list-style-type: none"> levels and in all disciplines. Professional development attendance was low Teachers did not feel valued or appreciated. Teachers did not see a clear path to success in the classroom. Students did not take risks or take ownership of their learning. Chronic absences were very high. Teachers were utilizing strategies and programs that were introduced in the middle of the year. Student behavior was out of control and the learning of other students was hindered significantly. Communication between staff and administration was opaque. High turnover rate for staff and administration. 	<ul style="list-style-type: none"> Teachers that attended PD brought back and shared new learning with grade level teammates Teachers took active roles to facilitate committees and PD Teachers were collaboratively planning with interventions and support team Celebrated data consistently Provided multiple opportunities for students to make meaning, engage in learning, and transfer ideas to new concepts Teams were involved in collaborative conversations and had a voice in making decisions We publicly celebrated student achievement and growth. We learned strategies, resources and programs at the beginning of the year, and utilized them consistently, throughout the course of the school year. We used CFIP to focus on small group instruction and action plans; we shared and reflected upon student work and artifacts. We educated our parents on the importance of their child's attendance and coming prepared to learn. Teachers, students and staff heard positive and encouraging words. We had open and transparent communication with parents, students and staff. Staff attended PD on a consistent basis, implemented what they learned and shared with colleagues. Staff set and implemented clear expectations for all students; academic and behavioral. Staff built collective efficacy. Focus on examining data and scoring calibrations for progress monitoring. 	<ul style="list-style-type: none"> Students have a strong foundation in phonics Students have developed automaticity and fluency All students are entering K ready to learn Students are actively engaged in hands-on science learning ELA Scores are in the top 8 of the district Math Scores are in the top 8 in the district I hear students asking and answering higher order questions I hear staff talking positively about all students I hear students complimenting other students I hear students challenging each other's ideas We are celebrating all time high MCAP and MISA scores I see all teachers utilizing the progression. I see teachers effectively using small groups and action plans. I see students committed to respect, kindness and individual responsibility, resulting in improved behavior. I see the same administration and staff members - consistency in philosophy. ELA Scores are in the top 8 of the district Math Scores are in the top 8 in the district I see students taking ownership of their learning. I see teachers consistently attending high-quality PDs. I see student growth in all areas. Improvement in overall daily attendance. I see improvement in teacher and student attendance. I hear laughter, independent readers sharing about what they read, students sharing supplies and using kind words. I see teachers enjoying their work and feeling valued. I see consistent reading, math, and
--	---	--

	<ul style="list-style-type: none"> We set aside time for additional planning time to collaborate with teammates and colleagues. We helped our students build background knowledge using real-world experiences. 	<p>science programs and curriculum; not a new one every year.</p> <ul style="list-style-type: none"> I see the classroom as a place that teachers are encouraged to create, dream and explore various concepts based upon student interest. I hear consistent vocabulary usage. I see students being rewarded in public for their achievements.
--	---	--

School-Wide Action Plan

<p>Washington County Goals</p> <p>1. All students will read at or above grade level by 3rd grade and continue to read at or above grade level thereafter.</p> <p>Measurable Objective 1: The percentage of students meeting grade-level lexile targets will increase from <u>33%</u> to <u>75%</u>.</p> <p>All students will meet or exceed grade-level and course-specific curriculum standards.</p> <p>Measurable Objective 2: The percentage of students scoring a 3 or 4 on the ELA MCAP exams will increase from <u>15.1%</u> to <u>33%</u>.</p>					
Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments-
<p>School-wide Goal: All teachers will utilize targeted instruction in order for students to meet grade level expectations in foundational skills (primary) and vocabulary (intermediate).</p>	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> Rereading for fluency Phonemic awareness Phonics Connected text Writing fluency <p>Shifts to Structured</p>	<p>Literacy Commitments (walkthrough tool)</p> <p>DIBELS Individual Decoding Inventory (IDI)</p> <p>Artifacts</p>	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> Foundational Skills Progression High Impact Practices/Routines 	<p>Literacy Commitments (walkthrough tool)- weekly</p> <p>Artifacts- biweekly</p> <p>DIBELS (BOY)</p> <p>Individual Decoding Inventory (IDI)- monthly; as needed</p>	<p>October: SIP Progress Monitoring</p> <ul style="list-style-type: none"> ERI Data (GR 2-5) <ul style="list-style-type: none"> Sept 19 - Oct 7 <p>November: SIP Progress Monitoring</p> <ul style="list-style-type: none"> DIBELS (K, GR1 and At-Risk GR 2-3) <ul style="list-style-type: none"> Sept 26 - Oct 14 <p>December: SIP Progress</p>

	Literacy				
<p>Grade Pre-k</p> <p>By the end of pre-kindergarten, all students plausibly represent in writing the first sound in most words in a personally meaningful text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Orally identify letter sounds Isolate the beginning sound in a word orally separate a message into words Write a letter for the beginning sound in words Constructing meaningful messages through illustrations and labeled drawings 	<ul style="list-style-type: none"> Phonemic Awareness Screener Letter-Sound Assessment Observation checklist 	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> PreK Progressions Nell Duke Resources Scaffolded writing High Impact Practices/Routines Small group instruction/ using paras strategically 	<ul style="list-style-type: none"> Phonemic Awareness Screener Letter-Sound Assessment 	<p>Monitoring</p> <ul style="list-style-type: none"> Phonemic Awareness (PK) <ul style="list-style-type: none"> Oct 18 - Nov 19 <p>January: SIP Progress Monitoring</p> <ul style="list-style-type: none"> KRA (K) <ul style="list-style-type: none"> (Early December) <p>February: SIP Progress Monitoring</p> <ul style="list-style-type: none"> DIBELS (GR K, 1, 2, 3 and at risk) <ul style="list-style-type: none"> Jan 24 - Feb 10 ELA Interim Data (GR 2-5) <ul style="list-style-type: none"> Jan 24 - Feb 3 <p>April: SIP Progress Monitoring</p> <p>May: SIP Progress Monitoring</p> <ul style="list-style-type: none"> ELA Interim (GR 3-5) <ul style="list-style-type: none"> March 28- April 5 ERI (GR 2-5) <ul style="list-style-type: none"> April 17 - 28 County SLO DIBELS GR K, 1, 2, 3 and at risk <ul style="list-style-type: none"> April 17- May 5 <p>June: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Pre-K Phonemic Awareness <ul style="list-style-type: none"> Use April 19 - May 13
<p>Grade K</p> <p>Students will use phonemic awareness and phonics skills to read and write CVC words (with a short vowel sound)</p>	<p>Students will:</p> <ul style="list-style-type: none"> orally separate a message into words orally produce the first, medial, and ending sound in CVC words write a letter for the first, medial, and ending sound in CVC words Read regular CVC words Engaging in foundational skills routines Reading decodable texts 	<ul style="list-style-type: none"> Individual Decoding Inventory (IDI) Student work samples demonstrating reading and writing CVC words DIBELS Spelling Screener Targeted Instruction Plan Checklist KRA 	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> K MP1 Progression, Routines, Resources Scaffolded writing High Impact Practices/Routines Small Group Instruction 	<p>Individual Decoding Inventory (IDI)</p> <ul style="list-style-type: none"> Complete BOY IDI for students who don't have one completed from EOY <p>Spelling Screener</p> <ul style="list-style-type: none"> Complete BOY Spelling Screener for students who need more information for spelling & letter-sound relationships <p>Artifacts DIBELS</p>	<p>June: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Pre-K Phonemic Awareness <ul style="list-style-type: none"> Use April 19 - May 13
<p>Grade 1</p> <p>By the end of first grade, all students read and write any</p>	<ul style="list-style-type: none"> Students will segment and blend single syllable words. Students will encode the sounds that they 	<ul style="list-style-type: none"> Writing samples Progress monitoring/targeted instruction checklist IDI 	<ul style="list-style-type: none"> High Impact Practices/Routines Scaffolded writing Small Group Instruction 	<p>Spelling Screener</p> <ul style="list-style-type: none"> Complete BOY Spelling Screener for students who need more information for spelling & letter-sound relationships 	

<p>regular single syllable word (within the phonics scope and sequence), including in a personally meaningful text.</p>	<p>hear while writing.</p> <ul style="list-style-type: none"> Students will engage in a variety of foundational skills routines. Students will be reading decodable texts aligned to the skills they are working on. Students will be rereading for fluency. Teachers will use targeted instruction plans. <ul style="list-style-type: none"> Shifts to Structured Literacy 	<ul style="list-style-type: none"> Dibels Spelling Screener 	<ul style="list-style-type: none"> 1st Grade Progression 	<ul style="list-style-type: none"> Artifacts DIBELs 	
<p>Grade 2</p> <p>By the end of second grade, all students will be able to read and write any multisyllabic word, within the phonics scope and sequence.</p>	<p>Students will...</p> <ul style="list-style-type: none"> segment and blend syllables and sounds write letters according to the sounds they hear Use tapping strategies. Use segmenting and blending strategies during reading and writing Engage in a variety of foundational skills routines <p>Teachers will...</p> <ul style="list-style-type: none"> Use targeted instruction plans. 	<ul style="list-style-type: none"> Individual Decoding Inventory Targeted instruction checklists Student Work/Artifacts DIBELs (at risk students) Spelling Screener 	<ul style="list-style-type: none"> Targeted instruction plan 2nd grade progression Small groups based on data Foundational skills groups High Impact Practices/Routines Verbal pathways for writing 	<ul style="list-style-type: none"> Individual Decoding Inventory DIBELs (at risk students) 	
<p>Grade 3</p> <p>Students will use strategies to determine or clarify the meaning of grade 3 unknown and multiple-meaning words and phrases.</p>	<p>Students engaging in:</p> <ul style="list-style-type: none"> Rereading for comprehension Targeted Vocabulary Routines Foundational Skills Progression Connected text Utilizing print rich resources around room 	<ul style="list-style-type: none"> Literacy Commitments (walkthrough tool) DIBELs (at risk students) Individual Decoding Inventory (IDI/Multisyllabic words) eRi Student Work/Artifacts Building Vocabulary 	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> Foundational Skills Progression High Impact Practices/Routines <p>Small Group Instruction</p> <ul style="list-style-type: none"> Intermediate Comprehension Toolkit Use acceleration 	<ul style="list-style-type: none"> Individual Decoding Inventory (IDI)- monthly; as needed Building Vocabulary Diagnostic Pre-test 	

	<ul style="list-style-type: none"> • Student Created Dictionaries <p>Shifts to Structured Literacy</p>	<p>Program</p>	<p>model to build student prior knowledge. Provide tools to self-monitor and guide learning</p>		
<p>Grade 4 Students will engage in targeted instruction in order to meet grade level expectations in vocabulary.</p>	<p>Targeted Instruction Plans</p> <ul style="list-style-type: none"> • Building Vocabulary Lessons • Goalbook • Connected Text • Writing Fluency • High Impact Practices/Routines <p>Shifts to Structured Literacy</p>	<ul style="list-style-type: none"> • Building Vocabulary Unit Quizzes • Daily writing • Journaling (content) • Checklists • Formative Assessments 	<ul style="list-style-type: none"> • Meeting with students in targeted small group to practice foundational and vocabulary skills from the progression and high impact practices and routines. • Vocabulary Routines 	<ul style="list-style-type: none"> • Literacy Commitments • Artifacts • Individual Decoding Inventory (IDI) (multisyllabic) • Building Vocabulary Diagnostic • eRi • ELA interim assessment • IDI • EC Summative assessments 	
<p>Grade 5 Students will engage in targeted instruction in order to meet grade level expectations in vocabulary.</p>	<ul style="list-style-type: none"> • Targeted Instruction Plans • Reading fluency • Writing fluency • Word Study • Vocabulary anchor charts • High Impact Practices/Routines 	<ul style="list-style-type: none"> • Literacy Commitments • ERI - 834-925 lexile level • Individual Decoding Inventory (Multisyllabic) • Artifacts - ELA interim, summative assessments • Building Vocabulary Unit Quizzes/Word Study Formatives 	<ul style="list-style-type: none"> • Benchmark Advanced - word study, using vocabulary within writing • Targeted small group instruction - to practice individualized skills. • High Impact Practices/Routines • EL Word/Vocab support 	<ul style="list-style-type: none"> • Individual Decoding Inventory (IDI)- monthly; as needed • Literacy Commitments • Artifacts • ERI - 834-925 lexile level <ul style="list-style-type: none"> • Building Vocabulary Diagnostic • ELA interim assessment • EC/BA Summative assessments 	
<p>ENCORE Students will use specialized vocabulary to build and deepen understanding of encore topics.</p>	<ul style="list-style-type: none"> • Students will be using vocabulary accurately and in context • Using literary devices and strategies to deepen understanding of encore topics • Music literacy (rhythm, note reading, reading music) • Specialized vocabulary • Note taking strategies 	<ul style="list-style-type: none"> • Observations • Performance Tasks • Formative Assessments (exit tickets, turn and talk, jamboard) 	<ul style="list-style-type: none"> • Using literary devices and strategies to deepen understanding of encore topics • Music literacy (rhythm, note reading, reading music) to develop fluency, phonemic awareness, and vocabulary • Offering classroom library as an option for early finishers • Specialized vocabulary and decoding skills • Note taking strategies • Reinforcing literary 		

			<ul style="list-style-type: none"> elements and plot Research skills 		
EL EL students will engage in targeted instruction in order to meet language goals and expectations in foundational skills and vocabulary.	<ul style="list-style-type: none"> The EL student will be able to decode and encode words.. The EL student will make meaning of vocabulary words in context. Evidence in student work Verbal evidence 	<ul style="list-style-type: none"> BOY and EOY EL Lau Plan Goals WIDA / MCAP ACCESS Scores Evidence from student work/ samples 	Flexible, skill-based groups to reinforce targeted foundational skills and vocabulary skills. Using... <ul style="list-style-type: none"> word play Realia Word games pictures/photos Visual representations diagrams/drawings Physical movements Word boxes Sentence Stems Labeling Create a models think/pair/share 	<ul style="list-style-type: none"> Artifacts Pre-assessments & post-assessments of skills. BOY and EOY EL Lau Plan Goals WIDA / MCAP ACCESS Scores Finish Line for ELL's /2.0 (test prep). As needed / Monthly 	

Washington County Goals

2. All students will meet or exceed grade-level and course-specific curriculum standards.

Measurable Objective 3: The percentage of students scoring a 3 or 4 on the **Math** MCAP exams will increase from 7% to 25%.

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments-
School-wide Goal: All teachers will utilize the WCPS Elementary Math Curriculum in order to meet grade level expectations for modeling and reasoning.	Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students	<ul style="list-style-type: none"> Reflection Tool (Teacher Self Assessment-Google Form) Reflection Tool 	<ul style="list-style-type: none"> Scoring WCPS Interims as a collaborative team using the calibration 	Elementary Math Assessment Calendar <ul style="list-style-type: none"> WCPS Interims (Grades 2-5) 	October: SIP Progress Monitoring <ul style="list-style-type: none"> Math Inventory (GR 1-5)

	<p>to demonstrate their ability to model and reason in a problem based math classroom.</p> <p><i>Teacher will:</i></p> <ul style="list-style-type: none"> Engage students in meaningful small group discussions. Use effective questioning. value student thinking. monitor student thinking to structure discussions. facilitate synthesis of mathematical ideas. <p><i>Students will:</i></p> <ul style="list-style-type: none"> Independently and collaboratively problem solve. Communicate mathematical ideas (orally and written). <p>Elementary Math Commitments</p>	<p>(Non Evaluative Walk Through Tool-Google Doc)</p> <ul style="list-style-type: none"> WCPS Interims (Grades 2-5) Artifacts (Cool-Downs, Student Workbooks, End of Section Checkpoints, End of Unit Assessments-including constructed response items scored with MCAP rubrics) 	<p>process with anchor papers (available Fall 2022).</p> <ul style="list-style-type: none"> Use the CFIP process to analyze student artifacts (Cool-Downs, Student Workbooks, End of Section Checkpoints, End of Unit Assessments-including constructed response items scored with MCAP rubrics) Use formal classroom structures and routines (e.g., quiet think time, partner discussion, Think Pair Share). Use of the WCPS Collaborative Planning Process. Selecting and sequencing student work. Using Math Language Routines Reserving time for students to independently, without teacher 	<p>analyze CR items via SchoolNet reports item analysis</p> <ul style="list-style-type: none"> Unit Progress Monitoring Data Template analyze CR items from Unit Assessment Grade Level Progress Monitoring Spreadsheet (Stage 2 WCPS Essential Curriculum) <p>M Usage Reports, K-5 (Analytics)</p> <ul style="list-style-type: none"> Provided by CES, quarterly <p>Walk Through Tool based on the WCPS Elementary Collaborative Planning Process and Math Commitments.</p> <ul style="list-style-type: none"> Reviewed by SIT, quarterly School Based Planning Artifact Collection 	<ul style="list-style-type: none"> Sept 6 - 16 <p>November: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Math WCPS Interim data (GR1 - 5) <ul style="list-style-type: none"> Oct 31 - Nov 4; Scoring due Nov 14 <p>January: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Pre-K Bridges Interview <ul style="list-style-type: none"> January 3 -20: Data Entry due Jan 23 KRA (K) <ul style="list-style-type: none"> (Early December) Math Inventory K & Students receiving Interventions; optional for all other grade levels <ul style="list-style-type: none"> Dec 5 - 16 <p>February: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Math WCPS Interim data (GR1 - 5) <ul style="list-style-type: none"> Jan 13 - 20; Scoring due Jan 27 <p>April: SIP Progress Monitoring</p> <ul style="list-style-type: none"> Math WCPS Interim data (GR1 - 5) Average 3 Interims to predict MCAP <ul style="list-style-type: none"> March 20 - 24; Scoring due March 31 Math Inventory (GRK - 5) <ul style="list-style-type: none"> April 3 - 14 <p>June SIP Progress Monitoring</p> <ul style="list-style-type: none"> Pre-K Bridges
--	--	---	---	---	---

			<p>support, demonstrate evidence of learning</p> <ul style="list-style-type: none"> Coaching Cycles: LT and teachers co-plan, co-teach, collect data, reflect - focused on implementation strategies above 		<p>Interview</p> <ul style="list-style-type: none"> May 15 - 26: Data Entry due June 2
<p>Pre-K:</p> <p>Students will communicate their understanding of grade level math concepts.</p>	<p>Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students to communicate their understanding of grade level expectations in a problem based math classroom.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> collaboratively problem solving. communicate mathematical ideas (orally and written) Demonstrate with manipulatives and/or math tools 	<ul style="list-style-type: none"> Bridges Work Samples Targeted Instruction for Foundations of Early Number Bridges Beginning (Optional) Mid/EOY assessment Checklists 	<ul style="list-style-type: none"> Targeted small group instruction using data Sentence Starters/Frames Use of math journals Use of verbal pathways for written language Demonstrate with manipulatives and/or math tools 	<ul style="list-style-type: none"> Targeted Instruction for Foundations of Early Number Bridges Beginning (Optional) Mid/EOY assessment <p>PreK Communication Rubric</p>	
<p>Grade K</p> <p>Students will communicate their understanding of grade level math concepts.</p>	<p>Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students to communicate their understanding of grade level expectations in a problem based math classroom.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> collaboratively problem solve. communicate 	<ul style="list-style-type: none"> IM Work Samples Math Inventory IM Unit Assessments KRA Targeted Instruction for Foundations of Early Number 	<ul style="list-style-type: none"> Targeted small group instruction using data Sentence Starters/frames Use of math journals Use of verbal pathways for written language 	<ul style="list-style-type: none"> Math Inventory IM Unit Assessments KRA Targeted Instruction for Foundations of Early Number <p>K Communication Rubric</p>	

	mathematical ideas (orally and written)				
<p>Grade 1</p> <p>Students will engage with the WCPS math curriculum in order to communicate their understanding of grade level math concepts with modeling and reasoning.</p>	<p>Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students to communicate their understanding of grade level expectations in a problem based math classroom.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> collaboratively problem solve. communicate mathematical ideas (orally and written) Engage in problem-solving with math tools/modeling Utilize student workbooks with modeling/reasoning 	<ul style="list-style-type: none"> IM Work Samples IM Cool Downs Diagnostic Assessments IM Unit Assessments Math Interim 	<ul style="list-style-type: none"> Targeted small group instruction using data Use of math journals Word banks Think/Pair/Share Discussion Protocols IM Workbooks - encourage modeling/reasoning within activities Mathematical reasoning sentence starters/template (Sentence Frames) 	<ul style="list-style-type: none"> Math Interims IM Unit Assessments Targeted Instruction for Foundations of Early Number (at-risk students) <p>1st Grade Modeling/Reasoning Rubric</p>	
<p>Grade 2</p> <p>Students will communicate their understanding of grade level math concepts with modeling and reasoning.</p>	<p>Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students to communicate their understanding of grade level expectations in a problem based math classroom.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> collaboratively problem solve. communicate mathematical ideas (orally and written) Engage in problem-solving with math tools/modeling Utilize student workbooks with modeling/reasoning 	<ul style="list-style-type: none"> IM Work Samples Diagnostic Assessments IM Unit Assessments Math Interim 	<ul style="list-style-type: none"> Targeted small group instruction using data Use of math journals Word banks Think/Pair/Share Discussion Protocols IM Workbooks - encourage modeling/reasoning within activities 	<ul style="list-style-type: none"> Math Interims IM Unit Assessments Targeted Instruction for Foundations of Early Number <p>2nd Grade Modeling/Reasoning Rubric</p>	
<p>Grade 3</p>	<p><i>Teachers will:</i></p>	<ul style="list-style-type: none"> Data from WCPS 	<ul style="list-style-type: none"> Scoring WCPS 	<ul style="list-style-type: none"> Elementary Math 	

<p>Students will engage with the WCPS Elementary Math Curriculum in order to improve student stamina when using modeling and reasoning to solve multi-step problems.</p>	<p><i>Model perseverance Utilize whole group and small group instruction to break down multistep problems</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Independently and collaboratively problem solve. Communicate mathematical ideas (orally and written). 	<p>Interims</p> <ul style="list-style-type: none"> Artifacts (Cool-Downs, Student Workbooks, End of Section Checkpoints, End of Unit Assessments-including constructed response items scored with MCAP rubrics) Math Notebooks/ Journals 	<p>Interims as a collaborative team using the calibration process with anchor papers</p> <ul style="list-style-type: none"> Utilizing IM digital additional practice problems Weekly utilize IM Workbook problem Goal Book Problem Solving Organizers Vocabulary Word Bank 	<p>Assessment Calendar</p>	
<p>Grade 4</p> <p>Students will engage with the WCPS Elementary Math Curriculum in order to meet grade level expectations for modeling and reasoning.</p>	<p>Capitalizing on the embedded daily opportunities within the WCPS Essential Curriculum for students to demonstrate their ability to model and reason in a problem based math classroom.</p> <p><i>Teacher will:</i></p> <ul style="list-style-type: none"> Engage students in meaningful small group discussions. Use effective questioning. value student thinking. monitor student thinking to structure discussions. facilitate synthesis of mathematical ideas. <p><i>Students will:</i></p> <ul style="list-style-type: none"> Independently and collaboratively problem solve. Communicate mathematical ideas (orally and written). 	<ul style="list-style-type: none"> Math Interim Cool downs Workbooks Checkpoints End of Unit Assessment Math Journals 	<ul style="list-style-type: none"> Collaboratively scoring interims Analyzing student artifacts, including cooldowns, workbooks, checkpoints, and unit assessments Targeted small group instruction Using IM routines and structure Elementary Math Commitments Vocabulary Word Banks <p><i>Students will:</i></p> <ul style="list-style-type: none"> Independently and collaboratively problem solve. 	<ul style="list-style-type: none"> WCPS Interims Unit Progress Monitoring Data Template analyze CR items from Unit Assessment Grade Level Progress Monitoring Spreadsheet Walk Through Tool based on the WCPS Elementary Collaborative Planning Process and Math Commitments. 	
<p>Grade 5</p> <p>Students will engage with the WCPS Elementary Math Curriculum in order</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Use mathematical vocabulary to explain their reasoning (orally and written) 	<ul style="list-style-type: none"> Math Interim Cool downs Workbooks Checkpoints 	<ul style="list-style-type: none"> Collaboratively scoring interims Analyzing student 	<ul style="list-style-type: none"> WCPS Interims Unit Progress Monitoring Data Template analyze CR items from Unit 	

<p>to meet grade level expectations for modeling and reasoning.</p>	<ul style="list-style-type: none"> Independently and collaboratively problem solve. Use various strategies to model their thinking Using word bank <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> Provide multiple strategies for students Provide targeted instruction Scaffold Elementary Math Commitments 	<ul style="list-style-type: none"> End of Unit Assessment Aligned IM Centers Diagnostics 	<p>artifacts, including cooldowns, workbooks, checkpoints, and unit assessments</p> <ul style="list-style-type: none"> Targeted small group instruction Using IM routines and structure Elementary Math Commitments Vocabulary Word Banks <p><i>Students will:</i></p> <ul style="list-style-type: none"> Independently and collaboratively problem solve. 	<p>Assessment</p> <ul style="list-style-type: none"> Grade Level Progress Monitoring Spreadsheet <ul style="list-style-type: none"> MCAP 	
<p>ENCORE</p> <p>Students will use problem-solving and critical thinking skills to enhance modeling and reasoning.</p>	<p>Students will be engaged in:</p> <ul style="list-style-type: none"> Measurement (measuring jumps, note duration, using scale) Adding beats and rhythm, meter Maker Space Computational thinking Using critical thinking and problem solving skills manipulating geometric and organic shapes (geometry concepts) communicating their reasoning 	<ul style="list-style-type: none"> Observations Student Work/Artifacts 	<ul style="list-style-type: none"> Math skills and strategies to enhance games and activities Critical thinking skills Problem solving Real world math and mathematician application 	<p>PE:</p> <ul style="list-style-type: none"> -BEEF Rubric -Shooting Percentage -Peer Assessment -Video Analysis <p>Media:</p> <p>Checklist or rubric</p> <p>Digital citizenship (Can you model what info you should/should not put on social media, why is this important?)</p> <p>Music:</p> <ul style="list-style-type: none"> -Mallet/instrument technique affecting timbre and tone quality -Pitch matching/vocal exploration for music literacy -Vocal technique for tone quality and timbre -Dynamics, tempo, mood for performance quality 	

				^Peer and self evaluation Music rubric	
--	--	--	--	---	--

Washington County Goals

3. All students will meet or exceed grade-level and course-specific curriculum standards.

Measurable Objective 4: The percentage of students scoring a 3 or 4 on the **MISA** (Maryland Integrated **Science** Assessment) will increase from 31% to 50%.

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments- Science Progress Monitoring
<p>School-wide Goal:</p> <p>Driven by their questions, students investigate and gather evidence in order to explain, argue claims, and solve real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. create or use models to predict or explain patterns and relationships. make sense of the data by recognizing patterns and relationships evaluate and use evidence to construct explanations and engage in student-driven argumentation read and evaluate text to obtain, 	<p>Student work from Science Notebook</p> <p>Performance Tasks and Diagnostic Tasks</p> <p>Grades K-5 Cornerstone Tasks</p>	<ul style="list-style-type: none"> Dedicated time for science dedicated time for planning science instruction. (school additional planning funds) dedicated time for collaborative analysis and scoring of student work Scientific Inquiry <ul style="list-style-type: none"> Routines for Learning in Science High Impact Approaches in Science 	<ul style="list-style-type: none"> Unit/Module Progress Monitoring School-Based Artifacts 	<p>October: SIP Progress Monitoring Grade 4 Science Cornerstone Task Window: October 17th-25th Scores Due: November 4th PD: October 27th</p> <p>Optional for other grade levels: Optional Performance Tasks</p> <p>November: SIP Progress Monitoring Kindergarten Science Cornerstone Task Window: October 24th-November 4th Scores Due: November 11th PD: November 1st</p> <p>Grade 5 Science Cornerstone Task Window: October 24th-November 4th Scores Due: November 11th PD: November 3rd</p> <p>Optional for other grade levels: Optional Performance Tasks</p> <p>December: SIP Progress</p>

	combine, and communicate scientific information.				<p align="center">Monitoring</p> <p>All Grade Levels: Optional Performance Tasks</p> <p align="center">January: SIP Progress Monitoring</p> <p>Optional for all grade levels: Optional Performance Tasks</p> <p align="center">February: SIP Progress Monitoring</p> <p>Grade 1 Science Cornerstone Task Window: January 24th-February 8th Scores Due: February 17th PD: February 7th</p> <p align="center">March: SIP Progress Monitoring</p> <p>Grades 2 Science Cornerstone Task Window: March 20th-30th Scores Due: April 5th PD: March 28th</p> <p>Grade 3 Science Cornerstone Task Window: March 20th - 30th Scores Due: April 5th PD: March 27th</p> <p>Optional for other grade levels: Optional Performance Tasks</p> <p align="center">April: SIP Progress Monitoring</p> <p>Optional for all grade levels: Optional Performance Tasks</p> <p align="center">May: SIP Progress Monitoring</p> <p>Optional for all grade levels: Optional Performance Tasks</p> <p align="center">June: SIP Progress Monitoring</p> <p>MISA Window: March 7-21</p>
<p>Grade Pre-k</p> <p>Students will be able to explain their thinking and reasoning based on observation in science.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. conduct and observe investigations to gather evidence. record and use observations to describe patterns and relationships. 	<ul style="list-style-type: none"> Science notebooks Observations 	<ul style="list-style-type: none"> Sketching for Observation I See, I Think, I Wonder Sentence frames for speaking/writing 	<ul style="list-style-type: none"> Formative Assessments 	
<p>Grade K</p> <p>Students will ask and answer questions to investigate and explain real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. 	<ul style="list-style-type: none"> Student work from Science Notebooks Cornerstone, Performance Tasks and Diagnostic Tasks 	<ul style="list-style-type: none"> I See, I Think, I Wonder Working Like A Scientist Process with teacher prompts Sketching for Observation Stoplight Discussion 	<ul style="list-style-type: none"> Cornerstone, Performance Tasks and Diagnostic Tasks 	
<p>Grade 1</p> <p>Students will gather evidence, make claims, ask and answer questions in order to solve and explain real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. 	<ul style="list-style-type: none"> Student work from Science Notebooks Cornerstone, Performance Tasks and Diagnostic Tasks 	<ul style="list-style-type: none"> I See, I Think, I Wonder Working Like A Scientist Process with teacher prompts Sketching for Observation Routines Scienc... 	<ul style="list-style-type: none"> Cornerstone, Performance Tasks and Diagnostic Tasks 	
<p>Grade 2</p> <p>Driven by their questions, students investigate and gather evidence in order to explain their thinking</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to 	<p>Student work from Science Notebooks</p> <p>Observations</p> <p>Cornerstone, Performance Tasks and Diagnostic Tasks</p>	<ul style="list-style-type: none"> I See, I Think, I Wonder Working Like A Scientist Process with teacher prompts Sketching for 	<p>Student work from Science Notebooks</p> <p>Observations</p> <p>Cornerstone, Performance Tasks and Diagnostic Tasks</p>	

<p>and reasoning connected to real world problems.</p>	<ul style="list-style-type: none"> gather evidence. record and use observations to describe patterns and relationships. Discussing science observations and patterns with peers 		<ul style="list-style-type: none"> Observation Stoplight Discussion Student notebooking collaboration among students 		
<p>Grade 3</p> <p>Students will communicate the results of a student-driven investigation using claim, evidence, and reasoning.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. create or use models to predict or explain patterns and relationships. make sense of the data by recognizing patterns and relationships evaluate and use evidence to construct explanations and engage in student-driven argumentation read and evaluate text to obtain, combine, and communicate scientific information. 	<ul style="list-style-type: none"> Student work from Science Notebook Performance Tasks and Diagnostic Tasks Grades K-5 Cornerstone Tasks 	<ul style="list-style-type: none"> Dedicated time for science Dedicated time for planning science instruction. (school additional planning funds) dedicated time for collaborative analysis and scoring of student work Scientific Inquiry <ul style="list-style-type: none"> Routines for Learning in Science High Impact Approaches in Science KLEWS Science Notebooking 	<ul style="list-style-type: none"> Unit/Module Progress Monitoring School-Based Artifacts Grade-based success criteria 	

<p>Grade 4</p> <p>Driven by their questions, students investigate and gather evidence in order to explain, argue claims, and solve real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. create or use models to predict or explain patterns and relationships. make sense of the data by recognizing patterns and relationships evaluate and use evidence to construct explanations and engage in student-driven argumentation read and evaluate text to obtain, combine, and communicate scientific information. 	<ul style="list-style-type: none"> Student work from Science Notebook Observational checklists Formative data 	<ul style="list-style-type: none"> dedicated time for science dedicated time for planning science instruction. (school additional planning funds) dedicated time for collaborative analysis and scoring of student work Scientific Inquiry <ul style="list-style-type: none"> Routines for Learning in Science High Impact Approaches in Science Argument Driven Inquiry 	<ul style="list-style-type: none"> Unit/Module Progress Monitoring School-Based Artifacts Grades K-5 Cornerstone Tasks Performance Tasks and Diagnostic Tasks 	
<p>Grade 5</p> <p>Students will participate in investigations and gather evidence in order to explain, argue claims, create models, and solve real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ask questions that can be answered by an investigation. design and conduct investigations to gather evidence. record and use observations to describe patterns and relationships. create or use models to predict or explain patterns and relationships. make sense of the data by recognizing patterns and relationships 	<ul style="list-style-type: none"> Student work from Science Notebook Performance Tasks and Diagnostic Tasks Grades K-5 Cornerstone Tasks 	<ul style="list-style-type: none"> dedicated time for science dedicated time for planning science instruction. (school additional planning funds) dedicated time for collaborative analysis and scoring of student work Scientific Inquiry <ul style="list-style-type: none"> Routines for Learning in Science High Impact Approaches in Science 	<ul style="list-style-type: none"> Unit/Module Progress Monitoring School-Based Artifacts 	

	<ul style="list-style-type: none"> • evaluate and use evidence to construct explanations and engage in student-driven argumentation • read and evaluate text to obtain, combine, and communicate scientific information. 				
<p>ENCORE Primary - Teachers will employ exploratory and experimental strategies to enhance encore topics.</p> <p>Intermediate - Teachers will incorporate skills in predicting and critical thinking.</p>	<ul style="list-style-type: none"> • Making predictions and hypothesis • Exploring and experimenting with instruments, free draw/artistic elements • Students using claim, evidence, and justification for evidence in responses • Students are engaged in STEM activities 	<ul style="list-style-type: none"> • Student Work/Artifacts • Observations 	<ul style="list-style-type: none"> • Problem solving, sequencing, computational thinking with Bots • ROYGBIV, how does color happen? • Engineering Design Process 		
<p>EL Students investigate and gather evidence in order to explain, argue claims, and solve real world problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Ask and answer questions • Make hypothesis and predictions • Write and speak about their observations 	<ul style="list-style-type: none"> • Grades K-5 Cornerstone Tasks • scaffolded assessments 	<ul style="list-style-type: none"> • Make predictions and hypothesis • Asking questions and investigating possible outcomes • summarizing outcomes • Think/Pair/Share • Work with a buddy • Accessing science vocabulary 	<ul style="list-style-type: none"> • Grades K-5 Cornerstone Tasks • Performance Tasks and Diagnostic Tasks <ul style="list-style-type: none"> • Artifacts • Pre-assessments & post-assessments of skills. • BOY and EOY EL Lau Plan Goals • WIDA / MCAP ACCESS Scores 	

Washington County Goals

4. All students will be healthy, informed, and productive citizens and support systems are designed and implemented to respond to the diverse needs of students.

Measurable Objective 5: The student attendance rate will increase from 86.64 % to 94 %.

Measurable Objective 6: The percentage of chronically absent students will decrease from 31 % to 15 %

Measurable Objective 7: The percentage of students responding positively on the Climate Survey will increase from % to %

Measurable Objective 8: The risk ratio and the state comparison measure must remain below 2 for all subgroups and special education.

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments-
Overarching School Goal #5,6 (attendance, chronic attendance and Climate survey) Students will attend school regularly in order to improve academic success and access a well rounded curriculum.					<p><u>October: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Enrollment #'s by Subgroup ● Student Attendance ● Student Referrals <p><u>November: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Student Attendance ● Student Referrals <p><u>December: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Student Attendance ● Student Referrals
Grade Pre-k					<p><u>January: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism
Grade K					

					<ul style="list-style-type: none"> • Student Attendance • Student Referrals
Grade 1					<p><u>February: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals
Grade 2					<p><u>March: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals
Grade 3					<p><u>April: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals
Grade 4					<p><u>May: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals
Grade 5					<p><u>June: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals • Climate Survey <p>○</p>
ENCORE Teachers will provide engaging activities to contribute to a positive school environment			<ul style="list-style-type: none"> -Supporting and enhancing school climate -Giving opportunities for risk taking and expression -Multiple intelligences -Seeing a large portion of the school every day 		

Washington County Goals

4. All students will be healthy, informed, and productive citizens and support systems are designed and implemented to respond to the diverse needs of students.

Measurable Objective 5: The student attendance rate will increase from 86.64 % to 95 %.

Measurable Objective 6: The percentage of chronically absent students will decrease from 31 % to 15 %

Measurable Objective 7: The percentage of students responding positively on the Climate Survey will increase from % to %

Measurable Objective 8: The risk ratio and the state comparison measure must remain below 2 for all subgroups and special education.

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments-
<p>Overarching School Goal #7 (school climate) Students and staff will create a warm and inviting climate that is inclusive of all students in order to improve daily attendance, academic success and create and maintain a healthy, safe and engaging environment.</p>					<p><u>October: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Enrollment #'s by Subgroup ● Student Attendance ● Student Referrals <p><u>November: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Student Attendance ● Student Referrals <p><u>December: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Student Attendance ● Student Referrals
Grade Pre-k					<p><u>January: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Chronic Absenteeism

Grade K					<ul style="list-style-type: none"> • Student Attendance • Student Referrals <p><u>February: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals <p><u>March: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals <p><u>April: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals <p><u>May: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals <p><u>June: SIP Progress Monitoring</u></p> <ul style="list-style-type: none"> • Chronic Absenteeism • Student Attendance • Student Referrals • Climate Survey <p>○</p>
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
ENCORE Teachers will provide engaging activities to contribute to a positive school environment			-Supporting and enhancing school climate -Giving opportunities for risk taking and expression -Multiple intelligences -Seeing a large portion of the school every day		

Washington County Goals

4. All students will be healthy, informed, and productive citizens and support systems are designed and implemented to respond to the diverse needs of students.

Measurable Objective 5: The student attendance rate will increase from 86.64 % to 94 %.

Measurable Objective 6: The percentage of chronically absent students will decrease from 31 % to 15 %

Measurable Objective 7: The percentage of students responding positively on the Climate Survey will increase from % to %

Measurable Objective 8: The risk ratio and the state comparison measure must remain below 2 for all subgroups and special education.

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring	
Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan	How will we know the goal is met? What will we look for?	What data will be collected as evidence of the goal?	How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?	What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?	WCPS Assessments-
<p>Overarching School Goal #8 (risk ratio)</p> <ul style="list-style-type: none"> All Special Education students identified through the IEP process will have the appropriate identified disability based on assessment data. Goals and objectives within the IEP will align to the identified disability in order to close the educational gaps in learning. 					○
Grade Pre-k					

Grade K					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
ENCORE Teachers will provide engaging activities to contribute to a positive school environment					

PD Plan

An Addendum to the WCPS School-Wide Improvement Plan

for
Title I Schools
2022-2023

Hickory Elementary School

4 Components Title I School-Wide Program Plan NCLB Section 1114(b)	Location in School-Wide Improvement Plan (SIP) of WCPS
# 1 – Comprehensive needs assessment	Page 34
# 2- School-wide reform strategies	Page 36
# 3 A-Parent, Family and Stakeholder Involvement	Page 38
# 3 B-Strategies to Increase Parent and Family Engagement	Page 38
# 4 – Coordination and Integration of federal, state, and local services and programs	Page 33

An Addendum to the WCPS School-Wide Improvement Plan

for

Title I Schools

Part A

Instruction by High Quality Teachers

The Human Resources Office of Washington County Public Schools ensures, through a screening of credentials, that a new teacher when assigned to teach in a Title I school is highly qualified and meets the requirements of Section 1111 (h)(6)A

VERIFICATION OF COMPLIANCE ATTESTATION

In keeping with the requirements of 1111(h)(6)A,

1. The principal of each school operating a program under 1114 (SW) or 1115 (TA) **is required** to attest annually **in writing** as to whether such school is in compliance with the requirements of this section.
2. Copies of attestations shall be maintained at each school operating a program under 1114 or 1115 and at the main office of the LEA.
3. A copy of the attestation shall be available to any member of the general public upon request.

I, Michael Telemeco, as principal of Hickory Elementary School hereby attest to the following:

Teachers

 X All teachers hired to teach in this school and supported with Title I funds are certified and licensed.

Paraprofessionals

 X All paraprofessionals working in a program supported with Title I funds, regardless of the hiring date, have earned a secondary school diploma or its recognized equivalent.

 X All paraprofessionals working in a program supported with Title I funds shall have:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in instructing reading, writing, mathematics, or writing readiness, and mathematics readiness.

- X Paraprofessionals working in a program supported with Title I funds have been assigned to:
- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - Assist with classroom management, such as organizing instructional and other materials;
 - Provide assistance in a computer lab
 - Conduct parental involvement activities
 - Provide support in a library or media center;
 - Act as a translator; or
 - Provide instructional services to students working **under direct supervision of a teacher.**

Principal's signature

Date

An Addendum to the WCPS School-Wide Improvement Plan

for

Title I Schools

Part B

Strategies to Attract and Retain High-Quality Teachers in High Needs Schools

at the county level

The Human Resources Department of Washington County Public Schools (WCPS) has the responsibility for recruiting and hiring teachers, and it follows a recruiting process. Representatives from WCPS attend college job fairs to share information about Washington County and its school system and to interview prospective employees.

WCPS has a mentoring program in which each first year teacher is paired with a mentor with whom he/she meets regularly. Each WCPS school has been assigned a Mentor Resource Teacher who works with the staff in that particular school. Each Mentor Resource Teacher is an experienced, successful, and knowledgeable professional who accepts the responsibility of serving as a consultant, collaborator, and coach. In some cases, specific new teachers are assigned to others, such as job-alike experienced teachers or Lead Teachers, for mentoring. The goal is that every teacher in need of mentoring receives adequate support. Some novice teachers continue to be mentored into and throughout their second year of teaching. The need for mentoring is assessed on an individual basis, and services are provided to ensure the success of each novice teacher.

WCPS supervisors, coordinators, principals, Mentor Resource Teachers, School based Lead Teachers, and County Lead Teachers work together to provide opportunities for new teachers to continuously increase their understanding of content and process.

WCPS provides an annual New Teacher Academy (NTA), a professional growth opportunity for all teachers new to Washington County. The NTA experience helps to strengthen the foundation necessary for successful teaching. NTA provides an introduction to WCPS and allows participants the opportunity to enhance their skills in such areas as curriculum planning, instructional strategies, classroom management and student motivation, and professional responsibilities. NTA participants receive workshop rate pay for their attendance and may earn three Maryland State Department of Education (MSDE) credits.

at the school level

During interviews with prospective teachers, principals of Title I schools share Washington County Public Schools' vision, mission, and strong commitment to ensuring a world-class education for all students. This dedication and commitment to the high achievement of all students, the development of the highest quality staff through continuous process improvement, and a high level of involvement of customers and stakeholders makes Washington County an attractive place to work, to live, and to raise a family. Upon becoming a teacher in a Washington County public school, one is afforded the opportunity to be a member of a professional learning community in which collaboration and support for professional growth is a priority.

An Addendum to the WCPS School-Wide Improvement Plan

for

Title I Schools

Part C

Component 4

Coordination and integration of federal, state, and local services and programs

Hickory Elementary School coordinates and integrates federal, state, and local services and programs through numerous activities and events. Hickory obtains funds through the county that are used for professional development. This staff development is aligned with the school improvement plan goals and is approved through the Title I office. Professional development activities include training for teachers in mathematics instruction, language arts instruction, STEM, and anti-bullying programs. Paraprofessionals are always welcome and invited to attend all professional development opportunities. This professional development will address the needs of numerous subgroups of students that are assessed through state and federally mandated assessments. Professional Development opportunities for teacher leaders and administrators are also available. In addition, teachers will regularly examine student data during the Classroom Focused Improvement Process (CFIP-grade level team meetings) and use this information to develop lessons, implement lessons, adjust instruction, and reflect on student achievement. CFIPs are held bi-weekly and are a time for teams to meet with administration and lead teachers.

Hickory Elementary is committed to building a community that inspires curiosity, creativity, and achievement and sustaining that focus for many years through purposeful professional development. Title I funding has been a vital thread in our cohesive program, tying various components together into an interconnected plan. Funding has provided additional opportunities for teachers to plan as a team and to observe their peers or co-teach with a lead teacher. Funds also provide additional professional development opportunities for teams of teachers to collaboratively plan UBD units and learning experiences utilizing our essential curriculum. Regular professional development funds will be used to provide the opportunity for the staff to participate in professional development as it relates to the Maryland State Standards and quality instruction focused on meeting our School Improvement Team goals. Teachers, paraprofessionals, and parents will ensure these vital funds provide the necessary opportunities to refine and sustain the instruction delivered on a daily basis at Salem Avenue, making this school a true professional learning community. Local PD funds and Title 1 funds are used to purchase resources as well as materials for book studies and additional professional development opportunities/trainings to help teachers, paraprofessionals and staff learn new instructional strategies to increase student achievement and parent involvement in the school for our challenged learners.

The goal of Hickory Elementary school is to increase student achievement through clear, focused, effective instruction that allows for greater student engagement. Using Title I funds to supplement state and local funding is necessary for this purpose. Staff will revisit professional

resources throughout the year to explore, refine, and implement teaching strategies. The Hickory Elementary staff desire to drill down even deeper in our program to ensure rigorous instruction. Extended Learning monies for after school tutoring, summer school, as well as additional resources that allow for multiple doses of intervention support, are all examples of the use of Title I Funds. In addition, these funds allow for an increase in the quantity of learning time for students through the summer program, as well as, the before and after school sessions for struggling learners. There will be a continued focus on student engagement and achievement. Staff will gather, compile and examine a variety of common assessments. These funds will also provide planning time for staff to fine-tune the alignment of teacher created assessments with standards of the Maryland State Standards and the rigor of the MCAP and the MISA Assessments. Teachers will utilize Schoolnet (an online assessment tool) to gather formative data to drive instruction and meet each students' needs. Additionally, teachers will be using data from multiple assessments to determine gaps and provide support to all students. Bringing the parents on board is a vital step to achieving our overall learning community. Our Title I School Family Liaison uses essential Title I funds to provide parent learning opportunities. Various workshops, which focus on assisting parents help their children succeed, are planned and implemented throughout the school year. Parents are invited to professional development as appropriate. Supplies and incentives are given to those families who participate. Student books and reading incentive programs have been funded through this money. Students and families have access to nutrition programs throughout the summer as well as during the school year. Students are also provided with breakfast and lunch. Title I funds are a necessary supplement to our local funding to provide the avenues to richer, deeper student learning.

#1 Comprehensive Needs Assessment

Of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local educational agency. Additional data sources were used this year to determine unfinished learning and areas to provide acceleration.

Community Schools Planning Tool

MCAP Data (2021-2022):

ELA Math MISA

School Based Data including Intervention and SPED data:

[2022-2023 Data](#)

[Intervention Tracking 22-23](#)

[ESSER Intervention Tracking Document](#)

[Ready to Read Tracking Sheet](#)

Qualitative & Quantitative Data

Data is reviewed at back to school School Improvement Team sessions (see notebooks for details). All data sources that were available were reviewed by teams in CFIP to determine strengths of teachers/students/grade levels/subgroups. This data is used to determine various professional development opportunities, plan opportunities to engage stakeholders and parents, and focus classroom instructional practices.

- Student Lexile Data collected three times throughout the year and analyzed to determine intervention, enrichment and next steps
- Dibels assessments will be administered to all students in grades K-1 and at risk students in grades 2-3 and data will be used to determine small group instruction
- Formative Assessment data (Schoolnet WCPS Interims, electronic Reading Inventories, Math Inventory, IDI) will be collected and analyzing student work samples during CFIP)
- IEP Progress Goals reported and reviewed monthly
- Climate indicators are reviewed weekly via Student Support Team meetings (Student Attendance, Habitual Truancy).
- Walk-throughs with feedback from administrators and peer teachers
- Student and Parent Surveys completed at all Title I events
- PBIS Meeting data review monthly and planning meetings held monthly with PBIS team composed of representatives
- Teachers will plan with and implement the use of resources provided in Stage 2 of the essential curriculum to pre-assess, collect evidence of understanding during learning, and to summatively assess levels of student understanding. The collection of rigorous, grade-level assessments used regularly will include: Schoolnet Diagnostics (aligned by module as needed), WCPS Schoolnet Interims Grades 1-5 (Fall, Winter, Spring), Goalbook Common Assessments, WCPS created Cornerstone tasks
- MClass Express will be used for second and third grade at-risk students as a screening tool and for progress monitoring

Strengths of Students, Teachers, & School Community

- Hickory Elementary is composed of ethnically and culturally diverse students, families, and staff with a current enrollment of 330. Many students participate in activities within the community such as sports, boys and girls club, etc.
- Staff regularly participate in professional development opportunities within the school day and after school, led by district level leaders and school based Lead Teachers
- Staff members are active within the community in various roles. Teachers are engaged with their students and provide assistance beyond the school day by providing extended day instructions, and attending after school school-based activities such as Destination Imagination
- The community is very involved in the day to day operation of our school. There are currently several partnerships with community sponsors. The community provides support that meet student and family needs, both in and out of school, on a consistent basis. The Hickory staff plays a key role in assisting our students and their families in meeting basic needs and achieving academic goals
- Parent involvement groups participate in decision making through Title One focus groups and our PTA. Students and parents respond well to positive behavior incentives, check in/check out systems, and point sheets

Areas of Needs

- Parent understanding of standards based grading
- Opportunities for parenting skills/classes and increase parent involvement building-wide
- Improve student performance in reading, math, science, social studies, and writing
- Emphasize college/career readiness skills and plans
- Enhance teaching practices to provide excellent initial instruction and Tier I behavior management

- Increased mentoring opportunities for students at risk via staff and community partnerships
- Student Attendance

Contributing Factors to Academic Strengths and Needs (Root Causes)

- A highly qualified staff as required by the Maryland State Department of Education
- Intervention, Special ed, and EL staff working with classroom teachers to implement high impact instruction
- Kindergarten and pre-kindergarten paraprofessionals to support the transition of Pre-K students (from private and in home daycare settings) into full-day instruction
- Commitment to attend WCPS offered professional development in all content areas
- Biweekly data progress monitoring to make adjustments to tiered instruction

Data reviewed: disaggregated to look at the needs of all students

- Student work brought to CFIP and one-on-one conferences to analyze and adjust instruction within grade level teams and individually
- Math Inventory and Reading Inventory reviewed by the School Improvement Team to create strategies, student target groups, as well as grade level goals and focus
- WCPS Schoolnet Interim data/work analyzed within a grade level and school teams to adjust Tier I instruction
- Phonemic Awareness data is used to target intervention in Pre-Kindergarten
- DIBELS data and Informal Reading Inventory Data is used to target intervention in Grades K-1
- MClass Express data is used to target intervention in 2nd and 3rd Grade-focus on reading and phonics
- Formative assessments used daily within classrooms to adjust ongoing Tier I instruction and Tier 2 Instruction
- Attendance data monitored through Student Support Team by Title I Coordinator, Guidance Counselor, Community Schools Counselor, and PPW attendance is monitored daily
- PBIS data and referral data monitored monthly through PBIS Team to identify areas of need
- Parent surveys and involvement data to plan for future events and make adjustments to parent events

How the Needs Assessment is Used for ongoing continuous improvement

- Reviewed during SIT meetings by team members throughout the school year
- Data included in each CFIP meeting
- Needs assessment drives SIP goals and team action plans
- Parent feedback data is shared at staff meetings, SIT meetings and via email

2 Schoolwide Reform Strategies:

- School needs including a description of how strategies will provide opportunities for all children
 - Teachers will engage students daily in rigorous, grade-level, learning experiences consistent with research-informed and equitable teaching practices so that all students are afforded opportunities to access vetted resources found in the [WCPS Mathematics Essential Curriculum](#).
 - Research-informed instructional practices are delineated in the National Council of Teachers of Mathematics - [Principles To Action \(2014\) 8 Effective Mathematics Teaching Practices](#).
 - Teachers will utilize proficiency maps to devise mathematics goals to focus learning on a deep understanding of grade-level mathematics.
 - Teachers will implement high-demand tasks that promote reasoning and problem solving.
 - Teachers will facilitate meaningful mathematical discourse and pose purposeful questioning on a daily basis

- Teachers will focus on overarching concepts as found in the WCPS Essential Curriculum to support coherent rigorous instruction
- Monitor Subgroups: Including each of the subgroups of students as defined in Section 1 1 1 | (c) (2) to meet the challenging State academic standards; (III4(b)(7) (A)(I)
 - Subgroup information
 - Subgroup information will be included into one-on-one conferencing as well as CFIP data review
 - Teachers will actively monitor subgroups in each classroom for data trends and adjust instruction accordingly
 - SWD data will be housed in a targeted instruction data dashboard to allow close monitoring of student progress via SLP, SPed Team, Intervention Teachers, Administration, Lead teachers
- Use Methods and Instructional Strategies that strengthen the academic program. Increase the amount of quality learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide well rounded education
 - Extended day provided for students in need of additional instruction in both reading and math
 - Enrichment opportunities provided via GATE teacher
 - Destination Imagination offered as an additional enrichment activity
 - Intervention will be provided for students below benchmark on DIBELS using Stepping Stones (vetted via WWC). Students will be cycled through the program as needed.
 - Sound Partners will be utilized for students (vetted via WWC) as needed
 - Willson Reading System (vetted via WWC) is used with SWD students with phonics goals
 - Lexia Reading (vetted via WWC) is used with students scoring below basic on mCLASS Express
- Address the needs of all students in the school
 - Counseling, school-based mental health programs, specialized instructional support services
 - Hickory Elementary has a part-time school-based social worker that meets with all program students (Engage) and selected individual general education students. The social worker provides a 1:1 session as well as group sessions for all students
 - Hickory Elementary has a full-time guidance counselor that provides in-class lessons about bullying, trauma, harassment, etc. throughout the year. The counselor also provides 1:1 and group sessions
 - Hickory supports students through school based re: Brooklane Mental Health Services through school based referrals
 - Mental Health Center Services through school based referrals
 - Partnerships with area churches and agencies, students in need will receive clothing/coats/shoes, school supplies as well as holiday meals.
 - Micah's Backpack provides meals for students for weekends and breaks
 - Mentoring program with students based on criteria of being at-risk of failing to meet academic standards as well as counseling and social emotional support
 - Utilize the grant funded Community School Counselor
 - Community Schools Planning Tool
 - Breakfast and lunch is provided each day at no cost
 - Preparation for and awareness of opportunities for postsecondary education and the workforce
 - Prepare students for transitions from Pre-K to K and from grade 5 to 6
 - Grade 5 student orientation at Springfield
 - SpEd Case manager from Hickory and SPMS meet regarding students
 - SpEd Case manager meet with Pre-K and Birth to 5 staff for transition meetings
 - Counselor Transition lesson /Meeting (Spring)

- College days to expose students to colleges
- Hickory Elementary is a PBIS School, in 2021-2022, was awarded a bronze award for PBIS excellence.
 - PBIS matrix here: [PBIS Behavior Matrix](#)
- Recognition programs including Staff of the Month, 95% Club, attendance, positive behavior, quarterly awards assemblies, PBIS drawings and activities
- Use data to closely monitor and reinforce expected positive behaviors. Teach the school-wide rules of respect and responsibility with additional focus as data warrants
- Professional development and other activities for teachers and paraprofessionals
- Every professional development session is open to all teachers and paraprofessionals
- Intervention training for paraprofessionals provided during the summer as well as in the fall

3 Parent, Family, and Stakeholder Involvement

- **Parents, families, teachers, administration, paraprofessionals and community members will develop an involvement plan**

- [Home/School Compact](#) and Parent Involvement Plan
- Monthly communication via newsletter
- Weekly online communication via Twitter and Facebook
- Increase parent involvement at school instructional parent meetings and events
 - Reading nights and mornings
 - Spring Exhibition of learning
 - Back to school Bash
 - Parent Math nights and informational workshops will be provided to support parents in understanding instruction to support students
 - Incentives for attendance at school events
 - Monthly Parent involvement via Community Schools Grant
- Provide take-home learning opportunities for parents to support student learning
 - Summer send-off book bags filled with summer reading materials
 - Event questionnaires will request input on what materials families will feel is helpful
 - Take Home Books w/ parent resource
 - Kindergarten Take Home Activity Packet
 - Summer Learning Packets for all students
- Provide families with resources as needed
 - Micah's Backpack for weekend meals
 - Back to School Bash
 - Holiday Meals provided to families as needed
 - Transportation, as needed to school events, conferences, etc
 - School supplies provided for each student
 - Assignments provided for students that are COVID positive
 - Books- End of Year
 - Translation/interpreter as needed