

Garrett County Public Schools School Improvement Plan for Swan Meadow School



2024 – 2025

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Expectations

This document should be completed in its entirety based on your individual school. Title I schools have two (2) additional sections to complete at the end of this document related to required components for Title I. Below you will find a timeline based on the Garrett County Board of Education approved Procedure IJOBA.

Date	Requirement	Notes
9/30	Submission due date	Submit to Dr. Nicole Miller, Chief Academic Officer
10/15	LEAD will review all plans by 10/15	Feedback will be given to principals
10/30	Final submission due	Submit to Dr. Nicole Miller, Chief Academic Officer
10/30	Approved plan must be posted on school website	All links must be “live” and accessible to “anyone with the link.”
1/30	Mid-year updates posted on plan	LEAD will schedule a review/discussion
5/30	End-of-Year updates posted on plan	LEAD/Directors will schedule review/evaluation
6/30	Final Reflections posted on plan	
Monthly	School Improvement Team Meetings	Principals are expected to keep agendas, notes, and sign-in sheets to validate the work of the school improvement team. After each monthly meeting, principals are expected to provide a brief summary in the School Improvement Team Meeting Record section of the plan.
6/30	Begin process for next year	

School Information

School:	Swan Meadow School
Principal: Email:	Erica Foley erica.foley@garrettcountyschools.org
Vision:	Our Vision is to keep our school vital and sustainable in our community through strong relationships among our staff, students, parents and community members. Our goal is to work collaboratively with all stakeholders for the students to become productive and successful members of our society. Parent, family and community partnerships are encouraged and valued.
Mission:	Our Mission is to provide a nurturing, safe, healthy and supportive environment for learning and teaching while celebrating the cultural diversity and traditions of our community.
PBIS School Wide Expectations	Swan Meadow Falcons are Respectful, Responsible, and Safe
Please describe the uniqueness of your school. Include information such as enrichment opportunities, special programs, community partnerships, etc.	Swan Meadow School is a unique K-8 public Title 1 school nestled in the agrarian community of Gortner in the Pleasant Valley area. Our cultural diversity is represented at Swan Meadow through our community with German Amish/Mennonite heritage and English heritage. Swan Meadow School provides instruction in three multi-grade classrooms providing daily opportunities for cross-age learning. We utilize Houses as part of our PBIS program to promote additional opportunities for students to gain leadership skills, develop positive relationships, learn with peers across grade levels, and work collaboratively to develop the core values of integrity, wisdom, and loyalty. Title 1 and other grants support academic intervention teachers and tutors to provide intervention opportunities for students while teachers embed enrichment opportunities into the curriculum and

provide additional services for students enrolled in the Gifted and Talented program.

School, family, and community partnerships are an integral part of our educational program. Swan Meadow has a strong volunteer program and active PTO. Parents and the community work together on a variety of special projects throughout the year to provide students with opportunities for real-life application of classroom learning. Teaching students to become well-rounded in academics, the arts, local heritage, and service to their community are essential components of our educational program. We seek to pass on local heritage to our students through our agriculture, home arts, and woodworking programs led by Swan Meadow families with expertise in these areas. These are areas we strive to enhance as we continue our work toward the conversion to a public Charter classical school in the fall of 2025.

Each year Swan Meadow School hosts an annual Harvest Sale that is attended by friends and family across the tri-state area. This fundraiser began November 2, 1949 at the original one-room Swan Meadow School house with the Blue Ribbon Sale which sold banty roosters, homegrown vegetables, flowers and homemade breads and cakes. This tradition carries on today and includes produce grown by students in our school low tunnel, homemade apple cider made at the school by students and community volunteers, and baked goods and woodworking items made by Swan Meadow students through our Home Arts and Woodworking programs. The auction has community partnerships from Simeon Pierce, Fairfax Stone, CN Metals, Heidi's Bakery, Schrock's Country Store, Blue Ribbon Builders, and many more.

In addition to their contribution to the annual Harvest Sale, students participate in service to their community by raising funds and shopping for groceries to support the Kids Helping Kids Food Drive, making homemade cards and delivering Valentine love gifts to elders in our community, participating in the St. Jude's Math-a-Thon, and participating in the annual Spring Sprucing Day to clean up and beautify the school grounds.

Additional community partnerships include Garrett Mentors; Garrett College I Can Swim, Career Day, and College and Me programs; 4-H Extension Service; GACO; Ruth Enlow Library; and Learning Beyond the Classroom.

School Improvement Team Profile

Name	Role	Location/Department
Erica Foley	Teaching Principal, K-2	Swan Meadow
Christie Reckart	Classroom Teacher, 3-5	Swan Meadow
Connie Uphold	Classroom Teacher, 6-8	Swan Meadow
Tania Glotfelty-Hershman	Special Education	Yough Glades/Swan Meadow
Aaron Hordubay	Physical Education	Yough Glades/Swan Meadow
Heidi McKenzie	Counselor	Yough Glades/Swan Meadow
Erin Miller	Behavior Coach	Yough Glades/Swan Meadow
Lois Lipscomb	Secretary/Media Assistant/IA	Swan Meadow
Candy Maust	Supervisor, Elementary Instruction & Gifted and Talented	CO- North
Amy Warnick	Supervisor, Secondary Instruction	CO- North
Janet Gregory	Coordinator of Title 1 & Special Programs	CO- North
Arlene Lantz	Business Partner	ALL Produce and Greenhouse
Elizabeth Rees Gilbert	Senior Community Member	Former Swan Meadow Teacher
Heather Martin	Community Member	SMHCS Curriculum Committee Member
Gloria Yoder	Parent Member	Swan Meadow School
Crystal Sweatt	Parent Member	Swan Meadow School

School Level Demographic Information (9/30/23)

School Enrollment Summary

Grade Level	Total in Grade	American Indian	Asian/Pacific Islander	African-American	Caucasian	Hispanic	Unclassified
K	5	0	0	0	0	0	5
Boy/Girl	2 3	0 0	0 0	0 0	0 0	0 0	2 3
1	6	0	0	0	3	0	3
Boy/Girl	1 5	0 0	0 0	0 0	0 3	0 0	1 2
2	7	0	0	0	6	1	0
Boy/Girl	4 3	0 0	0 0	0 0	3 3	1 0	0 0
3	4	0	0	0	3	0	1
Boy/Girl	3 1	0 0	0 0	0 0	2 1	0 0	1 0
4	9	0	0	0	7	2	0

Boy/Girl	4	5	0	0	0	0	0	0	0	4	3	0	2	0	0
5	4		0		0		0		4		0		0		
Boy/Girl	2	2	0	0	0	0	0	0	2	2	0	0	0	0	
6	3		0		0		0		3		0		0		
Boy/Girl	0	3	0	0	0	0	0	0	0	3	0	0	0	0	
7	6		0		0		0		6		0		0		
Boy/Girl	3	3	0	0	0	0	0	0	3	3	0	0	0	0	
8	4		0		0		0		4		0		0		
Boy/Girl	2	2	0	0	0	0	0	0	2	2	0	0	0	0	
TOTAL	48		0		0		0		36		3		9		
Boy/Girl	21	27	0	0	0	0	0	0	16	20	1	2	4	5	

Special Services Enrollment	
Group	Percentage (at 9/30/23)
English Learners	0%
Migrant	0%
Economically Disadvantaged	60.42%
Students with Disabilities	16.67%
Gifted and Talented	6.25%
Homeless	2.08%

Comprehensive Needs Assessment/Data Summary

Abbreviation/Acronym Reference Chart	
Abbreviation/ Acronym	Long Name
MCAP	Maryland Comprehensive Assessment Program
KRA	Kindergarten Readiness Assessment
GCPS	Garrett County Public Schools
SIP	School Improvement Plan
MISA	Maryland Integrated Science Assessment
HSA	High School Assessment
EOC	End of Course

Assessment Data Considered for Comprehensive Needs Assessment

State Assessment Data					
English/Language Arts			Math		
Name of Assessment	Description	Link(s)	Name of Assessment	Description	Link(s)
MCAP by Grade	The Maryland Comprehensive Assessment Program (MCAP) provides information to educators, parents and the public on student progress towards proficiency on the Maryland College and Career Ready Standards . Through a strong assessment system, stakeholders gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement.	Grade 3* Grade 4* Grade 5* Grade 6* Grade 7* Grade 8* 3-8 Compilation	MCAP by Grade	The Maryland Comprehensive Assessment Program (MCAP) provides information to educators, parents and the public on student progress towards proficiency on the Maryland College and Career Ready Standards . Through a strong assessment system, stakeholders gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement.	Grade 3* Grade 4* Grade 5* Grade 6* Grade 7* Grade 8* 3-8 Compilation
MCAP by Student Group*		Gender Special Education* Economically Disadvantaged	MCAP by Student Group*		Gender Special Education* Economically Disadvantaged

Science		
Name of Assessment	Description	Link(s)
MISA by School or Grade	<p>Grades 5 and 8 MISA In each of the first three units, students will interact with two item sets. In the fourth unit a student will have one item set and one extended task that includes a simulation. The assessment covers disciplinary core ideas from life science, physical science and Earth and space science.</p>	Whole School Data*
MISA by Student Group*	<p>High School MISA The High School Maryland Integrated Science Assessment (HS MISA) will be replaced by the Life Science MISA (LS MISA) in the spring of 2022. The LS MISA is an end of course exam given at the end of the high school life science course, often Biology. It assesses just the concepts of life science taught in the high school life science course. It will count as 20% of a student's grade beginning in the 2023-2024 school year.growth and achievement.</p>	Gender* Special Education* Economically Disadvantaged*

* Groups with fewer than 10 students are not reported in order to maintain confidentiality.

Maryland Climate Survey Results					
Category	Indicator	Elementary Students (Score Average)	Middle School Students (Score Average)	Teachers (Score Average)	Parents (Score Average)
Community	Respect for Diversity	9.92	10.00	10.00	
	Participation and Engagement	8.83	7.61	10.00	
Environment	Behavior and Academic Supports	9.76	9.57	10.00	
	Physical Environment	10.00	8.23	10.00	
Relationships	Staff-Student Relationships	10.00	10.00	10.00	
	Student-Student Relationships	8.85	6.91	10.00	
Safety	Bullying	10.00	10.00	10.00	
	Emotional Safety	10.00	8.64	10.00	
	Physical Safety	10.00	9.71	10.00	
	Substance Abuse	10.00	10.00	10.00	
Overall Satisfaction		9.736	9.067	10.00	

Maryland Report Card (State Accountability System)	Maryland Report Card for Swan Meadow School
Kindergarten Readiness Assessment Information	N/A

Universal Screener Data					
English/Language Arts			Math		
Name of Assessment	Description	Link(s)	Name of Assessment	Description	Link(s)
iReady Diagnostic K-8 by Grade	This assessment provides a picture of instructional needs through multiple key data points and gives teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student.	iReady Report by Grade Level: Grade 5 Grades K-4 & 6-8* iReady Report by School: Overall Placement Placement by Domain	iReady Diagnostic K-8 by Grade	This assessment provides a picture of instructional needs through multiple key data points and gives teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student.	iReady Report by Grade Level: Grade 5 Grades K-4 & 6-8* iReady Report by School: Overall Placement Placement by Domain
iReady Diagnostic K-8 by Student Group		Gender Special Education* Economically Disadvantaged	iReady Diagnostic K-8 by Student Group*		Gender Special Education* Economically Disadvantaged
IMSE O-G	This assessment provides measures students' ability to encode and decode sounds, words, and sentences containing phonics skills taught at the previous grade level.	K-2 Compilation: Percentage of K-2 Students Scoring 80% or above			

* Groups with fewer than 10 students are not reported in order to maintain confidentiality.

Other Relevant Data Sources					
English/Language Arts			Math		
Name of Assessment	Description	Link(s)	Name of Assessment	Description	Link(s)
Ready to Read Act Data		Data suppressed due to class size.			

2023-2024 Behavior Data					
Grade Level	# Office Referrals Referrals	# Students Tier 2 (Monitored through SST)	# Students Tier 3 (Behavior Plans)	# Out of School Suspensions	Link(s)
K-8	7	3	0	0	

*Individual Grade level data is suppressed due to class size smaller than 10 students.

Attendance Data				
Grade or Student Group	Annual Attendance Percentage			
	2023-2024	2022-2023	2021-2022	2020-2021
Kindergarten	91.5%	93.3%	92%	96%
Grade 1	93.1%	90.3%	97%	100%
Grade 2	90.4%	95.7%	94%	92%
Grade 3	93.2%	94.4%	99%	97%
Grade 4	96.2%	97.8%	97%	98%
Grade 5	97.1%	96.3%	94%	98%
Grade 6	96.2%	94.3%	95%	97%
Grade 7	90.4%	93.8%	95%	94%
Grade 8	96%	96.4%	90%	98%
Female	94.3%	94.1%	94%	97%
Male	93%	94.8%	95%	96%
Special Education	91.8%	91.3%	93%	99%
Economically Disadvantaged	92.7%	93.4%	97%	99%
All students	93.7%	94.4%	94%	96%

Chronic Absenteeism Data		
Grade or Student Group	Annual Chronic Absenteeism Percentage	
	2023-2024	
Kindergarten - 2	25.0%	
Grade 3 - 5	5.88%	
Grade 6 - 8	14.29%	
Female	11.11%	
Male	20.83%	
Special Education	25.0%	
Economically Disadvantaged	16.67%	

Prioritized Areas of Focus

Directions: Following analysis of the data in the needs assessment, school teams should identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students. Prioritized needs should focus on areas that will increase achievement for all students and narrow the scope for the development of SMART intervention goals, outcomes, and action steps. A justification, based on data analysis from the needs assessment should be provided for each prioritized need.

<p style="text-align: center;">Identify Prioritized Needs</p> <p>What are the 3-4 highest-leverage prioritized areas of focus that must be addressed to increase student achievement?</p>	<p style="text-align: center;">Justification through Data Analysis</p> <p>What data or findings from the needs assessment of the team to identify this prioritized need?</p>
<p>1. Students are struggling with Key Ideas and Details in both Reading Information and Literary Text. Comprehension of Informational Text is consistently lower than Comprehension of Literary Text in 3rd-8th grades according to BOY iReady Assessments.</p> <p>Intentional instructional strategies need to address the performance of male students, who are underperforming female students.</p>	<ul style="list-style-type: none"> → Analysis of the MCAP Content Standards Roster Reports showed 12 of 27 students (44%) in grades 3-8 performed below the state average in Key Ideas and Details of both Literary and Informational Text. This was tied with Reading Vocabulary and Writing Conventions as the area with the most students performing below the state average. Key Ideas and Details of Informational Text had the greatest deficit with the highest number of students (12) performing 10 or more points below the state average. → Beginning of the Year iReady Reading Diagnostic Assessment data also showed Comprehension of Informational Text as the area of greatest need with only 19% of students performing on or above grade level. In addition, <ul style="list-style-type: none"> ◆ 28% of students performed 1 year below grade level ◆ 28% of students performed 2 years below grade level ◆ 25% of students performed 3 or more years below grade level → Beginning of the Year iReady Reading Diagnostic Assessment data showed student performance in Comprehension of Literary Text was similar to Informational Text with 21% of students performing on or above grade level. <ul style="list-style-type: none"> ◆ 38% of students performed 1 year below grade level ◆ 19% of students performed 2 years below grade level ◆ 23% of students performed 3 or more years below grade level → Based on the Spring 2024 MCAP Assessment Demographic Data Report:

	<ul style="list-style-type: none"> ◆ 17% more female students achieved proficient and distinguished performance levels on the Spring 2024 MCAP ELA Assessment than male students. <ul style="list-style-type: none"> ● 44% Proficient + 19% Distinguished = 63% of females ● 46% Proficient + 0% Distinguished = 46% of males → Based on Spring 2024 End of the Year iReady Assessment Data: <ul style="list-style-type: none"> ◆ 25% more females (64%) scored early on to above grade level in ELA than males (39%) → Based on Fall 2024 Beginning of the Year iReady Assessment Data: <ul style="list-style-type: none"> ◆ 13% more females (26%) scored early on to above grade level in ELA than males (13%)
<p>2. Students need to improve Modeling and Reasoning in Mathematics.</p> <p>Intentional instructional strategies need to address the needs of male learners who are underperforming female students.</p>	<ul style="list-style-type: none"> → Schoolwide analysis of Spring 2024 MCAP Math and Fall 2024 BOY iReady Math Diagnostic Assessment data does not reveal a consistent trend in a specific domain of weakness. Rather, there was similar student performance across multiple domains. <ul style="list-style-type: none"> ◆ Needs based on 2024 MCAP Math Assessment: <ul style="list-style-type: none"> ● 3rd-5th: Numbers & Operations, Measurement & Data, Modeling, Reasoning ● 6th-8th: Ratios & Proportional Relationships, The Number System, Modeling ◆ Needs based on Fall 2024 iReady Math Assessment: <ul style="list-style-type: none"> ● K-8 Algebra & Algebraic Thinking: 22% early on to above grade level ● K-8 Geometry: 24% early on to above grade level ● K-8 Numbers & Operations: 25% early on to above grade level → Analysis of student-level data shows that strengths and weaknesses in various mathematics domains are student specific. → Modeling and Reasoning are essential to developing a strong understanding and applying mathematical understanding in all domains. Therefore, improving students’ modeling and reasoning can support growth in all domains. → Based on the Spring 2024 MCAP Assessment Demographic Data Report:

	<ul style="list-style-type: none"> ◆ 17% more female students achieved proficient and distinguished performance levels on the Spring 2024 MACP Math Assessment than male students. <ul style="list-style-type: none"> ● 38% Proficient + 6% Distinguished = 44% of females ● 27% Proficient + 0% Distinguished = 27% of males → Based on Spring 2024 End of the Year iReady Assessment Data: <ul style="list-style-type: none"> ◆ 25% more females (64%) scored early on to above grade level in Math than males (39%) → Based on Fall 2024 Beginning of the Year iReady Assessment Data: <ul style="list-style-type: none"> ◆ 6% more females (23%) scored early on to above grade level in Math than males (17%)
<p>3. Universal Design for Learning & differentiation of tiered instruction must be improved to address the needs of all learners.</p>	<ul style="list-style-type: none"> → High percentage of students performing below grade level in ELA & Math demonstrates a need for UDL, differentiation, and tiered instruction: <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> ◆ According to the Spring 2024 MACP Summary Report for all 3rd-8th grade students: <ul style="list-style-type: none"> ● 11% scored Distinguished, ● 45% scored Proficient, ● 37% scored Developing, and ● 7% scored at the Beginning Learner Performance Level. ◆ According to the 2024-2025 BOY iReady ELA Assessment School Overall Placement Report: <ul style="list-style-type: none"> ● 11% scored mid or above grade level, ● 9% scored early on grade level, ● 34% scored one year below grade level, ● 21% scored two years below grade level, and ● 25% scored three or more years below grade level. Math: <ul style="list-style-type: none"> ◆ According to the Spring 2024 MACP Summary Report for all 3rd-8th grade students: <ul style="list-style-type: none"> ● 4% scored Distinguished, ● 33% scored Proficient, ● 37% scored Developing, and

	<ul style="list-style-type: none"> ● 26% scored at the Beginning Learner Performance Level. ◆ According to the 2024-2025 BOY iReady Math Assessment School Overall Placement report: <ul style="list-style-type: none"> ● 8% scored mid or above grade level, ● 13% scored early on grade level, ● 51% scored one year below grade level, ● 17% scored two years below grade level, and ● 11% scored three or more years below grade level. → Student level analysis of math assessment results shows domains of weakness are student-specific, and proficiency rates in multiple math domains are similar school-wide. The lack of clearly defined areas of weakness demonstrates the need for UDL and differentiation to address varying student needs across each domain. <ul style="list-style-type: none"> ◆ Needs based on 2024 MCAP Math Assessment: <ul style="list-style-type: none"> ● 3rd-5th: Numbers & Operations, Measurement & Data, Modeling, Reasoning ● 6th-8th: Ratios & Proportional Relationships, The Number System, Modeling ◆ Needs based on Fall 2024 iReady Math Assessment: <ul style="list-style-type: none"> ● K-8 Algebra & Algebraic Thinking: 22% early on to above grade level ● K-8 Geometry: 24% early on to above grade level ● K-8 Numbers & Operations: 25% early on to above grade level
<p>4. Increase attendance rate to ensure students are receiving instruction.</p>	<ul style="list-style-type: none"> → Attendance has had a downward trend over the last several years for the school as a whole and most subgroups as the Attendance Data chart shows. → The attendance rate for all students has declined 2.3% from 96% in 2020-2021 to 93.7% in 2023-2024.

Analyze / Root Cause Analysis

What's Not Working?

(Consider Turn Around Leadership, Talent Development, Instructional Transformation, School Culture)

Prioritized Need as identified above	Define the Problem	Root Cause(s) within our Control	Recommendations/ Solutions within our Control
<p>ELA - Students are struggling with Key Ideas and Details in both Reading Information and Literary Text. Comprehension of Informational Text is consistently lower than Comprehension of Literary Text in 3rd-8th grades according to BOY iReady Reading Assessments.</p>	<p>Students are struggling with Key Ideas and Details in both Reading Information and Literary Text.</p> <p>Students have difficulty using appropriate text evidence to support their thinking.</p> <p>Students lack background knowledge to support comprehension of literary and informational text</p>	<ul style="list-style-type: none"> - Need for intentional explicit instruction addressing key ideas, details, and use of text evidence - Need for frequent opportunities to read and respond to questions about informational text both orally and in writing - Lack of foundational reading skills to support reading comprehension - Continue to build background knowledge - Limited time independently reading quality texts at an appropriate level of complexity - Based on teacher observation, males are not as engaged in reading due to lack of resources appealing to their interests 	<ul style="list-style-type: none"> - Increase quality and rigor of grade-level explicit instruction addressing key ideas, details, and use of text evidence - Increase focus on disciplinary literacy across content areas. - Incorporate more informational texts into literary ARC units. - Utilize differentiation and tiered instruction to meet the needs of all learners. - Explicitly teach foundational reading skills and provide frequent distributed review, reteach, practice, reinforcement, and accountability - Use read alouds, videos, visual aids, virtual experiences, and experiences to build background knowledge for key topics and texts

			<ul style="list-style-type: none"> - Set individualized reading goals with students and conference regularly to monitor growth and provide constructive feedback. - Complete Reading Interest Inventories and locate age-appropriate texts that address interests
<p>Universal Design for Learning & differentiation of tiered instruction</p>	<p>80% of K-8 students are performing below grade level according to BOY iReady Reading Diagnostic scores:</p> <ul style="list-style-type: none"> - 34% One Grade Level Below - 21% Two Grade Levels Below - 25% Three Grade Levels Below <p>Students need high quality explicit instruction in every class</p> <p>Students need consistent tiered interventions to support individual needs</p>	<ul style="list-style-type: none"> - School Schedule - Academic Intervention Schedule and personnel - Family Engagement opportunities at school to provide caregivers strategies to support at-home learning 	<ul style="list-style-type: none"> - Utilize academic interventionists/tutors to provide tiered instruction in math and reading in all classrooms - Implement Family Engagement activities that provide caregiver support to understand reading & math strategies and support at-home learning - Increase quality of explicit instruction through district training, school-based PLCs, and instructional walkthroughs with constructive feedback
<p>Math - Modeling & Reasoning</p>	<p>Students have difficulty reading and comprehending grade-level word problems.</p> <p>Students struggle to explain their thinking in writing.</p>	<ul style="list-style-type: none"> - Low Reading Proficiency - Weak Math Vocabulary - Difficulty verbalizing mathematical reasoning - Difficulty writing about and modeling mathematical reasoning 	<ul style="list-style-type: none"> - Tiered Instruction and intervention to address reading comprehension deficits - Explicit instruction, modeling, and oral and written practice using math vocabulary

	Students have difficulty applying their knowledge to solve problems, particularly with graphs, charts, and other visual aids.		<ul style="list-style-type: none"> - Explicit instruction, modeling and regular practice interpreting and writing about mathematics - Utilize iReady Teacher Toolbox lessons and Personalized Instruction to address individual student needs
Males are underperforming all subgroups in both ELA and Mathematics.	<p>Fewer males scored at or above grade level in ELA and Mathematics on Spring 2024 MCAP than other subgroups.</p> <p>A greater number of males scored at the Beginning Learner Level in ELA and Mathematics on the Spring 2024 MCAP than other subgroups.</p>	<ul style="list-style-type: none"> - Based on teacher observation, males are not as engaged in reading due to lack of resources appealing to their interests. - Lack of foundational reading skills to support reading comprehension - Continue to build background knowledge - Weak Math Vocabulary - Difficulty verbalizing mathematical reasoning - Difficulty writing about and modeling mathematical reasoning - Family Engagement opportunities at school to provide caregivers strategies to support at-home learning 	<ul style="list-style-type: none"> - Use read alouds, videos, visual aids, virtual experiences, and experiences to build background knowledge for key topics and texts - Set individualized reading goals with students and conference regularly to monitor growth and provide constructive feedback. - Complete Reading Interest Inventories and locate age-appropriate texts that address interests - Explicit instruction, modeling, and oral and written practice using math vocabulary - Provide family communication and family engagement opportunities at school to provide caregivers strategies to support at-home learning

Attendance	The declining attendance rate falls below the state goal of 94-96%.	<ul style="list-style-type: none"> - Need to promote importance of attendance - Need to collaborate with families to address attendance needs 	<ul style="list-style-type: none"> - Increase communication with families regarding the importance of attendance and schoolwide attendance goals and rates. - Problem solve attendance concerns with families and seek support to help address individual needs. - Promote attendance through communication and PBIS program
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Plan

SMART GOALS CHART #1

<p>Summative Goal #1 (Jump to Assessment Report)</p>	<p>61% (24/39) of Swan Meadow School 3rd-8th grade students will achieve proficiency or distinguished ratings on the MCAP English Language Arts (ELA) Assessment administered in May 2025.</p> <p>SIP Indicator: 81% (43/53) of K-8 students will meet or exceed the following growth targets on the iReady Reading Diagnostic Assessment by May 2025:</p> <ul style="list-style-type: none"> • Students performing at or above grade level on the Beginning of the Year (BOY) iReady Reading Diagnostic Assessment will meet or exceed their Annual Typical Growth measure and • Students performing below grade level on the BOY iReady Reading Diagnostic Assessment will meet or exceed their Stretch Growth measure.
<p>Summative: What data will be gathered and analyzed to measure the final evidence of growth for this goal?</p>	<p>End of the Year (EOY) iReady Reading Diagnostic Assessment Results from May 2025 will be analyzed to determine student growth toward the SIP Indicator Goal.</p> <p>Once results become available in August 2025, MCAP ELA Assessment data will be reviewed to determine success or progress toward achieving the MSDE AMO goal.</p>
<p>Formative Goal #1 (Jump to Assessment Report)</p>	<p>SIP Indicator: 81% (43/53) of K-8 students will meet or exceed the following targets on the iReady Reading Diagnostic Assessment by January 31, 2025:</p> <ul style="list-style-type: none"> • Students performing at or above grade level on BOY iReady Reading Diagnostic Assessment will meet or exceed half of their Annual Typical Growth measure, • Students performing below grade level on the BOY iReady Reading Diagnostic Assessment will meet or exceed half of their Stretch Growth measure.
<p>Formative: What data will be gathered and analyzed to progress monitor quarterly/monthly?</p>	<p>Mid-year iReady Reading Diagnostic Assessment results from January 2025 will be analyzed to determine student growth toward this goal.</p> <p>The following data will be reviewed at least quarterly for progress monitoring toward this goal:</p> <ul style="list-style-type: none"> • Curriculum-embedded assessments (IMSE, IRLA, unit assessments, etc)

- Benchmark assessments (StudySync benchmark assessments, Writing benchmarks, etc)
- Progress monitoring of tiered intervention program data (IMSE, Phonics for Reading, etc)

Evidence Based Strategies and Action Steps

Evidence Based Strategy #1

Strategy: Increase the quality of explicit instruction of Key Ideas and Details in Literary and Informational Text in ELA classes and disciplinary literacy across content areas.

Level of Evidence (w/citation reference or link): Strong

Source: What Works Clearinghouse [Improving Adolescent Literacy: Effective Classroom and Intervention Practices Practice Guide](#)

Justification that strategy fits school need as a whole as well as any disaggregated groups identified:

- MCAP Data - [Compilation of 3rd-8th Content Roster Analysis](#) shows Key Ideas and Details are a weakness in both literary and informational text for students
- According to [Beginning of the Year iReady Reading Diagnostic Overall Placement](#) data, 80% of K-8 students are below grade level in Reading indicating a need to address Tier 1 instruction.
 - 34% scored 1 year below grade level,
 - 21% scored 2 years below grade level
 - 25% scored 3 or more years below grade level
- According to [Beginnig of the Year iReady Reading Diagnostic Placement by Domain data](#), Comprehension of Literary and Informational Text are the weakest domains of currently enrolled K-8th grade students with Comprehension of Informational Text having the highest percentage of students two or more years below grade level (53% compared to 42% for literary).
- This strategy aligns to the following GCPS Blueprint Strategic Plan Goal: “There is evidence of teachers using high-quality instructional material and resources to deliver explicit instruction in 100% of math and literacy classrooms.”
- This strategy, action steps, and timeline align to the 2024-2025 GCPS MTSS Playbook Evidence-based Strategy #1: Explicit Instruction.

Action Steps

Action	Staff Responsible	Resources Needed	Timeline
Conduct staff development analyzing the depth of complexity and vertical progression of standards within the	Supervisor of Elementary Instruction, Principal	Supervisor Support, MD ELA Framework Documents	November 20, 2024

	Key Ideas and Details cluster.			
	Teachers participate in cycles of continuous improvement in PLCs during which they identify strategies for explicit instruction, practice implementation, discuss effectiveness, and research ways to enhance strategy implementation.	Supervisor of Elementary Instruction, Principal	PLC Structure: Coverage to provide consistent PLC schedule, GCPS PLC & Data Agenda/Protocol Resources for ELA strategies for explicit instruction	Monthly
	Use the GCPS Walkthrough Tool to conduct ELA learning walks focused on the use of high-quality explicit instruction and provide constructive feedback to teachers.	Supervisor of Elementary Instruction, Principal	Supervisor Support, GCPS Walkthrough Tool	Beginning with GCPS Tier 1 Cycle #2 and monthly thereafter Update: Begin Q3 in accordance w/update to GCPS timeline
	Utilize the GCPS Curriculum Study Template to support lesson plan analysis and design high-quality evidence-based lessons both collaboratively in PLCs and independently.	Supervisor of Elementary Instruction, Principal, Classroom Teachers	GCPS Curriculum Study Document , ELA program resources, PLC meeting time	Beginning 2nd Quarter 2024 Update: Begin Q3 in accordance w/update to GCPS timeline
Evidence Based Strategy #2	<p>Strategy: Implement differentiation and tiered instruction to meet the needs of all students.</p> <p>Level of Evidence (w/citation reference or link): Strong</p> <p>Source: What Works Clearinghouse Improving Adolescent Literacy: Effective Classroom and Intervention Practices Practice Guide Recommendation #5</p> <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified</p>			

	<ul style="list-style-type: none"> - According to Beginning of the Year iReady Reading Diagnostic Overall Placement data, 80% of K-8 students are below grade level in Reading indicating a need to address differentiation and tiered instruction: <ul style="list-style-type: none"> - 11% scored mid or above grade level, - 9% scored early on grade level, - 34% scored 1 year below grade level, - 21% scored 2 years below grade level, and - 25% scored 3 or more years below grade level. - This strategy aligns to the Blueprint for Maryland’s Future Comprehensive Implementation Plan to “provide intensive intervention services to students who are not progressing towards becoming CCR by the end of 10th grade.” - This strategy aligns to the GCPS MTSS Playbook expectations for MTSS implementation. 			
Action Steps	Action	Staff Responsible	Resources	Timeline
	Analyze BOY ELA Data (iReady Ready Diagnostic, IMSE O-G, IRLA, PAST, etc)	Principal, Classroom Teachers	BOY assessment reports, scheduled time to meet	9/25/24
	Identify students in need of Tier 2, Tier 3, and enrichment opportunities	Principal, Classroom Teachers	BOY assessment reports, scheduled time to meet	9/25/24
	Match students to appropriate tiered intervention/enrichment based on data analysis and implement tiered instruction using evidence-based resources.	Principal, Classroom Teachers	Tiered program resources (See GCPS MTSS Playbook Appendix B: Phonics for Reading - Tier 3, Teacher Toolkit, IMSE O-G, IRLA toolkits, iReady Toolbox, iReady Tools for Instruction) Schedule supporting opportunities for tiered instruction	October 2024 & ongoing

			Staffing - TSI Tutors, Title 1 Intervention Support	
	Regularly review student progress monitoring and make adjustments to tiered instruction to meet student needs	Principal, Classroom Teachers, Interventionist, Tutors	Progress monitoring data, scheduled time to meet in PLCs	Monthly
	Identify and implement strategies for differentiation of Tier 1 instruction as part of the PLC cycle of continuous improvement	Principal, Classroom Teachers, Supervisor of Elementary Instruction	PLC Structure - schedule, agendas, consistent process	Monthly
	Utilize available funding sources to hire Academic Intervention teachers and tutors to provide support for identified students in Tiers 2 or 3.	Principal	TSI grant, Title 1 funds, school-based Academic Intervention Funds, Tier 2/3 evidence based programs	Sept 2024-spring 2025
	Utilize parent volunteers to provide guided practice and feedback to individual/small groups of students on grade level skills and individualized goal	Principal, Classroom Teachers	Parent volunteers, parent training	October 2024-May 2025
	Provide training for tutors and parent volunteers in SOR practices and ELA strategies related to SIP goal	Principal, Classroom Teachers, Supervisor of Elementary Instruction	Collaboration time to share and model strategies specific to grade-band	October 2024-May 2025
	Provide training for parents in SOR and ELA strategies related to SIP	Principal, Classroom Teachers	Title 1 Engagement funds - ELA materials	November 2024-May 2025

	goals - Title 1 Family Engagement Nights, PTO meetings, School Newsletters, conferences		for families, materials/ handouts for PTO meetings & newsletters	
	Publicize mid-year recruitment of parent/community volunteers and provide training for them in SOR practices and ELA strategies related to SIP Goal	Principal, Classroom Teachers	School Newsletter, School Messenger, Phone calls	February 2025
Evidence Based Strategy #3	<p>Strategy: Utilize PLCs to Support Data-based decision-making to meet the needs of all students.</p> <p>Level of Evidence (w/citation reference or link): Minimal-Moderate Evidence</p> <p>Source: What Works Clearinghouse Practice Guide: Using Student Achievement Data to Support Instructional Decision Making</p> <ul style="list-style-type: none"> ● Recommendation 1: Make data part of an ongoing cycle of instructional improvement. ● Recommendation 4: Provide supports that foster a data-driven culture within the school. <p>Source: What Works Clearinghouse Practice Guide: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</p> <ul style="list-style-type: none"> ● Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. ● Recommendation 4: Monitor the progress of tier 2 students at least once a month. <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified</p> <ul style="list-style-type: none"> ● Regular, content-focused PLCs following a consistent protocol have not been previously implemented at the school-level. ● This strategy aligns to the Blueprint for Maryland's Future guidelines to identify students who are struggling academically and provide necessary targeted interventions as soon as possible. ● This strategy aligns to the GCPS MTSS Model, expectations, and implementation timeline described in the GCPS MTSS Playbook. 			

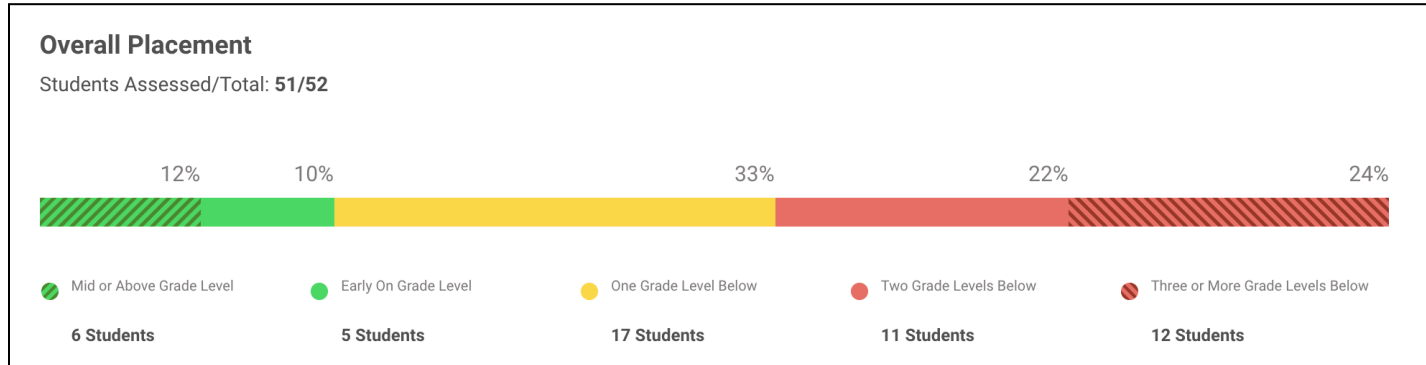
Action Steps	Action	Staff Responsible	Resources	Timeline
	All teachers will participate in district-level training and PLCs to increase teacher knowledge of MTSS and the GCPS Cycle of Continuous improvement.	Supervisors of Elementary & Secondary Instruction	Substitute coverage, GCPS MTSS Playbook	August 29, 2024 Elementary: Oct. 10, 2024 Oct. 23, 24, or 29, 2024 Dec. 4 or 5, 2024 Secondary: Sept. 11, 2024 Nov. 11, 2024
	Launch MTSS Process Tier 1 Cycle 1: Teachers will meet in School-based PLCs to support collaborative learning/planning and exploration of district resources focused on explicit instruction and Tier 1 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 1 Data Analysis Template 24-25	Weekly PLCs October 14-Dec 5, 2024
	Launch MTSS Process Tier 1 Cycle 2: Teachers will meet in school-based PLCs to support collaborative learning/planning focused on explicit instruction and Tier 1 goals and implement curriculum/unit/lesson studies with a focus on explicit instruction and Tier 1 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 1 Data Analysis Template 24-25	Monthly PLCs starting Quarter 3 in accordance with update to GCPS timeline
	All teachers will participate in district-level training and PLCs for Panorama, academic resources for the launch of Tier 2 & 3 Cycle 1, and Academic Intervention Training.	Supervisor of Elementary Instruction, Supervisor of Secondary Instruction, Principal	Substitute coverage, GCPS MTSS Playbook	Training: February 14, 2025 Implement in accordance with update to GCPS timeline

	Launch MTSS Process Tier 2 & 3 Cycle 1: Teachers will meet in School-based PLCs to support collaborative learning/planning and exploration of district resources focused on explicit instruction and Tier 2 & 3 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 2 & 3 Data Analysis Template 24-25	Beginning March 2025 in accordance with update to GCPS timeline
	Launch MTSS Process Tier 1 Cycle 2: Teachers will meet in school-based PLCs to support collaborative learning/planning focused on explicit instruction and Tier 2 & 3 goals and implement curriculum/unit/lesson studies with a focus on explicit instruction and Tier 2 & 3 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 2 & 3 Data Analysis Template 24-25	Monthly ELA PLCS beginning March 2025 in accordance with update to GCPS timeline
Formative Data Assessment (Completed by January 30th) For SMART Goal #1				
Data Links: *include disaggregated data links	Mid-year Assessment Data - ELA Goal Attainment Mid-year ELA Goal Attainment by Subgroup			
Analysis:	<p>58% (30/52) of students of K-8 students met or exceeded the following growth targets on the iReady Reading Diagnostic Assessment based the mid-year assessment given January 2025:</p> <ul style="list-style-type: none"> • Students performing at or above grade level on the Beginning of the Year (BOY) iReady Reading Diagnostic Assessment will meet or exceed their Annual Typical Growth measure and • Students performing below grade level on the BOY iReady Reading Diagnostic Assessment will meet or exceed their Stretch Growth measure. <p>According to iReady FAQ: Using Growth and Proficiency Data Handout, nationally 25-35% of students meet their annual stretch growth. Data analysis shows that 41% of students performing below grade level on the BOY iReady Reading Diagnostic Assessment met or exceeded 50% of their Annual Stretch Growth measure.</p>			

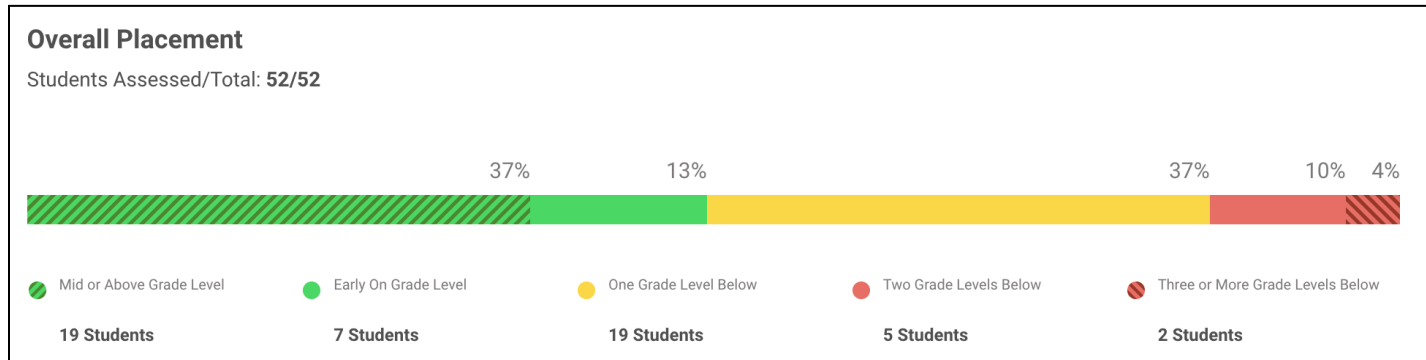
	<p>This shows that our students are outpacing national norms for this growth measure.</p> <p>Subgroup analysis shows that Males achieved the mid-year goal at the highest percentage rate (68%) followed by Females (55%), and FARMS (48%).</p>
Goal Attainment	Goal Not Attained
Revisions of Evidence-Based Strategies and/or Action Steps	<ul style="list-style-type: none"> ● Refocus ELA PLCs on explicit instruction strategies and curriculum study ● Use Staff Development funds for PD on explicit strategy instruction and curriculum study ● Begin after-school tutoring program using Title I Targeted Assistance Funds ● Purchase and implement iReady Writing and Reading programs for 6-8 intervention using PTO funds; train tutors on use of resource ● Sponsor mid-year volunteer recruitment and training
<p>Summative Data Assessment (Completed by May 30th) For SMART Goal #1</p>	
Data Links:	<p>EOY ELA Assessment Data - ELA Goal Attainment EOY ELA Goal Attainment by Subgroup</p>
Analysis:	<p>65% (33/51) of K-8 students met or exceeded the following growth targets on the iReady Reading Diagnostic Assessment by May 2025:</p> <ul style="list-style-type: none"> ● Students performing at or above grade level on the Beginning of the Year (BOY) iReady Reading Diagnostic Assessment will meet or exceed their Annual Typical Growth measure and ● Students performing below grade level on the BOY iReady Reading Diagnostic Assessment will meet or exceed their Stretch Growth measure. <p>According to iReady FAQ: Using Growth and Proficiency Data Handout, nationally 25-35% of students meet their annual stretch growth. Data analysis shows that 63% (25/40) of students performing below grade level on the BOY iReady Reading Diagnostic Assessment met or exceeded their Annual Stretch Growth measure. This represented a growth of 22% from midyear and demonstrates that our students greatly outpaced national norms for this growth measure.</p>

	<p>Subgroup analysis shows that Females achieved the summative goal at the highest percentage rate (70%) followed by FARMS (59%).</p> <p>From mid-year to end of year, the percentage of all students attaining the goal increased from 58% to 65%, the percentage of females attaining the goal increased from 55% to 70%, and the percentage of the FARMS subgroup attaining the goal increased from 48% to 59%. The percentage of males achieving the goal declined from mid-year to end of year by 7%, from 65% meeting the mid-year goal, to 57% meeting the EOY goal.</p>
<p>Goal Attainment</p>	<p>Goal Not Attained</p>
<p>Final Reflection: (Due June 30, 2025)</p>	<p>Upon further research midyear, we learned that our initial goal was unrealistic based on iReady's national norms for the percentage of students who achieve their Annual Stretch Growth. We far surpassed iReady's national norm with 63% of our students who started the year below grade level attaining their Annual Stretch Growth, compared to an average of 25-35% nationally. In the future, we will take iReady's national norms into consideration when setting our goals.</p> <p>We were unable to achieve some of our intended mid-year adjustments, which also contributed to our goal outcome. We were unable to place the desired emphasis on explicit instructional strategies and curriculum study during PLC and Staff Development due to other priorities that arose based on classroom observations and student and staff needs. In addition, the iReady Writing and Reading program materials were not implemented due to ordering issues and our mid-year volunteer recruitment failed to yield additional classroom volunteers. We successfully implemented a 2-month Title I after-school tutoring program and were able to hire a Title I tutor during school hours to replace one who left. Most of our Title I tutors (both during and after-school) were uncertified teachers who were trained and monitored by our classroom teachers for the intervention programs they used.</p> <p>Even though our students did not achieve the EOY SIP Indicator goal based on the iReady growth measures, they showed significant growth throughout the year. The comparison of the BOY and EOY Overall Placement Reports reveal that the percentage of students scoring on or above grade level increased by 25% (13 students) and the percentage of students scoring early on grade level increased by 3% (2 students). The percentage of students scoring one grade level below increased slightly (4%, 2 students) while we were able</p>

to significantly decrease the percentage of students scoring 2 or more grade levels below by 12% (6 students) and 3 or more grade levels below by 20% (10 students).



Graph above shows BOY iReady Reading data for K-8 students.



Graph above shows EOY iReady Reading data for K-8 students.

SMART GOALS CHART #2

<p>Summative Goal #2 (Jump to Assessment Report)</p>	<p>42% (16/39) of Swan Meadow School 3rd-8th grade students will achieve proficient or distinguished ratings on the MCAP Mathematics Assessment administered in May 2025.</p> <p>SIP Indicator: 81% (43/53) of K-8 students meet or exceed the following targets on iReady by May 2025:</p> <ul style="list-style-type: none"> ● Students performing at or above grade level on BOY iReady Math Diagnostic Assessment will meet or exceed their Annual Typical Growth measure, ● Students performing below grade level on the BOY iReady Math Diagnostic Assessment will meet or exceed their Stretch Growth measure.
<p>Summative: What data will be gathered and analyzed to measure the final evidence of growth for this goal?</p>	<p>End of the Year (EOY) iReady Math Diagnostic Assessment Results from May 2025 will be analyzed to determine student growth toward the SIP Indicator Goal.</p> <p>Once results become available in August 2025, MCAP Math Assessment data will be reviewed to determine success or progress toward achieving the MSDE AMO goal.</p>
<p>Formative Goal #2 (Jump to Assessment Report)</p>	<p>SIP Indicator: 81% (43/53) of K-8 students will meet or exceed the following targets on the iReady Math Diagnostic Assessment by January 31, 2025:</p> <ul style="list-style-type: none"> ● Students performing at or above grade level on BOY iReady Math Diagnostic Assessment will meet or exceed half of their Annual Typical Growth measure, ● Students performing below grade level on the BOY iReady Math Diagnostic Assessment will meet or exceed half of their Stretch Growth measure.
<p>Formative: What data will be gathered and analyzed to progress monitor quarterly/monthly?</p>	<p>Mid-year iReady Math Diagnostic Assessment results from January 2025 will be analyzed to determine student growth toward this goal.</p> <p>The following data will be reviewed at least quarterly for progress monitoring toward this goal:</p> <ul style="list-style-type: none"> ● Curriculum-embedded assessments (Savvas topic tests, etc) ● Benchmark assessments ● Progress monitoring of tiered intervention program data (iReady Teacher Toolbox, Tools for Instruction, and Personalized instruction; enVision Readiness Assessments/Math Diagnostic and Intervention System; etc)

Evidence Based Strategies and Action Steps

Evidence Based Strategy #1	<p>Strategy: Increase the quality of explicit instruction in Mathematics with a focus on Modeling and Reasoning.</p> <p>Level of Evidence (w/citation reference or link): Strong</p> <p>Source: IES Practice Guide - Assisting Students Struggling with Mathematics: Response to Intervention (RtI) in Elementary and Middle Schools, Recommendation #3</p> <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified:</p> <ul style="list-style-type: none"> - MCAP Data - Compilation of 3rd-5th Math Content Roster Analysis and Compilation of 6th-8th Math Content Roster Analysis shows weakness in Modeling and Reasoning - According to Beginning of the Year iReady Math Diagnostic Overall Placement data, 79% of K-8 students are below grade level in Math indicating a need to address Tier 1 instruction. <ul style="list-style-type: none"> - 8% scored mid or above grade level, - 13% scored early on grade level, - 51% scored 1 year below grade level, - 17% scored 2 years below grade level - 11% scored 3 or more years below grade level - This strategy aligns to the following GCPS Blueprint Strategic Plan Goal: “There is evidence of teachers using high-quality instructional material and resources to deliver explicit instruction in 100% of math and literacy classrooms.” - This strategy, action steps, and timeline align to the 2024-2025 GCPS MTSS Playbook Evidence-based Strategy #1: Explicit Instruction. 			
Action Steps	Action	Staff Responsible	Resources Needed	Timeline
	Conduct staff development analyzing content standards and math practices related to modeling and reasoning	Principal, Supervisors of Elementary and Secondary Instruction	Supervisor Support, MD ELA Framework Documents	November 2024
	Teachers participate in cycles of continuous improvement in PLCs during which they identify strategies	Principal, Supervisor of Elementary Instruction	PLC Structure: Coverage to provide consistent PLC	Monthly

	for explicit instruction, practice implementation, discuss effectiveness, and research ways to enhance strategy implementation.		schedule, GCPS PLC & Data Agenda/Protocol Resources for Math strategies for explicit instruction	
	Use the GCPS Walkthrough Tool to conduct Math learning walks focused on the use of high-quality explicit instruction and provide constructive feedback to teachers.	Principal, Supervisor of Elementary Instruction	Supervisor Support, GCPS Walkthrough Tool	Training: November 20, 2024 Implement beginning in Quarter 3 and monthly thereafter in accordance with GCPS timeline
	Utilize the GCPS Curriculum Study Template to support lesson plan analysis and design high-quality evidence-based lessons both collaboratively in PLCs and independently.	Principal, Supervisor of Elementary Instruction, Classroom Teachers	GCPS Curriculum Study Document , ELA program resources, PLC meeting time	Training: November 20, 2024 Implement beginning in Quarter 3 and monthly thereafter in accordance with GCPS timeline
Evidence Based Strategy #2	<p>Strategy: Implement differentiation and tiered instruction to meet the needs of all students.</p> <p>Level of Evidence (w/citation reference or link): Moderate</p> <p>Source: IES Practice Guide - Assisting Students Struggling with Mathematics: Response to Intervention (RtI) in Elementary and Middle Schools, Recommendation #1</p> <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified</p>			

	<ul style="list-style-type: none"> - According to Beginning of the Year iReady Math Diagnostic Overall Placement data, 79% of K-8 students are below grade level in Math indicating a need to address differentiation and tiered instruction: <ul style="list-style-type: none"> - 51% scored 1 year below grade level, - 17% scored 2 years below grade level - 11% scored 3 or more years below grade level - This strategy aligns to the Blueprint for Maryland’s Future Comprehensive Implementation Plan to “provide intensive intervention services to students who are not progressing towards becoming CCR by the end of 10th grade.” - This strategy aligns to the GCPS MTSS Playbook expectations for MTSS implementation. 			
Action Steps	Action	Staff Responsible	Resources	Timeline
	Analyze BOY Math Data (iReady Ready Diagnostic, Savvas BOY assessments, etc)	Principal, Classroom Teachers	BOY assessment reports, scheduled time to meet	9/25/24
	Identify students in need of Tier 2, Tier 3, and enrichment opportunities	Principal, Classroom Teachers	BOY assessment reports, scheduled time to meet	9/25/24
	Match students to appropriate tiered intervention/enrichment based on data analysis and implement tiered instruction using evidence-based resources.	Principal, Classroom Teachers	Tiered program resources (See GCPS MTSS Playbook Appendix B: iReady Toolbox, Tools for Instruction, and Personalized Instruction; Envision Math Intervention System, games to support K-5 fact fluency) Schedule supporting opportunities for tiered instruction	October 2024 & ongoing

			Staffing - TSI Tutors, Title 1 Intervention Support	
	Regularly review student progress monitoring and make adjustments to tiered instruction to meet student needs	Principal, Classroom Teachers Tutors, Intervention Support	Progress monitoring data, scheduled time to meet in PLCs	Monthly
	Identify and implement strategies for differentiation of Tier 1 instruction as part of the PLC cycle of continuous improvement	Principal, Classroom Teachers, Supervisor of Elementary Instruction	PLC Structure - schedule, agendas, consistent process	Monthly
	Utilize available funding sources to hire Academic Intervention teachers and tutors to provide support for identified students in Tiers 2 or 3.	Principal	TSI grant, Title 1 funds, school-based Academic Intervention Funds, Tier 2/3 evidence based programs	Sept 2024-spring 2025
	Utilize parent volunteers to provide guided practice and feedback to individual/small groups of students on grade level skills and individualized goals	Principal, Classroom Teachers	Parent volunteers, parent training	October 2024-May 2025
	Provide training for tutors and parent volunteers in SOR practices and ELA strategies related to SIP goal	Principal, Classroom Teachers, Supervisor of Elementary Instruction	Collaboration time to share and model strategies specific to grade-band	October 2024-May 2025
	Provide training for parents in SOR and ELA strategies related to SIP	Principal, Classroom Teachers	Title 1 Engagement funds - ELA materials	November 2024-May 2025

	goals - Title 1 Family Engagement Nights, PTO meetings, School Newsletters, conferences		for families, materials/ handouts for PTO meetings & newsletters	
Evidence Based Strategy #3	<p>Strategy: Utilize PLCs to Support Data-based decision-making to meet the needs of all students.</p> <p>Level of Evidence (w/citation reference or link): Minimal-Moderate Evidence</p> <p>Source: What Works Clearinghouse Practice Guide: Using Student Achievement Data to Support Instructional Decision Making</p> <ul style="list-style-type: none"> ● Recommendation 1: Make data part of an ongoing cycle of instructional improvement. ● Recommendation 4: Provide supports that foster a data-driven culture within the school. <p>Source: What Works Clearinghouse Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) and Multi-Tier Intervention for Elementary and Middle Schools</p> <ul style="list-style-type: none"> ● Recommendation 1: Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. ● Recommendation 7: Monitor the progress of students receiving supplemental instruction and other students who are at risk. <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified</p> <ul style="list-style-type: none"> ● Regular, content-focused PLCs following a consistent protocol have not been previously implemented at the school-level. ● This strategy aligns to the Blueprint for Maryland's Future guidelines to identify students who are struggling academically and provide necessary targeted interventions as soon as possible. ● This strategy aligns to the GCPS MTSS Model, expectations, and implementation timeline described in the GCPS MTSS Playbook. 			
Action Steps	Action	Staff Responsible	Resources	Timeline
	All teachers will participate in district-level training and PLCs to increase teacher knowledge of MTSS and the GCPS Cycle of Continuous improvement.	Supervisors of Elementary and Secondary Instruction, Principal	Substitute coverage, GCPS MTSS Playbook	August 29, 2024 Elementary: Oct. 10, 2024 Oct. 23, 24, or 29,

				2024 Dec. 4 or 5, 2024 Secondary: Sept. 11, 2024 Nov. 11, 2024
	Launch MTSS Process Tier 1 Cycle 1: Teachers will meet in School-based PLCs to support collaborative learning/planning and exploration of district resources focused on explicit instruction and Tier 1 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 1 Data Analysis Template 24-25	Weekly PLCs October 14-Dec 5, 2024
	Launch MTSS Process Tier 1 Cycle 2: Teachers will meet in school-based PLCs to support collaborative learning/planning focused on explicit instruction and Tier 1 goals and implement curriculum/unit/lesson studies with a focus on explicit instruction and Tier 1 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 1 Data Analysis Template 24-25	Weekly PLCs Dec 9, 2024-Jan 31, 2025
	All teachers will participate in district-level training and PLCs for Panorama, academic resources for the launch of Tier 2 & 3 Cycle 1, and Academic Intervention Training.	Supervisors of Elementary and Secondary Instruction, Principal	Substitute coverage, GCPS MTSS Playbook	Training: February 14, 2025 Implement March 2025 in accordance with update to GCPS timeline
	Launch MTSS Process Tier 2 & 3 Cycle 1: Teachers will meet in School-based PLCs to support collaborative learning/planning and	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 2	Implement March 2025 in accordance with update to GCPS

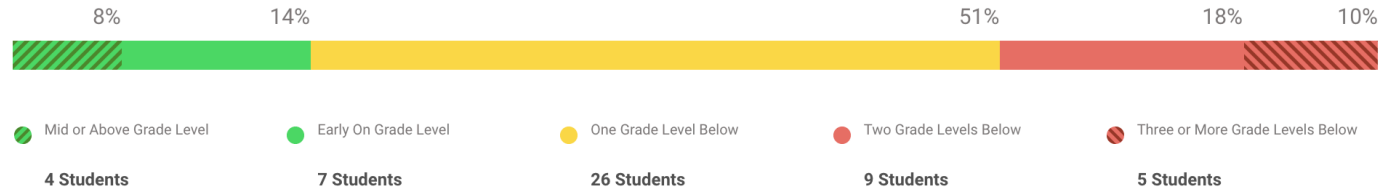
	exploration of district resources focused on explicit instruction and Tier 2 & 3 goals.		& 3 Data Analysis Template 24-25	timeline
	Launch MTSS Process Tier 1 Cycle 2: Teachers will meet in school-based PLCs to support collaborative learning/planning focused on explicit instruction and Tier 2 & 3 goals and implement curriculum/unit/lesson studies with a focus on explicit instruction and Tier 2 & 3 goals.	Principal, Classroom Teachers	GCPS MTSS Playbook, student data and applicable work samples, GCPS Tier 2 & 3 Data Analysis Template 24-25	Implement spring 2025 in accordance with update to GCPS timeline
Formative Data Assessment (Completed by January 30th) For SMART Goal #2				
Data Links: *include disaggregated data links	Mid-year Assessment Data - Math Goal Attainment Mid-year Math Goal Attainment by Subgroup			
Analysis:	<p>SIP Indicator: 40% (21/52) of K-8 students will met or exceeded the following targets on the iReady Math Diagnostic Assessment given in January 2025:</p> <ul style="list-style-type: none"> • Students performing at or above grade level on BOY iReady Math Diagnostic Assessment will meet or exceed half of their Annual Typical Growth measure, • Students performing below grade level on the BOY iReady Math Diagnostic Assessment will meet or exceed half of their Stretch Growth measure. <p>According to iReady FAQ: Using Growth and Proficiency Data Handout, nationally 25-35% of students meet their annual stretch growth. Data analysis shows that 29% of students performing below grade level on the BOY iReady Math Diagnostic Assessment met or exceeded 50% of their Annual Stretch Growth measure. This shows that our students are on pace with national norms for this growth measure.</p> <p>Subgroup analysis shows that Females achieved the mid-year goal at the highest percentage rate (45%) followed by Males (35%), and FARMS (27%).</p>			

Goal Attainment	Goal Not Attained
Revisions of Evidence-Based Strategies and/or Action Steps	<ul style="list-style-type: none"> ● Refocus Math PLCs on explicit instruction strategies for modeling & reasoning and curriculum study ● Use Staff Development funds for Math PD on explicit strategy instruction and curriculum study ● Purchase and implement iReady Math programs for 6-8 intervention using PTO funds; train tutors on use of resource ● Begin after-school tutoring program using Title I Targeted Assistance Funds ● Sponsor mid-year volunteer recruitment and training ● Use Staff Development/SIT funds for lesson development addressing needs of diverse learners
Summative Data Assessment (Completed by May 30th) For SMART Goal #2	
Data Links:	EOY Math Assessment Data - ELA Goal Attainment EOY Math Goal Attainment by Subgroup
Analysis:	<p>61% (31/51) of K-8 students met or exceeded the following targets on iReady by May 2025:</p> <ul style="list-style-type: none"> ● Students performing at or above grade level on BOY iReady Math Diagnostic Assessment will meet or exceed their Annual Typical Growth measure, ● Students performing below grade level on the BOY iReady Math Diagnostic Assessment will meet or exceed their Stretch Growth measure. <p>According to iReady FAQ: Using Growth and Proficiency Data Handout, nationally 25-35% of students meet their annual stretch growth. Data analysis shows that 65% (26/40) of students performing below grade level on the BOY iReady Math Diagnostic Assessment met or exceeded their Annual Stretch Growth measure. This represented a growth of 36% who were on track to achieve their Annual Stretch Growth goal midyear and demonstrates that our students greatly outpaced national norms for this growth measure.</p> <p>Subgroup analysis shows that Females achieved the summative goal at the highest percentage rate (63%) followed by Males (57%), and FARMS (56%)</p> <p>From mid-year to end of year, the percentage of all students attaining the goal increased from 40% to 61%,</p>

	the percentage of females attaining the goal increased from 45% to 63%, the percentage of Males achieving the goal increased from 35% to 57%, and the percentage of the FARMS subgroup attaining the goal increased from 27% to 56%.
Goal Attainment	Goal Not Attained
Final Reflection: (Due June 30, 2025)	<p>Upon further research midyear, we learned that our initial goal was unrealistic based on iReady's national norms for the percentage of students who achieve their Annual Stretch Growth. We far surpassed iReady's national norm with 65% of our students who started the year below grade level attaining their Annual Stretch Growth, compared to an average of 25-35% nationally. In the future, we will take iReady's national norms into consideration when setting our goals.</p> <p>We were unable to achieve some of our intended mid-year adjustments, which also contributed to our goal outcome. We were unable to place the desired emphasis on explicit instructional strategies and curriculum study during PLC and Staff Development due to other priorities that arose based on classroom observations and student and staff needs. In addition, the iReady Math materials for grades 6-8 were not implemented due to ordering issues, and our mid-year volunteer recruitment failed to yield additional classroom volunteers. We successfully implemented a 2-month Title I after-school tutoring program and were able to hire a Title I tutor during school hours to replace one who left. Most of our Title I tutors (both during and after-school) were uncertified teachers who were trained and monitored by our classroom teachers for the intervention programs they used.</p> <p>Even though our students did not achieve the EOY SIP Indicator goal based on the iReady growth measures, they showed significant growth throughout the year. The comparison of the BOY and EOY Overall Placement Reports reveal that the percentage of students performing early on to above grade level increased from 22% BOY to 71% EOY, while the percentage of students performing below grade level decreased from 79% BOY to 30% EOY. We were able to close learning gaps for students beginning the year below grade level by decreasing the percentage of students performing 3 or more years below grade level by 4%, 2 years below grade level by 16%, and one grade level below by 29% by the end of the year.</p>

Overall Placement

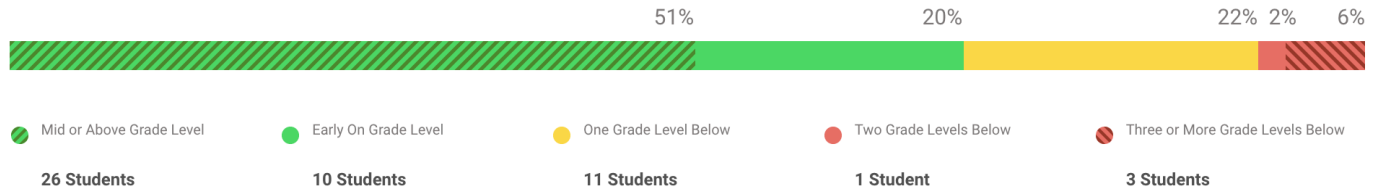
Students Assessed/Total: 51/52



Graph above shows BOY iReady Math data for K-8 students.

Overall Placement

Students Assessed/Total: 51/52



Graph above shows EOY iReady Math data for K-8 students.

SMART GOALS CHART #3

Summative Goal #3
[\(Jump to Assessment Report\)](#)

Swan Meadow students will achieve an Annual Attendance Percentage Rate of 95% or higher on May 30, 2025.

Summative:

School-wide attendance percentage rate on May 30, 2025.

<p>What data will be gathered and analyzed to measure the final evidence of growth for this goal?</p>				
<p>Formative Goal #3 (Jump to Assessment Report)</p>	<p>Swan Meadow students will achieve a mid-year attendance percentage rate of 95% or higher at the conclusion of the 2nd grading term.</p>			
<p>Formative: What data will be gathered and analyzed to progress monitor quarterly/monthly?</p>	<p>School-wide attendance percentage at the end of Quarter 2 (tentatively January 24, 2024 pending school closure for inclement weather).</p>			
<p>Evidence Based Strategies and Action Steps</p>				
<p>Evidence Based Strategy #1</p>	<p>Strategy: Increase family engagement to support student attendance</p> <p>Level of Evidence (w/citation reference or link): IES Practice Guide: Preventing Dropout in Secondary School IES Practice Guide: Reducing Behavior Problems in the Elementary Classroom Present and Accounted For: Improving School Attendance Through Family and Community Involvement Attendance Works: Cultivate a Schoolwide Culture of Attendance</p> <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified: Increasing communication with families regarding attendance is essential to cultivating a schoolwide culture of attendance. Communication with families builds awareness, reinforces the importance of attendance, and alerts parents to the academic impact of absences on their student(s).</p>			
<p>Action Steps</p>	<p>Action</p>	<p>Staff Responsible</p>	<p>Resources Needed</p>	<p>Timeline</p>
	<p>Inform parents of attendance expectations and GCPS attendance</p>	<p>Principal, classroom teachers</p>	<p>Swan Meadow School Handbook; GCPS</p>	<p>Back to School Night; additional</p>

	policies		Student Handbook	reminders as needed
	Share the 2024 Annual Attendance Rate and 2024-2025 Attendance Goal with families and reinforce the importance of attendance at the October PTO Meeting.	Principal	Data and goal	October 22, 2024
	Include information about the school attendance goal, update on current attendance rate, and/or information about the importance of attendance in monthly school newsletters.	Principal	Digital School Newsletter	Beginning of each month October-May
	Promote attendance on School Facebook Page at least quarterly	Principal or Parent Volunteer	Facebook post	Quarterly
	Include expectations for parents and students related to attendance in the School-Family-Student Compact	Principal, Title 1 Parent Engagement Members	Compact	September-October 2024
	Communicate regularly with families regarding student absences, make-up work, and missing assignments	Classroom teachers	Materials from missed classes	Daily when needed
	Notify parents of unexcused absences and send home absence letters	Secretary	Absence Letters	Monthly as needed
	Conference with student and families to address Tier 2 & Tier 3 Attendance Concerns and develop plans as appropriate to address concerns	Principal, Classroom teachers, appropriate Central Office Staff if warranted		As needed
Evidence Based	Strategy: Utilize PBIS Incentives to promote attendance			

Strategy #2	<p>Level of Evidence (w/citation reference or link): IES Practice Guide: Preventing Dropout in Secondary School IES Practice Guide: Reducing Behavior Problems in the Elementary Classroom Present and Accounted For: Improving School Attendance Through Family and Community Involvement Attendance Works: Cultivate a Schoolwide Culture of Attendance</p> <p>Justification that strategy fits school need as a whole as well as any disaggregated groups identified Supports current PBIS program and encourages student motivation</p>			
Action Steps	Action	Staff Responsible	Resources	Timeline
	Beginning November 4, implement a weekly incentive for perfect attendance. Students will receive 10 PBIS Critter Coins and small incentive for perfect attendance	Classroom teachers, Secretary	Critter Coins, small incentives	Weekly November 4 - the end of the school year
	Beginning Quarter 2, implement a quarterly incentive for all students with 2 or fewer excused absences. Conduct student surveys and use results to help determine quarterly incentives.	Principal, Classroom teachers, Secretary	Student surveys, incentive materials	End of each quarter beginning Quarter 2
	Recognize positive attendance in House groups to build peer support of positive attendance	Classroom teachers and House parents	none	At house meetings/ events
<p>Formative Data Assessment (Completed by January 30th) For SMART Goal #3</p>				
Data Links: *include disaggregated data	Mid-year Assessment Data - Attendance Goal Graph Mid-year Attendance Goal Attainment by Subgroup			

links	
Analysis:	<p>Swan Meadow students attained a mid-year attendance percentage rate of 93.8% at the conclusion of the 2nd grading term.</p> <p>27/54 (50%) of students maintained an attendance rate of 95% or greater for the first semester. 17/54 (31%) of students maintained an attendance rate of 90-94%, and 10/54 students (19%) had an attendance rate of 80-90% in the first semester.</p> <p>Subgroup analysis shows that Females achieved the mid-year goal at the highest percentage with 57% maintaining an attendance rate of 95% or greater followed by FARMS (46%), and Males (43%).</p>
Goal Attainment	Goal Not Attained
Revisions of Evidence-Based Strategies and/or Action Steps	<ul style="list-style-type: none"> • Work with parent volunteers to get PBIS School Store up and running to provide tangible incentives for PBIS rewards, including attendance • Quarter 3 Attendance Incentive Update: Until PBIS School Store is up and running, implement the following attendance rewards in place of Critter Coins for more immediate, tangible rewards: <ul style="list-style-type: none"> ○ Weekly Perfect Attendance: Draw names of 3 students per classroom to choose a prize from Prize Box ○ Quarterly Attendance Incentive: Extra recess for students with 2 or fewer excused absences for the quarter; begin with Quarter 2 incentive in place of 100 Critter Coins
Summative Data Assessment (Completed by May 30th) For SMART Goal #3	
Data Links:	EOY Attendance Data - Attendance Goal Graph EOY Attendance Goal Attainment by Subgroup

<p>Analysis:</p>	<p>According to PowerSchool data, all Swan Meadow K-8 students attained an attendance percentage rate of 93.3% during the 2024-2025 school year.</p> <p>Subgroup analysis in PowerSchool shows that both Males and Females achieved an Annual Daily Attendance (ADA) percentage of 93.3% while the FARMS subgroup maintained an ADA of 92.3%.</p> <p>48% (25/48) of all K-8 students achieved the goal of maintaining an average daily attendance rate of 95% or greater for the 2024-2025 school year. 50% of females (15/30), 45% of males (10/22), and 39% of the FARMS subgroup (13/33) achieved this goal.</p>
<p>Goal Attainment</p>	<p>Goal Not Attained-</p>
<p>Final Reflection: (Due June 30, 2025)</p>	<p>The Annual Daily Attendance rate declined slightly during the 2024-2025 school year (93.3%) compared to 2023-2024 (93.7%). However, significant progress was made in reducing the percentage of unexcused absences from 24.9% during the 2023-2024 school year to 13.7% during the 2024-2025 school year.</p> <p>Illness/medical appointments and family vacations were common reasons for absences this school year based on parent absence notes. We will create a stronger incentive plan for attendance and communicate this with families at the beginning of the 2025-2026 school year. We also seek to strengthen our family communication and education regarding attendance next school year, including more frequent communication to families regarding the number of student absences, conducting attendance conferences, and creating attendance plans to help mitigate chronic absenteeism. We will also continue to research evidence-based strategies to promote attendance and implement strategies appropriate to our population and community.</p>

Professional Development Summary

SMART Goal # Reference	Professional Development Needed	High Quality Professional Development Activities	Audience (Teachers, paraprofessional, Principals)	Person(s) Responsible	Timeline	Budget
1, 2	Overview of MTSS w/ Elementary Teachers	Overview of MTSS w/ Elementary Teachers	Elementary & Secondary Teachers	Supervisors for Elementary and Secondary Instruction	August 29, 2024	Teacher PD Day
1, 2	ELA District PD	Explicit Instruction Evidence-based Strategy	Secondary Teachers	Supervisor for Secondary Instruction	September 11/12, 2024	District Level - Subs
1, 2	Launch Tier 1 Cycle 1 in cross district grade level teams	Grade level data analysis, set grade level ELA & Math Focus	Elementary Teachers	Supervisor for Elementary Instruction, district facilitators	October 10, 2024	Districtwide ½ Day PD
1, 2	District supported professional development focused on explicit instruction & instructional resources (HQIM-Math), Tier 1 implementation	Explicit Instruction & HQIMs	Elementary Teachers	Supervisor for Elementary Instruction	October 23 & 29, 2024	District Level - ½ day subs
3	PBIS & Attendance Incentive Planning	Plan PBIS and Attendance Incentives to Support SIP	Principal, Classroom teachers, Secretary, Parent	Principal	October 29, 2024	Extended Staff Meeting

			Volunteers			
1	ELA Standard 1 Analysis	Review ELA Standard 1 Standard Progression & Clarification Statement, apply to differentiated instruction	Classroom teachers	Principal	October 30, 2024	PLCs
1, 2	Tier I Cycle I Progress Monitoring, Reflection, and Launch Cycle 2 for Math/ELA	Student Work Analysis & Progress Monitoring	Secondary Teachers	Supervisor of Secondary Education	November 11, 2024	Districtwide ½ Day PD
2	MTSS - Math focus	TBD	Elementary Teachers	Principal	November 11, 2024	Districtwide ½ Day PD
1, 2	ELA Standards Analysis: Key Ideas & Details Math Standard Analysis: Modeling & Reasoning	Standards analysis and vertical progression; plan differentiated lesson to address grade level standard	Teachers	Supervisors for Elementary and Secondary Instruction, Principal	November 20, 2024	Swan Meadow Budget - SIP Subs
1, 2	District Wide Grade Level PLC's (virtual)	Tier I Cycle I Progress Monitoring, Reflection, Next Steps, Launch	Elementary Teachers	Supervisor for Elementary Instruction	December 4, 5, 2024	District Level - Subs

		Cycle 2				
1, 2	Training on Panorama as a behavioral MTSS support and Academic resources to prepare for launching Cycle 1 for Tiers 2 and 3.	Panorama training	Teachers	District Level Administrator(s)	December 10, 2024	Districtwide ½ day PD
1, 2,	District Professional Learning for Intervention Teachers to prepare for launch of Tier 2 & 3 Cycle 1.		Teachers	Supervisor of Elementary Instruction	January 8/9, 2025	District Level - subs
2	Success Maker Training	Success Maker Training	Secondary Teachers	Supervisor of Secondary Instruction	January 2025	District Level - ½ day sub
1	Fluency-evidence-based strategy- to support launch of Tier 2/3	Fluency-evidence-based strategy- to support launch of Tier 2/3	Secondary Teachers	Supervisor of Secondary Education	January 2025	District Level - ½ day sub
1/2	Secondary PLCs	District-level launch of Tier 2 & 3 Cycle 1 for	Secondary Teachers	Supervisor of Secondary Education	February 6, 2025	District Level - Subs

		ELA/Math in county-wide PLC's.				
1, 2, 3	MidYear School Improvement Plan Review	Review/analyze mid-year data, Update SIP, Update RTI groups & plans	Classroom teachers, School Improvement Team Members	Principal	February 10, 2025	School-based Subs (SIT)
1, 2, 3	Panorama Training	Panorama training for teachers	Classroom teachers	Panorama School-based trainer	February 14, 2025	½ Day PD
1, 2	MTSS Staff Development	Review Tier 2 & Tier 3 data, update RTI plans and schedule	Classroom teachers	Principal, classroom teachers	March 13, 2025	School-based Subs
1, 2	UDL Training	Learn about UDL Strategies; select and implement strategy	Classroom teachers	Principal, classroom teachers	March 19, 2025	PLCs
1, 2	Lesson Development Staff Development	Lesson annotation, develop shared lesson planning tool, review program materials to determine tools/strategies for differentiation	Classroom teachers	Principal	March 26, 2025	½ Day PD
1, 2	Plan Summer Programming	Review Student Data to determine target students &	Classroom teachers	Principal, Classroom Teachers	April 10, 2025	½ Day PD

		needs; plan summer programming				
1	Writing Instruction Staff Development	Review MCAP Writing Data & Rubrics, Analyze student writing samples w/MCAP rubrics, Plan instructional activities	Classroom teachers	Principal, Classroom teachers	April 30, 2025	PLCs
1, 2, 3	EOY Data Entry & SIT planning	Update EOY Data Charts for completed assessments; finalize details for final PBIS incentive, summer programming, and SIT meeting	Classroom Teachers	Principal, Classroom Teachers	May 27, 2025	½ Day PD
1, 2, 3	MTSS PD	Review EOY SIP Data, Update SIP	Classroom Teachers, School Improvement Team Members	Principal	June 6, 2025	School-based Subs (Staff Development)

School Improvement Team Meeting Record

Date	Summary
2/10/25	School Improvement Work Session: Principal and Classroom teachers reviewed mid-year data, determined progress toward formative goals, reviewed and updated evidence-based strategies and action steps
2/10/25	Stakeholder Feedback: Shared mid-year data analysis, progress toward formative assessment goals, updates to evidence-based strategies and action steps; received feedback regarding plan Meeting was scheduled, but no additional team members joined. Meeting will be rescheduled for March 11, 2025 at 6:30-7:00 p.m.
3/11/25	Stakeholder Feedback: Shared mid-year data analysis, progress toward formative assessment goals, updates to evidence-based strategies and action steps; received feedback regarding plan
3/13/25	Staff Work Session: Review student data and update intervention plans
3/27/25	Title I Family Engagement Night - Provide strategies and resources for parents to support targeted students with at-home learning in ELA and Math
4/22/25	Stakeholder Update: Provide updates for School Improvement Goals, discuss feedback
4/30/25	Staff Work Session: Review student writing samples w/MCAP rubrics; discuss writing strategies
5/19/25	Stakeholder Update: Provide attendance goal update; solicit feedback on attendance incentives for future
6/4/25	EOY Data Analysis, Determine progress toward summative goals, Stakeholder feedback

Appendices

Coordination of Parent and Family Engagement

(Required for Title I Schools)

Using the budget, describe how resources are being coordinated and integrated below.

Swan Meadow Title 1 Family Engagement Budget (approximately \$400) will be spent on stipends and materials for teachers to work with families of our targeted students. Activities will engage parents in key content information and strategies that can be used at home to support their child(ren) with learning in ELA and Math. Activities will focus on the following skills based on the students' developmental levels: math fluency, vocabulary, and grade level content; decoding, reading vocabulary, comprehension, engagement with informational text, and questioning techniques. These activities will focus on our key areas of need including key ideas/details and mathematical modeling and reasoning. Take home materials and manipulatives will be distributed to participating families.

Coordination and Integration of Federal, State, and Local Services and Programs

(Required for Title I Schools)

Using the budget, describe how resources are being coordinated and integrated below.

TSI Grant Funds: Support 1 academic intervention teacher and 2 tutors 5 days/week from September 5 - December 20, 2024. The tutors provide ELA/Math intervention/tutoring for targeted students in 3rd-8th grades for 2-3 hours per day.

Title I Academic Intervention Funds: Support 1 tutor 5 days/week to provide ELA & Math tutoring for targeted students in grades K-3 for 3.5 hours per day from September 5 - December 20, 2024. This funding will continue to support this Title 1 tutor to support targeted K-8 students for 6 hours per day from January - April 2025. The funding will also support the academic intervention teacher and tutors paid through TSI grant funding from September to December 2024.

School-based Academic Intervention Funds & Blueprint TSI Funds: These funds will be used to extend the previously listed tutors once Title 1 funds are exhausted in Spring 2025. It is anticipated that all funding sources will be utilized by late April/early May 2025.

Title I Parent Engagement Funds: Support parent engagement activities for teachers to work with families to support at-home learning.

School-based Funding: School-based funding supports School Improvement meetings, staff development, and PBIS/attendance awards.

Swan Meadow PTO: Swan Meadow PTO supports school needs such as field trips and additional supplies/materials.

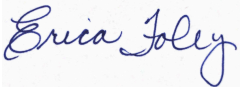
Garrett Mentor Program: Garrett Mentors provide mentoring of at-risk students during lunch at least once per month.


Parent Volunteer Program: Parent volunteers provide support to individual/small groups of students in the classroom under the direction and supervision of classroom teachers. They also support other school functions, including library, PBIS/Houses, field trip chaperones, and special activities (Christmas Program, Home Arts & Woodworking Programs, etc.).

Tucker Community Foundation Grant: Support PBIS program.

Attestation

Required By All Schools

School Level Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school.					
Principal Name:	Erica Foley	Principal Signature:		Date:	10/30/24

Local Education Agency (LEA) Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the local education agency.					
LEA Rep Name:	Dawna Ashby	LEA Rep Signature:		Date:	10/30/2024