



School: Hillcrest Elementary School

School Year: 2023-2024

Principal: Justin McConnaughey

Plan due date: October 13

Date Plan was Approved: October 25, 2023

School improvement is an ongoing, cyclical process within FCPS that, through an equity lens, takes into consideration multiple measures to address student achievement needs. For SIP, school leadership teams connect "big data" (e.g., proficiencies, trends, comparisons) to "small data" (e.g., details, events, relationships, narratives) to strategically identify and prioritize needs, establish measurable improvement goals, and identify and employ high-yield, evidence-based improvement strategies. During the 2023-2024 school year, school teams will have autonomy to determine which goals best align with the needs determined by their completed comprehensive needs assessment and identified problem statements. Once a root cause and a theory of action are in place, teams should prioritize 3-5 goals that align with school based problem statements and the FCPS Key Performance Indicators (KPIs). The school improvement plan should comprehensively reflect equity and inclusivity through all components and show evidence of elevating student voice through goals, strategies and tactics. The following chart summarizes alignment of FCPS Strategic Goals with goal areas. Using feedback from the Board of Education, Superintendent, staff, and community, general performance target areas were established. Further, Key Performance Indicators (KPIs) were drafted.

<p><u>Organizational Culture of Achievement</u></p> <p><i>*Structures and routines to build staff capacity</i> <i>*High quality teaching</i> <i>*Successful outcomes for learners</i></p>	<p><u>Operational Excellence</u></p> <p><i>*Organizational systems and structures to address system and school needs</i></p>	<p><u>Safety & Wellbeing</u></p> <p><i>*Effective intervention strategies for all students</i> <i>*Referral rates to special education</i> <i>*Continuum of services for students</i> <i>*Compliance</i></p>	<p><u>Stakeholder Engagement</u></p> <p><i>*Timely, transparent, and concrete engagement</i> <i>*Innovative and access opportunities</i></p>	<p><u>Student & Staff Experience</u></p> <p><i>*Procedures and practices to ensure safety and well-being of both students and staff.</i></p>
<p>Goal 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.</p>	<p>Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.</p>	<p>Goal 3: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.</p>	<p>Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.</p>	<p>Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff.</p>



SIP Bookmarks				
School Improvement Team	Calendar of Events	Comprehensive Needs Assessment	Problem Statements	Root Cause Analysis (Required for ALL)
Theory of Action	Goals 1 2 3 4 5		Health & Wellness Goals and Progress Monitoring	Professional Learning Calendar

School Improvement Team

Title	Name	Responsibility related to SIP
Principal	Justin McConnaughey	Manage Plan, Facilitate SIP Process
Assistant Principal	Melissa Desmond	Manage Plan, Facilitate SIP Process
Community School Coordinator	Andrea Roche	Manage Plan, Facilitate SIP Process
SIP Co-Chair	Christi Holsey	Manage Plan, Facilitate SIP Process
SIP Co-Chair	Lauren Hendrickson	Manage Plan, Facilitate SIP Process
Math Specialist	Tina Bennett	Analyze Data, Monitor Goals, Communicate w/Staff
Literacy Specialist - intermediate	Tiffany Ledyard	Analyze Data, Monitor Goals, Communicate w/Staff
Literacy Specialist - Primary	Amy Tucker	Analyze Data, Monitor Goals, Communicate w/Staff
EL Program Specialist	Maritza Figueroa-Mangene	Analyze Data, Monitor Goals, Communicate w/Staff
Title One Teacher Specialist	Jessica Myers	Analyze Data, Monitor Goals, Level 2 & 3 Central Support
ME Teacher/Specialist	Jennifer Bryant	Analyze Data, Monitor Goals, Communicate w/Staff
ME Teacher/Specialist	Jennifer Tony	Analyze Data, Monitor Goals, Communicate w/Staff
Pre-K Team Leader	Erin Doolittle	Analyze Data, Monitor Goals, Communicate w/Staff
Kindergarten Team Leader	Sallie McElfish	Analyze Data, Monitor Goals, Communicate w/Staff



School Improvement Process
Planning Tool

First Grade Team Leader	Katie Erickson / Hannah Paugh	Analyze Data, Monitor Goals, Communicate w/Staff
Second Grade Team Leader	Kaylyn Russo	Analyze Data, Monitor Goals, Communicate w/Staff
Third Grade Team Leader	Taylor Winter	Analyze Data, Monitor Goals, Communicate w/Staff
Fourth Grade Team Leader	Chris Holcomb	Analyze Data, Monitor Goals, Communicate w/Staff
Fifth Grade Team Leader	Nicole Zanfabro	Analyze Data, Monitor Goals, Communicate w/Staff
Special Education Teacher	Kim Williams	Analyze Data, Monitor Goals, Communicate w/Staff
Speech Pathologist	Patricia Razo	Analyze Data, Monitor Goals, Communicate w/Staff
Health Teacher	Jennifer Mitchell	Analyze Data, Monitor Goals, Communicate w/Staff
Support	Dawn Fraser/ Sandra Weyman	Analyze Data, Monitor Goals, Communicate w/Staff
Student Services	Keisha Rose	Analyze Data, Monitor Goals, Communicate w/Staff
School Psychologist	Anna Miller	Analyze Data, Monitor Goals, Communicate w/Staff
Behavior Support Specialist	Alex Metral	Analyze Data, Monitor Goals, Communicate w/Staff
Community Health Nurse	Kathleen Caesar	Analyze Data, Monitor Goals, Communicate w/Staff
PPW	Aldo Manino	Analyze Data, Monitor Goals, Communicate w/Staff
Elementary School Director	Angie Corrigan	Level 2 & 3 Central Office Support
Supervisor of Innovative Learning & Systemic School Improvement	Kim Seiss	Level 2 & 3 Central Office Support
Supervisor of Community Schools	Devada Coley	Level 2 & 3 Central Office Support
ELA Curriculum Teacher Specialist	Lisa Halvis	Level 2 & 3 Central Office Support
Math Curriculum Specialist	Debbie Myers	Level 2 & 3 Central Office Support
Multilingual Education Program Achievement Specialist	Elizabeth Miranda	Level 2 & 3 Central Office Support



Special Education Coordinator & Teacher Specialist	Corinne Thompson/Stefanie Lavin	Level 2 & 3 Central Office Support
Parent Participant (Recommended) (Parent Advisory Council)		*This individual is responsible for receiving parent feedback related to student wellness and reporting back to the SIP team* Notes from Parent Advisory Council (PAC) are linked within here.
Elevating Student Voice Component Peer ambassadors in 4th & 5th grade will be used for student voice. (They volunteered with United Way and will be hosting a toy drive in Nov/Dec).		*Individual or group that informs the SIP team on student perspectives, values and priorities

*Parent participation in school improvement is recommended. If you are unable to find a parent to serve on your SIP team, speak to your director about other ways to engage this stakeholder group. You can consider a hot sheet shared with parents, a PTA information meeting, etc.

*Student participation: It is an expectation that all SIP teams plan to elevate student voice this year in their SIP planning. The way teams reach this expectation is flexible but please be ready to share your plan with your SAIL director. How can you involve students in your plan? How can you create opportunities to hear from your students? What student group informs your SIP practices? (I.e. Student Voices, Student Ambassadors, Lunch Bunch, SGA, Student Shadow Day, Student Council, etc)

Calendar of Meetings All Schools are required to have at least one planning meeting and three progress monitoring meetings throughout the school year. STAR schools are required to have either a meeting or evidence of SIP work every month.

Suggested Timeframe for Progress Monitoring Meetings **Required 1 planning meeting and 3 Progress Monitoring meetings are in bold	Identified Date and Time of School-Based Meeting	(Optional) Meeting Notes, Agendas, Handouts *Please ensure the links are viewable by all in FCPS*
Required: August/September Planning Meeting Suggested Topics - Complete a Comprehensive Needs assessment, Identify Problem Statements, Root Cause Analysis, Theory of Action, Identify Goals	June 20, 2023 June 22, 2023 July 13, 2023 July 20, 2023 July 31, 2023 August 10, 2023 September 14, 2023	
Optional (Required Title I): October Planning Meeting Suggested Topics - Identify Evidence Based	October 12, 2023	



Strategies, Identify Tactics, Complete PL Calendar		
Required: November Progress Monitoring Meeting Suggested Topics-Checkpoint #1 (beginning of the year data) Culture Climate and Student Achievement	November 9, 2023	
Optional (Required Title I): December Progress Monitoring Meeting Suggested Topics - Progress Monitor all Strategies	December 14, 2023	
Optional (Required Title I): January Progress Monitoring Meeting Suggested Topics - Monitor Health and Wellness Goals	January 25, 2024	
Required: February Progress Monitoring Meeting Suggested Topics -Checkpoint #2 Culture Climate and Student Achievement	February 29, 2023	
Optional (Required Title I): March Progress Monitoring Meeting Suggested Topics-Progress Monitor all Strategies	March 20, 2024	
Optional (Required Title I): April Progress Monitoring Meeting Suggested Topics - Monitor Health and Wellness Goals	April 25, 2024	
Required: May Progress Monitoring Meeting Suggested Topics -Begin Checkpoint #3 Culture Climate and Student Achievement	May 29, 2024	
Optional (Required Title I): June Progress Monitoring Meeting Suggested Topics - Complete Checkpoint #3 Review EOY SIP data and summary statements, CNA for 23-24	June TBD	



Comprehensive Needs Assessment and Synthesis: Review the effectiveness of your previous year's SIP plan. Complete the Comprehensive Needs Assessment tool for your level. ([Elementary](#), [Middle](#), [High](#)) Attach your completed CNA below as well as any additional QUALITATIVE and QUANTITATIVE data reviewed by the team. What are the key take-aways from this data review? What are the themes and similarities across data sources?



Provide the Link to your school's completed Comprehensive Needs Assessment (CNA):
(Community Schools must add a link to the additional CNA required for Community Schools), [W HES Plan Submitted .docx](#)

Student Demographics		*as of 10/5/23*
Student Group	Number of Students	Percentage of Student Group
All Students	560	100%
Asian	18	3.2%
Black or African American	49	8.8%
Hispanic/ Latino of any race	440	78.6%
2 or more races	17	3.0%
White	35	6.3%
Multilingual Learner	310	55.4%
Economically Disadvantaged	344	61.4%
Free/ Reduced Meals	515	92%
Special Ed	52	9.3%
Gifted/ Talented	21	3.8%
504	4	.7%

Identified Problem Statements: The CNA should have yielded priority summary and problem statements that will set the vision for 2023-2024 School Improvement Plan. These 2-3 problem statements should be clear and focused. If the team has not generated identified problem statements, it is recommended that the CNA be revisited.



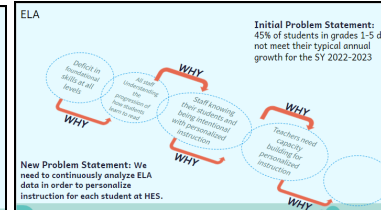
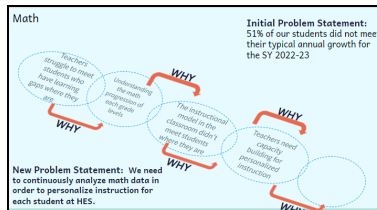
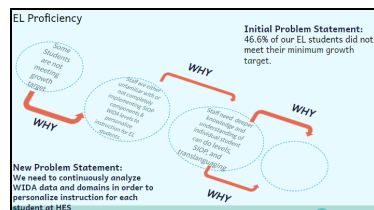
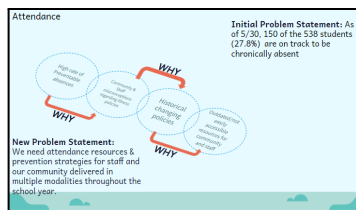
After reviewing the demographics and data trends across sources from last year's SIP, and the Comprehensive Needs Assessment, the team identified the following problem statements:

- ❑ Attendance- As of 5/30, 150 of the 538 students (27.8%) are on track to be chronically absent
 - ❑ 2021-2022 (TSI identification year) Black and African American students earned a 3/15 for points possible on the Maryland report card for not being chronically absent, 5/15 possible points were earned by our special education student group.
- ❑ EL Proficiency- 46.6% of our EL students did not meet their minimum growth target.
 - ❑ 31 students in grade k-5 are both ML and Special Education (composite scores range from 1- 3.6)
 - ❑ 4 students in grade 1-5 who identify as Black/African American as well as ML (only 1 student has previously taken the WIDA assessment)
- ❑ Math - 51% of our students did not meet their typical annual growth for the SY 2022-23
 - ❑ Special education - 93.8% did not meet in Iready EOY.
 - ❑ EL - 75.2% did not meet in Iready EOY.
 - ❑ Black African American 61% did not meet in Iready EOY.
- ❑ ELA - 45% of students in grades 1-5 did not meet their typical annual growth for the SY 2022-2023
 - ❑ Special Education student group 7.3% (3 students) met proficiency in Iready EOY.
 - ❑ Black/African American student group 47.1% (8 students) met proficiency in Iready EOY.

Root Cause Analysis: (Using 5 WHYS, 5 WHY'S visual, Fishbone, Drilling Down or other protocols, conduct a root cause analysis): Consider root causes that are within your control. Document your Root Cause Discussions with an image, organizer, or summary of the outcome. **Required for all schools.**

Root Cause Analysis Training and Resources

- We need attendance resources & prevention strategies for staff and our community delivered in multiple modalities throughout the school year.
- We need to continuously analyze WIDA data and domains in order to personalize instruction for each student at HES
- We need to continuously analyze math data in order to personalize instruction for each student at HES.
- We need to continuously analyze ELA data in order to personalize instruction for each student at HES.



Theory of Action: Using the **root cause statement(s)** and the Theory of Action Questions, develop a Theory of Action for school improvement.. Establish your theory (grounded in evidence) and translate strategies into operational terms. The theory of action statement articulates how the strategies will impact school goals through the development of a collaborative cause/effect vision statement.. This **“ IF...THEN...statement”** will serve as the school vision statement and guide decision-making.



The theory of action statement is detailed with (no more than three) evidence based strategies that will be the focus for the plan and drive school improvement.

If we

- Intentionally focus on the whole child and staff through language acquisition and inclusivity of cultures, plan individualized instruction and promote student and parent voice...

Then

- Will increase student achievement and build parent collaboration at Hillcrest Elementary School.

Goals: Through the lens of your Theory of Action, prioritize your school's needs and identify measurable goals that will improve your findings above. A sample bank of goals for 2023-2024 for each level ([Elementary](#), [Middle](#), [High](#)) has been created to help guide your plan related to the five [FCPS Strategic Goals](#). Consider using the [2023-2024 Repository of Evidence Based Strategies](#) as a resource for alignment and additional strategy and tactic identification.

[HES Performance Matters Data Links & Key](#)

Progress Monitoring Please identify the specific progress monitoring plan for each goal using the table provided (action, staff responsible, timeline). For each checkpoint, summarize progress, next steps and link additional data used for progress monitoring.

2023-2024 Assessment Calendars to support goal setting and progress monitoring ([2023-2024 Assessment Calendars](#))

Goal #1 Math

40% (n=80/201 students) (n= 201 students scored two or more grade levels below) of students within the two, three or more grade levels below will meet their stretch goal from BOY to the EOY.

Special Education: 20% (8 students) of students will meet stretch growth goals on Math i-Ready. (2022-2023 10% met stretch growth, 3 students)

Black and African American: 20% (10 students) of students will meet stretch growth goals on Math i-Ready. (2022-2023 9% met stretch growth, 2 students)

ML: 40% of students will meet stretch growth goals on Math i-Ready. (2022-2023 18% met stretch growth, 39 students)

System Goal alignment [Organizational Culture of Achievement: Goal-1](#)

KPI alignment # [KPI #4](#)

Community School Goal (if appropriate):

Rationale [Math SIP Rationale 23-24](#)

According to the 2023-2024 BOY i-Ready Math diagnostic assessment, 201 students (50%) in grades 1-5 scored two or more grade levels below expectations. 143 students scored two grade levels below. 58 students scored three or more grade levels below. This data provides evidence that more than half of the students are scoring significantly

Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)

Action(s)	Staff Responsible	Timeline
iReady Assessment	Classroom teachers	BOY, MOY & EOY
Unit Assessments through iReady	Classroom Teachers	23-24SY



<p>below grade level. These students will need to meet their typical annual growth and stretch growth to continue to close the achievement gap towards grade level proficiency.</p> <p>Based on RADAR, 96.3% of students did not meet (387 students) grade level expectations in grades 1-5 on the BOY i-Ready Math Assessment. 3.7% of students did meet (15 students) grade level expectations.</p> <ul style="list-style-type: none"> • 14.4% (58 students) 3 or more grade levels below • 35.6% (143 students) 2 or more grade level below • 46.3% (186 students) 1 grade level below 				
<p>Strategy(ies) -SIOP strategies (translanguaging) -Feedback -New Teacher Mentor program</p>	<p>Tactics/ Activities to Implement Strategy -ALP/PL sessions focused on SIOP/Translanguaging -Goal setting (intentionally conferencing with all students using schoolwide conference folders (student voice) -WIN Block -WIN book for instructional leaders book study -supports instructional coaching through new teacher mentor program -Rising Stars teachers & IA's utilized to support student behaviors & teach SEL strategies to proactively prevent behaviors in Pre-K-1 to ultimately help students access curriculum. This team, along with Student Service team reviews behavior data and</p>	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: See data summary on link below:</p> <p>Summary of Next Steps: -monthly iReady incentive -review students in ALP -Plan ALP to build content knowledge especially with progression of standards to help teachers meet students where they are learning.</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting: Summary of Qualitative/ Quantitative Data Review: Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting: Summary of Qualitative/ Quantitative Data Review: Summary of Next Steps</p>



creates/implements the MTSS HES Code of Conduct.

Goal #2 ELA

45% (103/229 students)/ (n=229 scored two or more grade levels below) of students within the two, three or more grade levels below will meet their stretch goal from BOY to the EOY.(2022-2023- Grades 1-5- 22.7% of students met stretch- 87 students)

Special Education: 25.6% of students will meet stretch growth goals on ELA i-Ready. (2022-2023 -Grades 3-5) 12.8% met stretch growth, 5 students)

Black and African American: 55.2% of students will meet stretch growth goals on ELA i-Ready. (2022-2023-Grades 1-5) 27.6% met stretch growth, 8 students)

ML: 40.8% of students will meet stretch growth goals on ELA i-Ready. (2022-2023- Grades 1-5 20.4% met stretch growth, 50 students)

System Goal alignment **Organizational Culture of Achievement: Goal-1**

KPI alignment # **KPI #4**

Community School Goal (if appropriate):

Rationale [ELA SIP Rationale](#)

According to the 2023-2024 BOY i-Ready Reading diagnostic assessment, 229 students (57.1%) in grades 1-5 scored two or more grade levels below expectations. 139 students scored two grade levels below. 90 students scored three or more grade levels below. This data provides evidence that more than half of the students are scoring significantly below grade level. These students will need to meet their typical annual growth and stretch growth to continue to close the achievement gap towards grade level proficiency.

2023/2024 BOY: Based on RADAR, 89.8% of students did not meet (360 students) grade level expectations in grades 1-5 on the i-Ready Reading Assessment. 10.2% of students did meet (41 students) grade level expectations.

- 22.4% (90 students) 3 or more grade levels below

Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)

Action(s)	Staff Responsible	Timeline
iReady assessments iReady MyPath	Classroom Teachers Classroom Teachers	BOY, MOY & EOY Monitoring student growth
Dibels	Classroom Teachers	BOY, MOY, & EOY Progress Monitoring 2-3 data points between each diagnostic assessment
HMH Module 2 and 6	Classroom Teachers	Term 2 and Term 4



<ul style="list-style-type: none"> 34.7% (139 students) 2 or more grade level below 32.7% (131 students) 1 grade level below 				
<p>Strategy(ies) -SIOp strategies (translanguaging) -Feedback -New Teacher Mentor program</p>	<p>Tactics/ Activities to Implement Strategy -ALP/PL sessions focused on SIOp/Translanguaging -Goal setting (intentionally conferencing with all students using schoolwide conference folders (student voice) -WIN Block -WIN book for instructional leaders book study -supports instructional coaching through new teacher mentor program</p>	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: See data summary on link below:</p> <p>Summary of Next Steps: -Explore the impacts to Special Education/TSI and staffing as we are identifying additional students -Social Studies/Science- Justin (builds background and vocabulary) Some units align to open court. -Discuss how to bring kid talks back into the schedule quarterly; start with 2 or more grade levels below (Justin @ huddle). Make a structure for getting through kids quickly during meetings vs. getting stuck on one student - Speech, Developmental Delay - Special Education/Black or African American student groups - Speech & Language Services/classroom Teachers (PL) Characteristics. When do we</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps</p>



		<p>Speak up about when we have concerns?</p>		
--	--	--	--	--

Goal #3 ML Goal
 100% of ML students will make growth gains in the domain area of Writing in at least one of the following subcategories: Linguistic Complexity, Language Control, and Vocabulary Usage.
System Goal alignment Organizational Culture of Achievement: Goal 1
KPI alignment # KPI #4 -

Community School Goal (if appropriate):

<p>Rationale Writing has been identified as a high need area for our Multilingual Learners. Based on the 2023 WIDA Writing Proficiency Levels at Hillcrest, of the 255 MLs in grades 1-5, students are in the following levels:</p> <ul style="list-style-type: none"> • Level 1: 126 (49%) • Level 2: 46 (18%) • Level 3: 79 (31%) • Level 4: 4 (2%) 	<p>Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Action(s)</th> <th>Staff Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>Writing performance tasks from HMH and Open Court using WIDA Model Writing Rubrics</td> <td>ME Program Teachers</td> <td>BOY, MOY & EOY Monitoring student growth</td> </tr> </tbody> </table>	Action(s)	Staff Responsible	Timeline	Writing performance tasks from HMH and Open Court using WIDA Model Writing Rubrics	ME Program Teachers	BOY, MOY & EOY Monitoring student growth
Action(s)	Staff Responsible	Timeline					
Writing performance tasks from HMH and Open Court using WIDA Model Writing Rubrics	ME Program Teachers	BOY, MOY & EOY Monitoring student growth					

<p>Strategy(ies) -SIOP strategies -Feedback</p>	<p>Tactics/ Activities to Implement Strategy -Build staff understanding of proficiency levels using Can Do Descriptors -PL focused on SIOP, Translanguaging, and Writing -Prioritize cross-curricular</p>	<p>Checkpoint #1 Date of Monitoring Meeting: November 9, 2023 Summary of Qualitative/ Quantitative Data Review: See data summary below:</p>	<p>Checkpoint #2 Date of Monitoring Meeting: Feb. 15, 2024 Summary of Qualitative/ Quantitative Data Review:</p>	<p>Checkpoint #3 Date of Monitoring Meeting: May 29, 2024 Summary of Qualitative/ Quantitative Data Review: Summary of Next Steps</p>
--	---	---	---	--



	<p>writing in all subjects -Goal Setting with student conference folders ☰ Student Friendly WiD...</p>	<p>Summary of Next Steps: -Advocate and plan for ½ day ME teacher meetings. (Look up materials to support the writing process for ME students. Look at current materials as well.) -plan & co-teach whole and small group with classroom teachers in order to build a Language, vocabulary & background.</p>	<p>Summary of Next Steps:</p>	
--	--	--	-------------------------------	--

Goal #4 Attendance
Reduce the % of Special Education and Black/African American students who are chronically absent by 20%.

Special Education: (SY22/23 32.1% - 20% = 12.1%) from 49 to 39. (A reduction of 10 students.)
Black/African American (SY 22/23 31.4% - 20%= 11.4%) from 45 to 36. (A reduction of 9 students.)

System Goal alignment **Organizational Culture of Achievement: Goal 1**
KPI alignment # KPI #6

Community School Goal (if appropriate):

<p>Rationale: We became TSI from baseline data SY21/22 due to our chronically absenteeism from Black/African American & Special Education student groups. During the 21/22 school year, 49.1% of the Black/ African American student group was chronically absent. During the 21/22 school year, 31.4% of the Black/ African American student group was chronically absent. We had a reduction of 18% chronically absent students in Black/AA from SY 21/22 to SY 22/23. Based on the trends, this year we anticipate to reduce chronic absenteeism for Black/African American by 20%, which is 9 students.</p> <p>During the 21/22 school year, 43.5% of the Special</p>	<p>Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)</p> <table border="1"> <thead> <tr> <th data-bbox="768 1182 1211 1243">Action(s)</th> <th data-bbox="1211 1182 1530 1243">Staff Responsible</th> <th data-bbox="1530 1182 1974 1243">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="768 1243 1211 1362">Tiered Attendance System- Bi-weekly attendance meetings (primary/intermediate)</td> <td data-bbox="1211 1243 1530 1362">Andrea Roche, Aldo Manino (PPW)</td> <td data-bbox="1530 1243 1974 1362">Bi-weekly</td> </tr> </tbody> </table>	Action(s)	Staff Responsible	Timeline	Tiered Attendance System- Bi-weekly attendance meetings (primary/intermediate)	Andrea Roche, Aldo Manino (PPW)	Bi-weekly
Action(s)	Staff Responsible	Timeline					
Tiered Attendance System- Bi-weekly attendance meetings (primary/intermediate)	Andrea Roche, Aldo Manino (PPW)	Bi-weekly					



<p>Education student group was chronically absent. During the 21/22 school year On 22/23, 32.1% of the Special Education student group was chronically absent. We had a reduction of 11.4% chronically absent students from SY 21/22 to SY 22/23. Based on the trends, this year we anticipate to reduce chronic absenteeism for Special Education students by 20%, which is a reduction of 10 chronically absent students.</p>				
<p>Strategy(ies) -Family & Community Engagement -MTSS</p>	<p>Tactics/ Activities to Implement Strategy -Intentional focus on Black/ African American & Special Education (TSI Student groups) -Parent education-infusing attendance component into family engagement events, Parent Advisory Council & Huskies Helping Huskies -Multiple modes of communication will be used to communicate with families (Examples of modes of communication- social media, Talking Points, Find Out First, One Call Now and video platforms such as screecastify) -School based PPW Tiers of attendance support: EVERYTHING ATTEN... -Ongoing face to face family communication regarding attendance with PPW -Student Attendance Concern Form</p>	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: See data summary below:</p> <p>Summary of Next Steps</p> <p>PPW is making personal connections with families of attendance concerns and providing them with needed wrap around supports. -Create a list of photographs and names, homeroom teacher of chronically absent students. Send list to homeroom teachers & CARE team. -PPW position -Target 3rd grade attendance</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps</p>

Goal #5 Optional (Required Title 1 Family Engagement)
We will double the number of families who attend our Parent Learning Sessions (including both the Parent Advisory Council & Huskies Helping Huskies) to create collaboration between staff and families, and equip families to support their learners at home.



System Goal alignment **Stakeholder Engagement: Goal 4**

KPI alignment # **KPI #16**

Community School Goal (if appropriate):

Rationale: Our goal is to align our community schools needs assessment data and Title I data to support family engagement. On average, in SY 22/23, we had 170 families attend family engagement events. However, we need more *parent voices* to understand and support family and student needs. In addition, we need to increase parent understanding of academic outcomes in order for learning to be supported at home.

Our baseline data from the beginning of 23/24 for our Parent Advisory Council and Huskies Helping Huskies is as follows below. We will double these numbers and have at least two representatives per grade level to get more families involved in their children’s learning. In consecutive years, these groups will also be expanded.

Parent Advisory Council: (Parent learning sessions)

Total Number of Parents- 4

Prek- 0

K-1

1st- 1

2nd- 2

3rd-0

4th-1

5th-0

Huskies Helping Huskies: (Parent Meeting)

Total Number of Parents- 11

Prek- 1

K- 2

1- 5

2- 2

3-0

4-1

5-1

Progress Monitoring Plan: (Provide bullet points to describe the Progress Monitoring plan)

Action(s)	Staff Responsible	Timeline
Sign-ins at all events to track # of families and get detailed feedback.	Community Schools Coordinator-Andrea Roche	Monthly
Parent Advisory Council	Community Schools Coordinator-Andrea Roche	Monthly
Huskies Helping Huskies	Community Schools Coordinator- Andrea Roche	5 total- as events are hosted 9/28 1/25 3/21 5/23 Possible December date



<p>Strategy(ies) -Family & Community Engagement</p>	<p>Tactics/ Activities to Implement Strategy -Intentional focus on Black/ African American & Special Education (TSI Student groups)</p> <p>-Parent education-infusing attendance and academic component into family engagement events</p> <p>-Parent Advisory Council - (parents share feedback, any concerns and help plan for events)</p> <p>-Huskies Helping Huskies - (parent learning sessions where they learn more about their child's school day to support their child academically)</p>	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: See data summary on link below:</p> <p>Summary of Next Steps</p> <p>Community Coordinator - informing staff of family engagement events for staff to promote to families and students in person and via talking points -Add upcoming events to Husky Howl and morning announcements. - Target 3rd grade families for family engagement events in order to boost relationships and third grade attendance.</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps</p>
--	--	--	---	--

Health & Wellness: As part of the [Comprehensive Needs Assessment](#), all schools should have completed a Wellness Inventory at the end of 2023. Below are the required Health and Wellness Goals. Goals must support student health and wellness (Nutrition Promotion/Education, Physical Activity and two other goals that impact student and/or staff wellness). Consider using results from the Wellness Inventory to help identify tactics to support the four goals.

Goals	Tactics to support Goals	Progress Monitoring Checkpoints		
<p>Physical Activity Goal #1: We will promote physical activity (above and beyond the instructional program) in our school.</p>	<ul style="list-style-type: none"> ❑ Create an environment supportive of physical activity with access to a variety of ways for all students to be active throughout the day 	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p>



	<ul style="list-style-type: none"> ❑ Involve students in the process of planning and leading recess activities - Elevating the role of student leaders during recess is a catalyst for positive youth development. 	<p>Quantitative Data Review: <input type="checkbox"/> Strategies & Tactics: ...</p> <p>Summary of Next Steps:</p>	<p>Summary of Next Steps:</p>	<p>Summary of Next Steps:</p>
<p>Nutrition Promotion/Education Goal #2: We will promote nutrition education in our school.</p>	<ul style="list-style-type: none"> ❑ Pam Wallace and Jennifer Mitchell will work with teams to provide hands-on learning opportunities with gardening. ❑ Partner with the University of Maryland Extension Program to provide Nutrition Education for students and staff. Students can earn healthy food tasting and lessons on nutrition for reaching their Iready ELA & Math tracker goals each month. ❑ Text2BHealthy texts will be sent out to families who opt in during family engagement events to reinforce nutrition information with behavioral nudges to 	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review <input type="checkbox"/> Strategies & Tactics: ...</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>



	<p>improve nutrition. (Provided through SNAP-Ed)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fresh Fruit and Vegetable Program 			
<p>Other Goal #3: We will promote student wellness in our school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use <u>common language</u> to help students understand and express their emotions and <u>skills</u> to help them make self and healthy choices about their behavior (self-awareness, self-regulation, self-control) <input type="checkbox"/> Implementation of a health educator that will teach all students the health curriculum 	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: Strategies & Tactics: ...</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>
<p>Other Goal #4: We will develop strategies to reduce staff stress and anxiety caused by a lack of work life balance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Stress reduction and self care strategies PL given monthly during the PL block <input type="checkbox"/> Provide wellness staff events that will help with decrease stress and increase self care and connections among staff (workouts, walks, hikes, book club, paint night, staff meal) 	<p>Checkpoint #1</p> <p>Date of Monitoring Meeting: November 9, 2023</p> <p>Summary of Qualitative/ Quantitative Data Review: Strategies & Tactics: ...</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #2</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>	<p>Checkpoint #3</p> <p>Date of Monitoring Meeting:</p> <p>Summary of Qualitative/ Quantitative Data Review:</p> <p>Summary of Next Steps:</p>



Professional Learning Calendar: Please provide a link to your PL Calendar or include the date, meeting type, and purpose of meetings that will take place throughout the year. Please consider using faculty meetings to support PL needed. The PL calendar should reflect the capacity building required to implement your school improvement plan.

[SY24 Title 1 ALP/PL calendar](#) , [Faculty Meetings - SY24](#)

Staff meetings will have choice options in order to personalize our learning needs for our staff, and to model this practice to support our Theory of Action for students. The choice options for the staff meetings will include sessions on Open Court, Reflex Math, HMM & the ML learner, SIOP, Bilingualism and the brain, mindful classroom, SLO 101, personalized learning, ACES, SEL academic supports, positive connections, SEL behavior supports, Special Education and Wellbeing and Resilience building with staff. Our personalized staff meeting sessions, PL & ALP calendar directly supports our strategies and instructional needs. In PL, we have time for PLs on Special Education, SIOP and Community Schools. In ALP, grade level teams met with Sarah Welker to create a buzz and motivation for Iready usage in math to increase personalized learning in the classrooms.