

Greensboro Elementary School

Title I Disclaimer-

Greensboro Elementary is a School Wide Title I School. If this school wide program plan is not satisfactory to the parents of participating children, please submit any parent comments to GES Principal, Mrs. Dawn Swann at (410) 482-6251



2017 - 2018
School Improvement Plan

Approved Date:

Reviewed/Updated Date: [10.13.17]

Table of Contents

Contents	Page Number
At A Glance: Executive Summary	3
Component I: Comprehensive Needs Assessment	5
Component II: Schoolwide Reform Strategies	7
Component III A: Parent/Community Stakeholder Involvement	12
Component III B: Strategies to Increase Parent/Community/Stakeholder Involvement	14
Component IV: In Coordination with Other Federal, State and Local Services, Resources, and Programs	15
Artifacts	See data binder

At A Glance: Executive Summary

Greensboro Elementary is a Title I school (70% FARM) located in the northern part of Caroline County on the Eastern Shore of Maryland. It is an open space school built in the early 1970's. Though Caroline County is considered a rural area, the school is within the town limits. At present we have a student population of 812 in grades Pre-K – 5. The following is the breakdown of that total: White - 438 (54.4%), Hispanic – 284 (35%), African American – 32 (4%), Asian – 1 (.1%), American Indian – 0 and 53 students that are two or more races (6.5%). The staff consists of six teachers in Pre-K, Kindergarten, 1st, 2nd, 3rd and 4th grades. There are four teachers in 5th grade. We have a total of six special educators and six English Language teachers. The school employs six special education instructional assistants, six ELL instructional assistants, six instructional assistants in Kindergarten and six instructional assistants in Pre-K as well as six tutors in PreK. Each grade has at least one co-teaching special education inclusion class.

<http://greensboroelementaryschool.weebly.com/>

Component I: Comprehensive Needs Assessment

- **Data and Sources:** PARCC Data, PARCC School Evidence Statement Analysis

Math:

The Students at Greensboro Elementary performed above the state average for proficiency or better in grades 3, 4 and 5 overall for math. For third grade, the state average was 34% and the school performance was 45%. For fourth grade the state average was 38% and the performance at Greensboro was 42%. In fifth grade the state average was 35% and the school performance was 38%.

Major Content:

When looking at the subtest scores, the state average for proficiency or above in major content was 42% in grade 3 and the school average was 45%. In grade 4 the state average is 36% and the school average is 45%. In grade 5 the state average was 34% and the school average was 34%.

Reasoning:

When looking at the subtest scores, the state average for proficiency or above in reasoning was 44% in grade 3 and the school average was 53%. In grade 4 the state average is 39% and the school average is 39%. In grade 5 the state average was 38% and the school average was 44%.

Modeling:

When looking at the subtest scores, the state average for proficiency or above in modeling was 47% in grade 3 and the school average was 53%. In grade 4 the state average is 42% and the school average is 45%. In grade 5 the state average is 38% and the school average is 37%.

PARCC School Evidence Statement Analysis -

Grade 3 was below the state average with one standard assessing modeling and reasoning, and below in content for 9 out of 55 standards.

Grade 4 was below the state average for two standards involving modeling and reasoning, and below the state average in 4 standards involving content.

Grade 5 was below the state average for modeling and reasoning with one assessed standard and below the state average for 16 out of 62 standards.

Reading Data Summary:

- **The school as a whole was relatively stronger with comprehension than with vocabulary in reading. 87% of first graders were below level in vocabulary in the I-Ready diagnostic. In second grade, 76% of the students were below level for vocabulary in the I-Ready diagnostic. 87% of the third graders were below level for vocabulary in the I-Ready diagnostic. 76% of the fourth graders were below level for vocabulary in the I-Ready diagnostic. 77% of the 5th graders were below level for vocabulary in the I-Ready diagnostic.**

The school improvement team met on September 25, 2017, October 5th and October 13th, to discuss data and needs of Greensboro Elementary School for the 2017-2018 School year. In attendance were reading specialist, math specialists, school counselors, administrators and teachers. At this time we reviewed recent PARCC data to determine trends in need of improvement in the areas of reading, math, parent/community involvement and discipline and attendance.

Component II: Schoolwide Reform Strategies

Area*	Finding/Data (Data summary of area of need)	Goal	Improvement Strategy
Reading	<p>Parcc School Evidence Statement Analysis- Standard 4 is weak across grades 3, 4, and 5.</p> <p>Current I-Ready Vocabulary Data</p> <p>1st - 87% below level 2nd- 76% below level 3rd 87% below level 4th 76% below level 5th 77% below level</p>	<p>Increase vocabulary knowledge, especially in context measured by the I-Ready Needs Analysis in Reading. Grade level areas will decrease the percentage of students below grade level in the area of vocabulary at each successive administration of the diagnostic.</p>	<ul style="list-style-type: none"> ● I-Ready Vocabulary Instruction ● Classroom strategies centered around vocabulary in context. ● Teachers will monitor students learning with I-Ready instruction in order to turn-off particular instructional domains and focus intervention in areas of individual need. ● RRT will instruct teachers with how to use I-Ready instruction with students. ● Teachers will incorporate context clue instruction 3 days out of 5 in a normal week into shared reading. ● An Intervention teacher will add additional small group instruction to assist focus groups with gap knowledge. ● Students identified as at risk in I-Ready for Vocabulary will work for 15 min 3 times a week during their second step time in reading.

<p>Math</p>	<p>PARCC School Evidence Statement Analysis - Grade 3 was below the state average with one standard assessing modeling and reasoning, and below in content for 9 out of 55 standards. Grade 4 was below the state average for two standards involving modeling and reasoning, and below the state average in 4 standards involving content. Grade 5 was below the state average for modeling and reasoning with one assessed standard and below the state average for 16 out of 62 standards.</p>	<p>Improve reasoning with mathematics daily through talk moves as measured by the use of Number talks with walkthroughs and I-Ready SMAs and/or PARCC sample items.</p> <p>Teachers will increase students content knowledge with grade level mathematics during the mathematics block daily as measured by I-Ready, SMAs and/or PARCC sample items.</p>	<ul style="list-style-type: none"> ● Teachers will perform Number Talks every day at the beginning of the math block. ● Teachers will use talk moves during regular math instruction to get students to explain their reasoning or critique the reasoning of others. ● MRTs will provide feedback with monthly Number Talk Walkthroughs with selected teachers. ● Teachers will create learning targets based on CCSS for their grade level. Activities to support these standards will be selected from the county resources. ● MRT will be available for group/individual planning to write both learning targets and select appropriate tasks during CITs or upon request of the teacher. ● Teachers will use formative data to monitor the meeting of the content standards as well as using grade level standards mastery assessments in grades 3-5 for critical content. ● Teachers will provide students with intervention opportunities throughout the year to fill in assessed gap knowledge based on I-Ready diagnostic data and
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			<p>appropriate intervention screeners.</p> <ul style="list-style-type: none"> ● Teachers will monitor students learning with I-Ready instruction in order to turn-off particular instructional domains and focus intervention in areas of individual need. ● MRT will instruct teachers on how to use I-Ready instruction with students. ● An Intervention teacher will add additional small group instruction to assist focus groups with gap knowledge.
<p>Discipline</p>	<p>The majority of referrals were from our males. Our discipline data supports the need to do more with our male populations.</p> <p>Total number of students: 57 Boys: 46 (81%) Girls: 11 (19%)</p> <p>Total referrals: 116 Boys: 96 (83%) Girls: 20 (17%)</p>	<ul style="list-style-type: none"> ● The school wide positive intervention program with work to incorporate effective teaming behaviors as part of the school-wide system. ● Staff will work to intervene so students meet classroom/school behavioral expectations in order to reduce the number of disciplinary office referrals from the previous school year. 	<ul style="list-style-type: none"> ● Teachers will monitor behaviors in class and during team time to reinforce positive behavior with the school wide behavior plan. ● School counselors will incorporate teamwork values as part of their class instruction. ● Teachers will explicitly teach school-wide expectations bi-annually. ● Monthly incentives will be used to reward students meeting behavioral expectations. ● Teachers will talk to parents when students have difficulties meeting classroom behavioral classroom expectations prior to other interventions.

			<ul style="list-style-type: none"> ● Teachers will refer students to guidance as needed for behavioral problems as needed and School Counselors will work with children to discuss strategies for improvement and will be proactive by hosting groups targeting specific behaviors throughout the school year. ● Teachers will document behaviors using a minor incident report as they occur. ● Teachers will refer students to the Student Support Team as needed to develop additional strategies to allow students to learn in the classroom. ● School Counselor will provide a “Bully Box” outside her office. ● Staff will acknowledge positive behavior by completing “buzzing about the positive” referrals for 80% of the students. ● Character Counts Student of the Month. Students are recognized on the morning announcements and are invited to a celebration with their parents. CC volunteer will read to the students at the presentation. ● Character Counts Coaches will be utilized in Kindergarten through fifth grades.
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			<ul style="list-style-type: none"> ● As a whole school approach, Watch Dogs will be started at the first of the year. Enter WATCH D.O.G.S. (Dads of Great Students), a school-based father engagement initiative which boosts participation in schools and provides positive male role models for ALL students. ● ZOO U is a program that targeted individual students will complete to learn skills to improve social functioning,
Attendance	School Attendance Data	Maintain 95%	<p>Targeted intervention for students below 96%</p> <ul style="list-style-type: none"> *phone calls home from teacher *contact from school attendance secretary *referral to school counselor *referral to CCPS PPW *referral to New Leaf Program- a program to assist parents in encouraging students to attend school regularly

***Area will change based on the Needs Assessment of the school.**

Component III A: Parent/Community/Stakeholder Involvement

Who helped **develop** your plan? (membership/ SIT members)

Who will carry out the plan?

School Improvement Team Members

Committee Member Names	Assignment	Role
Dawn Swann	Principal	
Todd Nichols	Assistant Principal	
Kathleen Davis	Math Committee Representative	
Kaytlin Curren	Math Committee Representative	
Renee Carnochan	Reading Committee Representative	
Angela Webster	Parent/Community Involvement Representative	
Colleen McFarland	PBIS Committee Representative	
Jill Murdoch	Specialist Representative	
Nicole Kemp	PreK Team Leader	Grade Level Representative
Bonnie Lease	Kindergarten Team Leader	Grade Level Representative
Amy Smith	First Grade Team Leader	Grade Level Representative
Jessica Andres	Second Grade Team Leader	Grade Level Representative
Meghan Foster	Third Grade Team Leader	Grade Level Representative
Deanne Waters	Fourth Grade Team Leader	Grade Level Representative
Andi Dean	Fifth Grade Team Leader	Grade Level Representative
Heather Lischner	Specialist Team Leader	Grade Level Representative
Cheri Nier	ELL Team Leader	Grade Level Representative

Danyelle Wallace	Parent Representative	
Kristin Robinson	Parent Representative	

School Improvement Team Meeting Dates

Meeting Number	Meeting Date	Comments
1	September 25, 2017	Needs assessment, review of PARCC data, evidence statements, and intervention plans.
2	October 5, 2017	Continued adding strategies, goals, data reviews
3	October 13, 2017	Review of proposed plan and preparation for submission to the central office for review
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Component III B: Strategies to Increase Parent/Community/Stakeholder Involvement

Where is your need? If your goal is ELA, then how do you get parents in to help them understand the standards/need?
What are you going to do DIFFERENTLY based on your needs?

Parent & Community Monthly Newsletter

Reading Night- in conjunction with media center book fair

Math Night

Back to school nights (Three nights, 2 grades at a time to allow for parking and less crowding)

Girls Night - focus on Essentials for Learning

Boys Night - focus on Essentials for Learning

Halloween Parade (Community Members and Businesses involved)

Increase Character Counts Coaches - reaching out to local law enforcement

Watch Dogs- Parent involvement strategy to purposefully bring in more fathers to our school

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

Narrative; chart; bulleted list DEPENDING ON YOUR NEED

Caroline County Mental Health - provides services to students who do not have private insurance

Choptank Community Health Services: Dental and School Based Health Center, Caroline County Mental Health Provider

Channel Marker- Provides mental health and behavioral support to upper and lower level groups at school.

Compass Regional Hospice Partnership; Wayne Larrimore - provides grief counseling/groups to students

Judy Center :Learning parties: Pre-K , Ready Rosie, CELAC Meetings, Judy Center Meetings

Greensboro STARS program (Students That Achieve Remarkable Success)- incentive program to promote local business and reward students for good grades

Caroline County Public Library - book talks each year and field trip opportunities

LaDelizia- free slice of pizza for good report cards!

Artifacts will be replaced by monthly data discussions around formative data