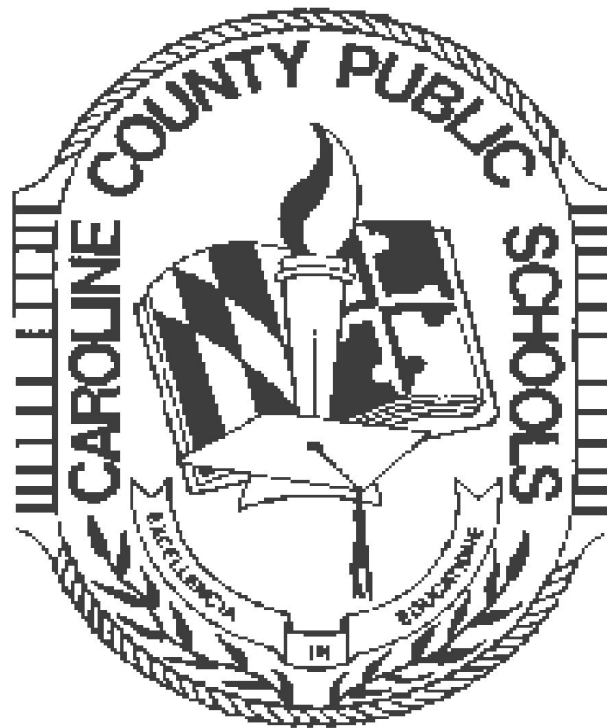


Greensboro Elementary School

SCHOOL IMPROVEMENT PLAN

2016 - 2017

A TITLE I SCHOOL



10.30
APPROVED/
REVIEWED

UPDATED/2.24.17
REVIEWED

UPDATED/
REVIEWED

If this schoolwide program
plan is not satisfactory to the
parents of participating
children, please submit any
comments to Mrs. Swann GES
Principal in writing or call 410
482 6251

If the Greensboro Elementary School Plan is not satisfactory to the parents of participating children, please submit any parent comments to Mrs. Swann, Principal at 410-482-6251.

**Greensboro Elementary School School Improvement Plan
Table of Contents**

Contents	Title I Components
<u>SIT Committee Members</u>	
<u>SIT Meeting Dates</u>	
<u>At A Glance: Executive Summary</u>	
District Mission/Vision/Beliefs	
<u>Demographic Data</u>	
Action Plan - <u>Goal I</u>	
Action Plan - <u>Goal II</u>	
Action Plan - <u>Goal III</u>	
Action Plan - <u>Goal IV</u>	
Action Plan - <u>Goal V</u>	
<u>Title 1 Components</u>	

Names of School Improvement Team Members:

Administration

- | | |
|-----------------|---------------------|
| 1. Dawn Swann | Principal |
| 2. Todd Nichols | Assistant Principal |

Parent Members

1. Heather Turner
2. Holly Porter
3. Angela Shamp
4. Kristin Robinson
5. Danyelle Wallace

Goal 1- Objective 1 Reading Subcommittee Chair and Co-Chair

- | | |
|-----------------|--------------------------|
| Renee Carnochan | Reading Resource Teacher |
| Tracy Ward | Reading Resource Teacher |
| Jill Murdoch | Media Specialist |

Goal I- Objective 2 Math Subcommittee Chair and Co-Chair

- | | |
|----------------|-----------------------|
| Kathleen Davis | Math Resource Teacher |
| Kaytlin Curren | Math Resource Teacher |

Goal II- Objective 1 - Family Involvement Subcommittee Chair

- | | |
|-------------|-------------------|
| Kayla Weber | Teacher 1st grade |
|-------------|-------------------|

Community Involvement – Chair

- | | |
|-----------------|-------------------------------|
| Andrea Dean | 5 th Grade Teacher |
| Deanne Khazraie | 4th Grade Teacher |
| Zelie Kneller | Kindergarten Teacher |

Goal IV- Objective 1- School Climate Committee Chair and Co-Chair

- | | |
|--------------------|------------------|
| Angela Webster | School Counselor |
| Colleen MacFarland | School Counselor |

Environmental Committee Chair

- | | |
|--------------|---------------------|
| Tammy Quidas | First Grade Teacher |
|--------------|---------------------|

UDL Committee

Zellie Kneller, Sarah Crebs, Erin Alexander

Wellness Committee

Donna Weber - Chair

Our SIT is divided into six subcommittees covering each goal. All professional staff are expected to be a member of one committee. Committees meet monthly or more if needed and minutes and attendance are recorded and submitted to the principal.

Dates of SIT Meetings:

Chairs from each committee, a parent volunteer, meet at least 4 times per year. Presently, the meetings are scheduled monthly by committee and quarterly as a whole group.

School Description: (Component 1)

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 800 in grades Pre-K – 5. The following is the breakdown of that total: White - 438 (54.7%), Hispanic – 268 (33.5%), African American – 32 (4%), Asian – 2 (.2%), American Indian –0 and 60 students that are two or more races (7.5). The staff consists of six teachers in Pre-K, Kindergarten, 1st, 2nd, and 3rd grades. There are four teachers in 4th grade, and five teachers in 5th grade. We have a total of six special educators. We have six English Language teachers, six ELL assistants, and six PreK tutors. Instructional Assistants are in Kindergarten and Pre-K, one per class. Six special education instructional assistants are dispersed throughout the building. Each grade has a co-teaching inclusion class.

Goal I: Maximize achievement for all children.
Objective 1: 100% of all students will meet or exceed the annual measurable objective (AMO) in reading/language arts for all subgroups. (supports Master Plan Performance Goal I.1,8,9)

PARCC ELA Data 2016

Number of Students at each level.

ELA	3rd	4th	5th	Total
Blue	0	1	2	3
Green	29	31	45	105
yellow	23	32	36	91
orange	24	35	15	74
Red	20	18	7	45
Total	95	117	105	318

PARCC Grade Percentage for Approaching and Met+Exceeded

GES ELA	APPROACHING		MET + EXCEEDED		TOTAL	
	LEVEL 3		LEVEL 4/5		LEVELS	
	2015	2016	2015	2016	3, 4, 5 2015	2016
3rd	20.2	24	20.3	30.2	40.5	54.6
4th	40.2	27.4	39.2	27.4	79.4	54.7
5th	36.5	34.3	38.4	45.2	74.9	78.8
GES	32.3	28.6	32.6	34.3		62.7

Data and Current Status:

- Interventions: Foundations, Just Words, Strategic Coaching (grades 3-5), i-ready, ELL intervention, and power word groups. . (I.1.E, F;I. 8E,I.9.E)
- Writing instruction on a daily basis through the use of Units of Study by Lucy Calkins.
- Reading Resource Teachers – Provides continued PD in the American Reading Company components, teaches intervention groups, data management, and are a teacher resource.
- Enrichment activities provided through William and Mary Program, Jacob’s Ladder, and Junior Great Books
- After school homework club for at-risk students - grades K-5
- HAP - grades 3-5 and Enrichment Groups for grades 1 and 2.
- Word Study in grades 3-4
- Foundations Core K-2
- I-Ready Program utilized in grades 2, 3, 4, and 5 during Intervention time in the computer lab
- Double Dose for identified students in grade K-2
- American Reading Program in Grades K - 5
- SCHOOL PACE IRLA Classroom Data Wall Information (Grades K-5)
- ARC Electronic Data wall from grades K-5.

Due to the implementation of the New PARCC assessment, the data we will now use to measure student achievement in reading will be gathered from The American Reading Company and the SchoolPace data site. This information is updated daily, and will be monitored monthly to check for targets.

ARC data in reference to the number of students on level in September. (Baseline data)

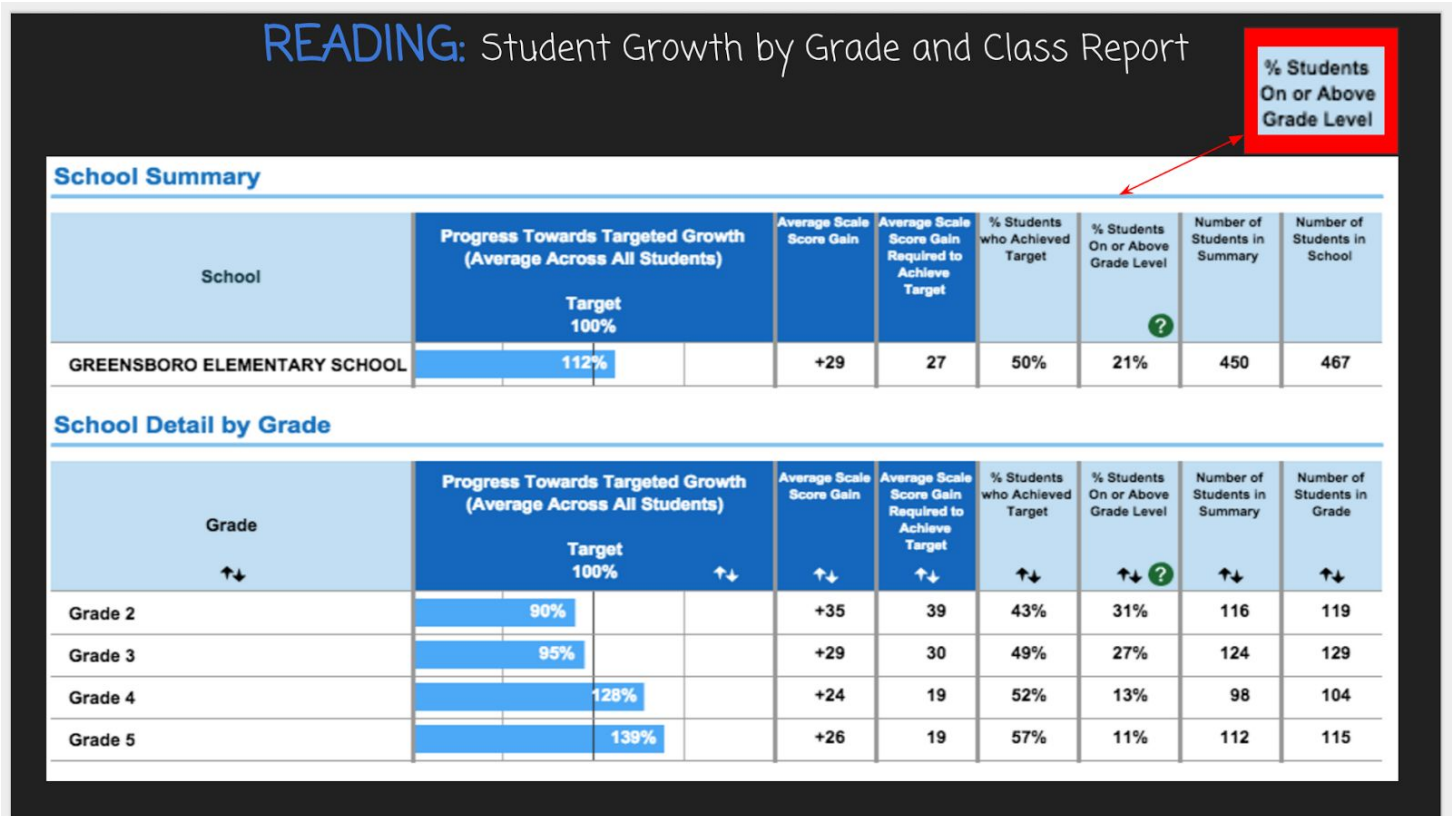
	September 23, 2015		September 23, 2016		Feb. 2017	
Total	Grades 1-5 131/575	23%	Grades 1-5 85/585	14%	Grades K-5 308/694	44.4%

Grade 1	20/115	17%	38/120	32%	84/117	71.8%
Grade 2	45/135	33%	18/119	15%	40/117	34.2%
Grade 3	22/97	23%	11/129	8.5%	41/129	31.8%
Grade 4	21/121	17%	8/100	8%	26/102	25.5%
Grade 5	23/107	21%	10/117	8.5%	30/115	26.1%
K			66/111	59%	87/114	76.3%

Mid year summary

At each grade level we have at least doubled and sometimes tripled the percentage of students reading independently at or above grade level.

Overall, 415 students out of 746 (54%) are either on grade level or have made .75 years growth as of 2.13.17.



Reading Needs Assessment: (Component 1)

In comparison to last year's data, we have not made improvement in all areas according to the SchoolPace data. It is our plan to close this gap and have all students on grade level by the end of the year.

Strategy	Person Responsible	Timeline	Milestones/Evaluation
Use American Reading to level students. Component #1,2,8	RRTs Teacher	Throughout the school year	Conference Notes SchoolPace data K-5
RRTs will conduct routine ARC level checks on students and meet to discuss findings with teachers Component #2, 8	RRTs Reading Supervisor	Throughout the year	Informal observations Walk through visits, Leveling notes, email updates, teacher meeting notes, ARC PD on leveling
Schoolwide book fair/Book Adventure Night/PTA meeting will take place in February to promote literacy.	Media Specialist Teachers, Reading Committee Principal	February 6-10	Attendance by students and parents, sign in sheets for Adventure Night
Conduct scheduled year long American Reading Company (ARC) Professional Development for implementation of the reading program in grades K and 1. Component # 1, 2, 4, 8	Principal Teachers, RRTs, Reading Supervisor, ARC Representative(s)	Throughout the year/ongoing	Evaluations, agenda, teacher sign in sheets
Teachers will meet to collaborate about instruction and students' needs using available data. Component # 2, 4, 8	Teachers Principal and/or AP will attend meetings periodically	Once a week on a designated date	Team meeting notes, Student data
Grades K-5 will examine American Reading data/status checks and complete data walls to identify students that need to be targeted for strategic coaching intervention. Component #2	Grades K-5 teachers Administration	Once a month to meet	Data Sheets SchoolPace
PreK teachers collect student writing journals to assess students Component # 2	Pre-K Teachers	Weekly	Student work samples
Teachers will incorporate Explicit Instruction through American Reading. Component # 2	Teachers Administration	Throughout the school year	Observations Walk-throughs Lesson Plans
Media Specialist will present Black Eyed Susan Books to students in grades 1 and 2, 4 and 5. Component # 2	Media Specialist	Fall grades 4, 5 Spring gr 1, 2, 4, 5	BES list, schedule M. S. plans

At risk students in grades K-5 will take part in intervention blocks, which focus on improving weaknesses in the area of reading. Special education students' IEP goals will be considered. Component # 2, 9	Teachers RRTs	Throughout the school year	Intervention Assessments for Just Words, Fundation Double Dose, and Wilson. Conference notes for Strategic Coaching
Teachers will provide opportunities for oral discussion during Close Reading lessons to ensure higher level thinking. Component # 2	Principal, AP, RRTs Teachers	Throughout the school year	Teacher observations and Lesson Plans
Students will earn medals/dogtags/bracelets when reading milestones are met.	Principal Teachers RRTs	As goal is reached	Reading logs
Media Specialist to promote literacy through book talks and the use of technology during media time. Component #2	Media Specialist	Throughout the school year	Media Specialist's plans
Teachers will spend 10 minutes daily reading aloud to students. Component #2	Teachers	Daily	Observations/Daily walk through visits ARC Lesson Plans
All students in grades K – 5 will be leveled using the IRLA. Each student will have an independent reading level. Component # 2, 9	Teachers, RRTs	Throughout the year	Teacher plans, Observations SchoolPace
Summer Reading will be encouraged with the opportunity to participate in the summer book exchange.	Reading committee	Summer	Increase the number of students who participate in the summer reading program by 10% as determined by the number of permission slips turned in
RRTs will support the new American Reading Program by demonstrating lessons and providing classroom support. Component #2,9	Teachers, RRTs	Throughout the year	RRT email communication and follow up notes from conferences with teachers.
Reading Night Celebration to promote and celebrate reading for all students. Component #2,9	Teachers, RRTs Administration	February 9th	Parent Sign in and Evaluations

Grades K-5 will implement the 100 Book Challenge to include: 15 minutes (K) and 30 minutes of independent reading daily at school and at home, individual conferencing using IRLA.	Reading Supervisor RRTs Administration Teachers	Throughout the year	Increasing Percentage of Students on level. Student Reading Logs & Teacher Lesson Plans, Conferencing Notes
ARC Electronic Ebooks will be used in the classroom and at home so that students have more choices of books to read.	Supervisor Teachers Admin RRTs	Throughout the year	Increase percentage of students on level and promote literacy through technology.
Increase the percentage of students at grade level using i-ready instruction and diagnostic.	Computer lab teachers Classroom Teachers RRTs	Throughout the year	Students will show progress on i-ready diagnostic

Goal I: Maximize achievement for all children.
Objective 2: Students will meet or exceed the annual measurable objective (AMO) in mathematics for all subgroups. (supports Master Plan Performance Goal I.2, 8,9)

PARCC Math Data 2016

Number of Students at each level.

MATH	3rd	4th	5th	Total
Blue	6	2	0	8
Green	32	40	50	122
yellow	31	39	41	111
orange	21	30	12	63
Red	7	8	3	18

Total	97	119	106	322
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PARCC Grade Percentage for Approaching and Met+Exceeded

GES MATH	APPROACHING		MET + EXCEEDED		TOTAL	
	LEVEL 3		LEVEL 4/5		LEVELS	
	2015	2016	2015	2016	3, 4, 5 2015	2016
3rd	30.3	32	17.6	39.2	47.9	71.2
4th	50.5	32.8	37.4	35.3	87.9	68.1
5th	44.8	38.7	21.9	47.2	66.7	85.9
GES	41.9	34.5	25.6	40.6	67.5	75.1

Data and Current Status/Needs: Component 1

- After school/Homework Club for identified students based on risk factors
- Math Resource Teachers provide interventions to students in grades 1 – 5 (I.2.E, F)
- Small group and cooperative group instruction is utilized in all grades
- Math instructional time is 75 minutes daily
- i-Ready Program utilized in grades 2, 3, 4, and 5 during Intervention time in the computer lab
- Dream Box Computer Program is used for students in Kindergarten and 1st grade in the computer lab
- Fluency Plan addresses addition strategies in grades K-2 and multiplication strategies in grades 3-5
- Daily fluency activities are completed in class utilizing Number Talks and or Eureka activities
- Identified at risk students in grades 2-5 participate in Do The Math Intervention
- Eureka Math Curriculum Resources used in classrooms
- Special Ed will use i-Ready Toolbox to support instruction

Needs Assessment – 2016 Component 1

Strategy	Person Responsible	Timeline	Milestones/Evaluation
Targeted grouping during math block	Classroom teachers	Daily Instruction	Standards Mastery Assessments I-Ready Diagnostics Common Formative Tasks, CPA grades K and 1 end of year
Collaborative Learning in groups of 2-4 within the general education classroom.	Classroom teachers Students	Daily Instruction	Standards Mastery Assessments I-Ready Diagnostics Formative Tasks
Whole group fluency mini-lessons utilizing Number Talks and or Eureka activities	Classroom teachers, co-teachers	Intermittent as per need in unit	Diagnostic Interviews, Timed Strategy Checks I-Ready Assessments in grades 2-5
Dreambox	Computer Lab Techs, Classroom teachers	Daily in Computer Lab	Students will show progress on I-Ready Diagnostic
I-Ready Math Instruction (digital)	Computer Lab Techs, Classroom teachers MRTs	Weekly	Students will show progress on I-Ready Diagnostic
Fluency homework	Classroom teachers	Weekly	Progress noted on Classroom Google Sheets with Fluency Strategy Checks
Fact Strategy Checks	Classroom Teachers MIT MRTs	Monthly	Progress noted on Classroom Google Sheets with Fluency Strategy Checks/Diagnostic Interviews
Extra Support and Parallel teaching in Co-Teaching Classrooms	Classroom teachers, co-teachers	Daily	Students will show progress during I-Ready Diagnostic
Additional tutoring for struggling ELL students during math with ELL assistant	Classroom teachers, ELL assistants	Daily	Teachers will have lesson plans for tutors indicating skills to be reinforced by assistants
PD throughout the year to unpack the standards and align Eureka Resources and instructional units	Classroom teachers, Math Resource Teachers	Ongoing	Teachers will be able to identify the big ideas to be taught in each unit and design lessons to meet the standards.

			Progress will be noted on I-Ready diagnostic results, Standards Mastery Assessments.
Grades K and 1 will take and end of year assessment to monitor mastery of standards.	Grade level teachers	End of Year	Data Stored on Performance Matters
Do The Math Intervention	Grade Level Teachers Math Resource Teachers	Daily Instruction	I-Ready Diagnostic End-Of-Module Assessments Mid-Module Assessments
Small Intervention Math Groups	Math Intervention Teacher	2 days a week	I-Ready Diagnostic

MATH: Student Growth by Grade and Class Report

% Students On or Above Grade Level

School Summary

School	Progress Towards Targeted Growth (Average Across All Students)			Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target								
GREENSBORO ELEMENTARY SCHOOL	75%			+18	24	30%	16%	454	585

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)			Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
	Target								
Grade 1	--			--	--	--	--	0	118
Grade 2	65%			+18	27	22%	15%	116	119
Grade 3	67%			+18	27	21%	13%	127	129
Grade 4	81%			+18	22	34%	21%	99	104
Grade 5	88%			+18	20	43%	16%	112	115

Goal V: Students will meet or exceed the AMO {annual measurable objective} in Science for all subgroups (supports Master Plan Performance goal 1, 2, 8, 9).

Strategy	Person Responsible	Timeline	Milestones/Evaluations
Attend science professional development for the appropriate grade level when offered Component #4	Teachers Supervisors	Throughout the year	Sign in sheets showing that 100% of teachers attended PD
Teach science units as written Component # 2	Teachers	Daily	Lesson Plans Observations and County Science Assessments
Science Warm-ups utilized Component # 2,9	Grade 3-5 Teachers	Daily	County Science Assessments given in grades 3-5, lesson plans
Teachers in Kindergarten – grade 5 will teach STEM Activities provided by CCPS	Teachers	Week long units throughout the year	Anecdotal notes, Rubric, Student Final product

5th Grade MSA Science Data

Science	2013	2014	2015	2016
Subgroups				
All	73.9	74.3	76.2	74.5
Asian				
Af. Amer			100	*
Hispanic	71.4	71.4	63.3	46.9
White	75.4	80.3	81.5	89.2
2 or more			85.7	*
FARMS	69.4	69.1	71.2	66.7
Sp. Ed.	30.0	38.5	61.5	*
LEP	50.0	*	18.2	21.4

Goal II: Effective involvement of all stakeholders in communications, information and policy matters.

Objective 1: Greensboro will provide multiple opportunities for parents and community to be involved in the educational process.			
Strategy	Person Responsible	Timeline	Milestones/Evaluation
“Meet the Teacher” held in conjunction with Community organizations such as the Judy Center, health department, Multiple-points of prevention, Social Services, etc. Component # 6	Teachers PSPs Adminsitration	Once a year	Sign in sheets Agenda Evaluation
PreK teachers will help parents to learn how to work with their children by offering Learning Parties in conjunction with the Greensboro Judy Center. Component #6	Pre-Kindergarten teachers ELL teacher PSPs	4 sessions held weekly in the evening. November and January	Sign in sheets Evaluation Outline
PSP will actively recruit parent volunteers. Component # 6	PSP	Two times each semester (AM/PM)	Sign in sheets, will show that we have increased parent involvement by 10%.training
Collaborate with the Caroline County Public Library. Kindergarten students will have an opportunity to visit a local library. Component # 6	Library Staff Reading Committee	Once a year	100 % of Kindergarten students will be in attendance

Continue to hold Earth Day celebration involving community resources. Component # 6	Community Parent Involvement committee Students	April	Sign in sheet Schedule of events Evaluation from presenters Pictures
Continue hosting Career and College Day involving the community Component # 6	Community Parent Involvement Committee Students	October 23, 2015	Sign in sheet Schedule of events Evaluations from presenters Pictures
Sponsor a Health Fair in conjunction with Health Department Coalition Component # 6	ELL PSP, Wellness Committee Donna Weber-Wellness Chair Coalition members	Spring	Sign in sheets, evaluation
Teachers will hold at least one Parent/teacher conference (Face to face is preference or phone)	Teachers, Administrators, ELL PSP, Bi-Lingual Secretary	One time per your minimum	Sign in Sheets

Component # 6			
Parent nights sponsored by each grade level. Component # 6	Teachers, administrators, ELL PSP	September, October and November	Evaluation, sign in sheets
Math Game Night Component # 6	Math Committee, PTA	November	Parent Sign In Sheets, Evaluation
Reading Night Component # 6	Reading Committee, Adminstration	February	Parent Sign In Sheets, Evaluation
Boys Night 2.23.17 Girls Night 1.26.17 Components #6	Family Involvement Committee Administration Cafeteria	Once a year January/February	Parent sign in sheets Parent evaluations
Halloween Parade	Local Businesses Police Department Public Works Bank Lions Club	Once a year in October	Pictures
Family Fitness Night	Wellness Committee	Once a Year May 4th	Sign In Sheets Evaluation

Goal III: Effective recruitment, retention, development and training of all staff.
Objective 1: All teachers will participate in high quality staff development. (Supports Master Plan Performance Goal III.3)

Data and Current Status: Component 4

School planned staff development:

- Team meetings and faculty meetings focusing on the Common Core College and Career Readiness.
- Data Performance Matters
- MDCCRSS Conference Easton High School

**School staff development will be implemented by the Principal, Assistant Principal, Reading Resource Teacher and Math Resource Teacher, UDL Team, ELL teachers and MSDE.

County-wide Professional Development

- MDCCRS Math, Reading and STEM
- American Reading Program
- Foundations Training
- Wilson Training, Just Words Training
- Working with ELL students through MSDE by attending PD in the area of WIDA and SIOP
- Diversity Training
- Science Training/STEM Initiative
- Special Education Training
- Math Unify Training 3-5

Strategy	Person Responsible	Timeline	Milestones/Evaluation
Team meetings to discuss data, curriculum, and instruction will be held with agendas set by the administration. Component # 4	Administration RRT MRT Science Specialist	Monthly	Meeting agendas, Team meetings
Selected teachers will attend conferences and share information with colleagues. Component # 4	Administration, teachers	Throughout the year Ready @ Five IRA Title I Conference	Report back to team/school with new material
Performance Matters/Unify will be utilized to analyze data and adjust instruction. Component # 4	Administrators, Teachers RRT, MRT	Throughout the year	Data Walls and Charts
Continued training for successful implementation of the science units in grades K-5. (I.2.D) Component # 4	Supervisor Teachers Science Specialist	Throughout the year	Classroom Observation Agendas
Focus on main idea, summarizing, and inferencing used when planning comprehension questions. Component # 4	Teachers Administration RRT	Throughout the year	Lesson plans, Classroom Observations and ARC PD, Schoolpace

Use of higher level vocabulary words for routine classroom tasks selected by each grade level team. Component #2	Teachers RRT ELL	Throughout the year	Vocabulary lists Walk throughs
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Goal IV: Create and sustain a school climate conducive to the safety and security of students and staff.

Objective 1: Greensboro Elementary School will decrease their office referrals by 10% and increase the positive referrals by 15%.

Data and Current Status:

- Positive Behavior Intervention Program (PBIS)
- Character Counts/Guidance Lessons
- Student recognition for Character Counts - monthly
- Quarterly letters sent to parents of students who have not met the attendance requirements
- Student Support Team (SST)
- SAC room (monitor)
- School Crisis Plan and Severe Weather plan
- End of Year Awards assembly
- Character counts Student of the Month

	2009	2010	2011	2012	2013	2014	2015	2016
Student Attendance	95.1	95.5	95.0	95.3	95.3	>95	>95	
Discipline Referrals	45	48	30	94	95	76	53	52
Bus Referrals					62	25	33	14
Positive Referrals	442	1,130	472	999	915	632	728	324
Positive Behavior Incentive Participants								89.5%

Objective 1: Greensboro Elementary School will decrease their office referrals by 10% and increase the positive referrals by 15%.

Strategy	Person Responsible	Timeline	Milestones/Evaluation
Review the Code of Student Conduct. Component # 2	Staff	August and January review	All students will review will review the 4 Bees of success twice a year.
Positive comment post cards sent home to two students per class Component # 2	Administrators, teachers	2 times a year	Teachers will record and submit names of students who receive post cards
School Counselor will provide a “Bully Box” outside his office. Component # 2	School Counselor	Ongoing as needed	We will reduce the number of bullying reports from 2014-2015
Staff will acknowledge positive behavior by completing “buzzing about the positive” referrals for each student at least once per school year. Component # 2	Staff	Throughout the school year	Teacher checklist Recognized students will have names displayed on Buzzing About The Positive bulletin board

<p>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. Component # 2</p>	<p>Principal School Counselor Teachers Climate-Committee</p>	<p>Monthly</p>	<p>Monthly data Monthly winners on the intercom, School Counselor acknowledges students with an award, Monthly celebration</p>
<p>School Counselors will work with children referred for “disciplinary” reasons to discuss strategies for improvement and will be proactive by hosting groups targeting specific behaviors. Component # 2</p>	<p>Principal School Counselors</p>	<p>Throughout the school year</p>	<p>School Counselor’s Log</p>
<p>Character Counts Coaches will be utilized in Kindergarten through fifth grades. Component # 2</p>	<p>School Counselor</p>	<p>Once a week for six weeks</p>	<p>School Counselor’s log, student participation</p>

Objective 2: Greensboro Elementary School will maintain or exceed their 95% attendance rate.			
Strategy	Person Responsible	Timeline	Milestones/Evaluation
<p>The Parent Service Provider will contact parents to promote the importance of regular attendance in school and to offer assistance in making the transition from home to school easier. Component # 6</p>	<p>Parent Service provider Attendance Secretary</p>	<p>Throughout the school year</p>	<p>Parent contact log</p>
<p>Attendance secretary will keep track of chronically absent children, reporting them to pupil services for further action and assistance. Component # 2,9</p>	<p>Attendance Secretary and Administration</p>	<p>Throughout the school year</p>	<p>Letters sent home to parents</p>
<p>School newsletters will include attendance policy reminders component # 6</p>	<p>Principal</p>	<p>September and January</p>	<p>Newsletters</p>

Students will be recognized for perfect attendance. Component # 2,9	Parent Service Provider	Quarterly	Log of student recognitions
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Title 1 – Component 2: School wide Reform Strategies

We will:

- After school program will be designed to meet the needs of students not meeting expectations in the areas of reading and math. Students will be selected based on assessment data and teacher recommendation.
- Use research based intervention programs such as; Foundations, Success For All, Just Words.
- Math and Reading specialists will assist teachers in modeling the best practices with regard to instruction
- Continue to implement the MSDE model of explicit instruction
- Continue with the collaborative planning model
- Data Analysis and implementation of monthly data meetings

Title 1 – Component 3: Instruction by Highly Qualified Teachers

1. The principal and assistant principal will follow the observation/evaluation policy adopted by the county. Tenured teachers will receive two formal observations and non-tenured teachers will receive a minimum of four. Tenured teachers not in an evaluation year will receive two observations, formal or informal. Supervisors will assist administrators when necessary.
2. All teachers will complete a Student Learning Objective or Professional Growth Plan.
3. ARC inservices will continue in Reading.
4. Inservices will be provided to staff on close reading strategies.
5. Math enrichment and centers will be aligned with the MDCCRS.
6. ELL teachers will participate in staff development focusing on strategies to help teach our Hispanic population.

Title 1 – Component 4 - High Quality and Ongoing Professional Development

Teachers:

SLO/PGP/TPG evaluation system

Yearly training or review is conducted on the following:

WIDA- April 2016

For the 2015-2016 School Year, the following training has been added:

American Reading Program, Unify training in math, STEM, Social Studies via the supervisor of Social Studies, Special Education IA Training per Supervisor of Special Education.

Other training is provided as needed.

Title 1 – Component 5: Strategies to Attract High-Quality Highly Qualified Teachers to “High Need” Schools

The Human Resources Department offers the following incentives to attract teachers:

Early Decision Bonus for teachers signing before May 31 - \$500

Critical Needs Area Bonus - \$2000

Relocation Assistance

When moving 100 miles or more – up to \$1000

When moving under 100 miles – up to \$300

Classroom Supplies - \$200

According to the Teacher' Contract:

19.8 Bargaining unit members who work at a school in which the data suggests that the school may be moving toward not meeting adequately yearly progress may be required by the Board to work up to two (2) consecutive weeks beyond the regular contract year to participate in professional development.

19.8.1 Bargaining unit members will be paid at their per diem rate of pay.

19.8.2 Bargaining unit members will receive one-half (.5) additional sick day for each two-week period worked.

19.8.3 Rights and privileges of the Negotiated Agreement (Articles 4, 5, 16, 17, 18) will be in effect.

19.8.4 Bargaining unit members who have conflicts such as child care, summer employment, college/university classes, etc. may be excused at the Board's discretion.

19.8.5 Bargaining unit members must receive written notification of the Board's intent to provide professional development, as well as the dates, no later than the last day of school preceding the training.

6.5.1

The Board and Association agree to implement an outstanding attendance/class coverage program. This program will reward teachers for their perfect attendance by paying a \$1,000 stipend. At the same time, the Board agrees to match each amount paid (\$1,000) by creating a fund from which teachers can receive compensation at the rate of \$25.00 per 45 minutes for class coverage. The stipend of \$25.00 will be paid until the Board's fund is depleted for that year. Outstanding attendance is defined as no use of sick, personal leave or unpaid leave. However, employees may miss time for bereavement, jury duty, a religious holiday, court summons or military time and still be considered for outstanding attendance. Requests for class coverage is at the discretion and approval of the principal.

Title 1 Component 6: Strategies to Increase Parent Involvement

Parent Involvement Policy – attached

Home/School Compact – attached

Several opportunities for parent participation will be offered.

Back to School Visit:

PTA sponsored book fair and the parent service provider handed out information about volunteering

Parent Advisory Committee

Community Partner Booths

Grade Level Parent/Student Nights:

Math Night – Pre-K-5

Reading Night Celebration – Pre-K - 5

All grades will invite parents to attend one grade level night in the Fall.

School-wide Parent Informational Meeting to discuss the Common Core during a PTA General Meeting

PTA sponsored events:

- General PTA meetings
- Book Fairs – Fall
- Hot Dog/Chili Dinner/Book Fair
- Family Movie Nights
- Winter and Spring Concerts

Parent Volunteer Luncheon

GES newsletter sent monthly with PTA opportunity for article(s) as needed

School Messenger phone messages and emails sent to parents about upcoming events at school.

SchoolWay messages sent via text messaging.

PTA Facebook page.

The ELL department will co-host an ELL celebration at the end of the year to honor those students who have exited the program.

Bi-lingual secretary will assist parents with communication with the school, and assist with locating additional resources in the community through the Greensboro Judy Center.

Volunteer training sessions will be held twice a year.

PARENT INVOLVMENT PLAN + 2015-2016

Part I. General Expectations

As a Title I school, **Greensboro Elementary** agrees to have programs, activities and procedures for the involvement of parents that are consistent with Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the CCPS Parent Involvement Rules.

Greensboro Elementary School defines parent involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child.

Greensboro Elementary School accepts the Caroline County Public Schools Parent Involvement Plan and has aligned its school-level Parent Involvement Plan accordingly.

Part II. Action Plan

Title I Requirements	Activities/Actions/Initiatives	Date of Activities	Who Should You Contact for more information?
<p>Shared Decision Making</p> <ul style="list-style-type: none"> • <i>Parent Involvement Plan is developed with input from parents</i> • <i>This plan is distributed to all parents</i> • <i>Parents involved in the decisions regarding the spending of the parent involvement funds</i> • <i>Develop with parents a written School-Parent Compact supporting instruction that is signed by all parents and kept at schools.</i> 	<p>SIT parent representative Plan added to website Back –to-School Night Plan sent home with parents/students Survey distributed at Back-to-School Night Parent Advisory Council-opportunities for parents to help plan activities and share concerns</p> <p>Shared with parents at conferences</p>	<p>Monthly</p> <p>Twice a year</p>	<p>Principal</p> <p>School Improvement Team Chairperson/Principal Angela Shamp-PTA president Chrissy Bartz- SIT rep</p>
<p>Annual Meeting</p> <ul style="list-style-type: none"> • <i>Schools convene parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.</i> 	<p>All parents will be invited and encouraged to attend the Annual Title I Meeting/Power Point shown, Flyers, RSVP, Phone Announcements-Connect Ed- will be sent out from the beginning of the school year</p>	<p>GES Media Center – Power Point shown</p>	<p>Principal</p>
<p>Building Parental Capacity</p> <ol style="list-style-type: none"> <i>1. Provide assistance to parents in understanding the State's academic content standards and student academic standards, State and local academic assessments, and the requirements of Title I</i> <i>2. Provide materials and parent trainings/workshops to help parents improve their children's academic achievement</i> <i>3. Educate school personnel on how to work with parents as equal partners in their child's educational process</i> <i>4. Coordinate and integrate programs purposed to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, etc.</i> <i>5. Ensure information is presented in a format parents can understand and additional languages.</i> <i>6. Provide full opportunities for participation of parents of students from diverse backgrounds.</i> 	<p>List Activities Planned</p> <p>Specific workshops...</p> <ul style="list-style-type: none"> * Parent Institute Link * Parent Resource Center located near office for information regarding Parent informational Publications * Parent Service Providers work hand in hand with a parent and ELL teachers to help educate staff on working with parents as equal partners • Parent Volunteer Training and Informational Meetings • Wellness Center information sent home/works with school nurse • Dental Clinic • Math Night • Grade Level Parent Nights – teaching parents how to help their children at home <p>• schools</p>	<p>Held at GES</p> <p>Twice a semester</p> <p>M/W/F</p> <p>Fall 2014 Various nights during the school year prior to March 2015</p>	<p>Parent Service Providers, Team Leaders, Administration, Team members, Parent Involvement sub committee of SIT, Reading and Math Resource teachers</p> <p>PSP</p> <p>Choptank Health Systems partnership RRT Teachers, Administration</p>

	<ul style="list-style-type: none"> ● Reading Night ● ● Channel Markers organization partnership-behavioral intervention ● Muffins for Moms, Donuts for Dads ● Parent Advisory Council * Bilingual Flyers and Monthly Newsletters, homework calendars in Spanish etc. ● Interpreter provided for conferences, back to school night, grade level nights, registration * GES Backpack Pantry-working with local churches, businesses, GES staff to send food home on weekends to needy students 	<p>Spring 2015</p> <p>Throughout the year</p> <p>Fall/throughout the year</p> <p>Every weekend and holidays</p>	<p>RRT - Read for the Record - Local library and Parent Involvement committee</p> <p>Parent Involvement Committee</p> <p>Principal</p> <p>PSP, Principal</p> <p>Principal, Parent Service Providers</p>
<p>Review the Effectiveness</p> <ul style="list-style-type: none"> ● <i>Review the effectiveness of the school parental involvement activities</i> 	<p>Surveys, evaluations after each parent involvement event</p> <p>Assist with System-Level Annual Survey</p>		<p>Parent Involvement sub committee and SIT</p>
<p>Other School-Level Parent Involvement Initiatives</p>	<p>Volunteer Seminars</p> <p>PTA sponsored activities</p>	<p>Twice a semester</p>	<p>Parent Service Providers, PTA, GES Staff</p>

Title 1 - Component 7 - Transition Plans

Elementary Transitions

Each spring the county schedules a kindergarten round up for incoming pre-k and kindergarten students. On the designated day, trained staff is available to conduct screenings on vision, speech, vision, developmental, and immunization status. Parents can complete the enrollment process. **(Spring 2016)**

In May/June, each principal schedules a day for grade levels to meet and discuss their sending/receiving students, possible grouping, strengths and weaknesses. **(Spring 2016)**

At the end of the school year, each school plans a “move up day” where students in grades pre-K-4 visit the next year’s learning area and teachers. **(Spring 2016)**

Head Start ends in May. A kindergarten teacher from each school either meets with the Head Start staff on has a telephone conference about the incoming students. If this is not possible, Head Start just sends the files. **(Spring 2016)**

Before school begins, each school holds an open house for parents to visit the classroom and meet the teacher. **(Aug. 2016)**

Middle School Transitions

In the spring, the middle school teachers visit and talk with the fifth grades students. The middle school counselor comes and talks with students and parents at the elementary school during an evening meeting. The middle school schedules an orientation for students new to the middle school during the summer. **(Spring 2016)**

Title 1 – Component 8: Measures to Include Teachers in Decisions Regarding Use of Academic Assessments

Team meetings will be held once a month. Use of data to drive instruction will be the topic of discussion after each county assessment data is received. The Reading and Math Resource Teacher, along with the administrators and teachers will meet to analyze the data and make recommendations to move students to different groups as needed. Updated lists will be provided to administrators. Teachers will provide administrators with reasons for student moves.

Teachers in grades 3-5 will track students that scored Basic, just made proficient, or were close to not meeting the county benchmarks in Reading and Math. Subgroups will be tracked. Data will be recorded and discussed monthly during recess. Teachers will provide ways that they are trying to help these students improve.

Teachers will be in-serviced in Unify so that they can access data from this program. Teachers will be expected to plan instruction and regroup students according to the data. **(Fall 2015)**

Title 1 – Component 9: Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards are Provided Timely Additional Assistance

Students will be placed in interventions according to their needs. ARC schoolpace data will be used. Past intervention data will also be used to make intervention placements. See intervention criteria in Title I Binder.

The following interventions will be offered:

- Fundations – grades K-3-Double dose given in grade one
- Wilson Reading – grades 4-5
- ARC Strategic Coachin

Enrichment offered:

Grades 1-2 –Enrichment class aligned with MDCCRS
 Gifted and Talented program – grades 3-5
 Primary Talent Development

Students will begin interventions the third week of school.

Title 1 Component 10 - Acquisition of Funding

Coordination and Integration of Federal, State, and Local Programs and Resources (Component 10)			
Activity/Funding Source	Title I	Title II	Other Founding Sources
Professional Development	None	Yes	None
Extended Day	Yes	None	None
Parent Involvement	Yes	None	None