

BOARD OF EDUCATION OF WICOMICO COUNTY

2424 Northgate Drive
P.O. Box 1538
Salisbury, MD 21802-1538

Success - Every Student, Every Day

Prince Street Elementary School
400 Prince Street Salisbury, MD 21804
410-677-5813

School Improvement Plan

2018-2019
October 2018

Table of Contents

Title I Executive Summary	Page 3-5
Mission and Belief Statements	Page 6
School Improvement Plan Summary Narrative	Pages 7-8
Academic Data, Analysis, Strategies and Goals Literacy Mathematics Pre-Kindergarten and Kindergarten Domains	Pages 10-18 Pages 19-26 Pages 25, 26
Focus Area A: Instruction and Student Learning	Pages 27-36
Focus Area B: Improve Student Attendance	Page 37-39
Focus Area C: School Structure	Page 39-44
Focus Area D: Family & Community Engagement	Pages 45-47

Title I Executive Summary

Principal: Jason Miller

Assistant Principal: Kimberley Waters

School Improvement Team Members:

ILT Members		
First Name	Last Name	Position
Jason	Miller	Principal
Kim	Waters	Assistant Principal
Chris	McLaughlin	Dean of Students
Jessica	Grimes	Pre-Kindergarten
Megan	Gray	Kindergarten
Alyssa	Bollinger	Grade 1
Linda	Huffman	Grade 2
Kristen	McKim	Grade 3, ILT co-Chair
Jacqueline	Holland	Grade 4
Susan	Cullen	Grade 5
Mary	Powell	Special Areas
Alynn	Hurley	Special Education
Beth	Wolff	ELL
Kim	Johnson	Reading/ Literacy Coach
Jennifer	Davis	Math Coach
Christen	Tacka	Intervention Teacher, ILT Co-Chair
Joe	Raffa	Student Advisor
Dynetta	Opher	Guidance Counselor
Kim	Ford	Parent
Dean	Mitton	Community Partner
Kim	Payne	Instructional Assistant

School Summary (Our school’s official accountability report card may be accessed at www.mdreportcard.org.)

STUDENT ENROLLMENT INFORMATION:

Grade Range <u>Pre-K to 5th</u>	2015-16		2016-17		2017-18	
	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment (<i>as of 9/30</i>)			711		747	
Hispanic			103	14.4%	112	14.9%
Black			394	55.4%	410	54.8%
White			138	19.4%	137	18.3
Asian			22	3%	20	2.6
Native American			0	0%	0	
Two or more races			46	6.4%	60	8.0
English Language Learners			85	12%	93	12.4
Homeless						
Foster Care						
Free and Reduced Meals (FARMS)				93.8%		100.0
Attendance Rate (<i>as of 6/1</i>)		95.0%		94.15%		94.5
Title I Program Designation _____ Schoolwide _____ Targeted Assistance						

SCHOOL FACULTY AND ADMINISTRATION:

	2015-16	2016-17	2017-18	
# Administrators	2	2	2	
# General Education Teachers		33	36	
# Special Education Teachers	4	5	5	
# Special Area Teachers	<u>1</u> /Art <u>1</u> /Media <u>1</u> /Music <u>1</u> /PE	<u>1</u> /Art <u>1</u> /Media <u>1</u> /Music <u>2</u> /PE	<u>1</u> /Art <u>1</u> /Media <u>1</u> /Music <u>3</u> /PE	<u>1</u> /Art <u>1</u> /Media <u>1</u> /Music <u>3</u> /PE

PRINCE STREET SCHOOL IMPROVEMENT PLAN 2018/19

# Coaches	____/Literacy ____/Mathematics ____/Technology	<u> 1 </u> /Literacy <u> 1 </u> /Mathematics <u> 2 </u> /Technology	<u> 1 </u> /Literacy <u> 1 </u> /Mathematics <u> 2 </u> /Technology	<u> 1 </u> /Literacy <u> 1 </u> /Mathematics <u> 1 </u> /Technology
# Instructional Assistants	____/Kindergarten ____/Other ____/Prekindergarten	<u> 5 </u> /Kindergarten ____/Other <u> 2 </u> /Prekindergarten	<u> 5 </u> /Kindergarten ____/Other <u> 4 </u> /Prekindergarten	<u> 5 </u> /Kindergarten ____/Other <u> 5 </u> /Prekindergarten
# Intervention Staff	____/Literacy ____/Mathematics ____/Prekindergarten	<u> 5 </u> /Literacy ____/Mathematics ____/Prekindergarten	<u> 6 </u> /Literacy <u> 1 </u> /Mathematics ____/Prekindergarten	<u> 6 </u> /Literacy <u> 1 </u> /Mathematics ____/Prekindergarten
# Resource Staff	____/Counselor ____/Dean of Students ____/Social Worker ____/Student Advisors	<u> 1 </u> /Counselor <u> 1 </u> /Dean of Students <u> 1 </u> /Social Worker <u> 1 </u> /Student Advisors	<u> 1 </u> /Counselor <u> 1 </u> /Dean of Students <u> 2 </u> /Social Worker <u> 1 </u> /Student Advisors	<u> 1 </u> /Counselor <u> 1 </u> /Dean of Students <u> 2 </u> /Social Worker <u> 1 </u> /Student Advisors
# Other Faculty Support	____/Family Service Coordinator ____/Program Coordinator	____/Family Service Coordinator ____/Program Coordinator	____/Family Service Coordinator ____/Program Coordinator	____/Family Service Coordinator ____/Program Coordinator

Mission Statement: The mission of our school community is to provide a safe school setting of academic excellence through the use of effective teaching techniques, ideas, and technology.

Belief Statements:

- All students can learn.
- All students have the right to attend a school in which they can progress and learn.
- All students shall have an equal opportunity to learn rigorous content.
- All students have the right to a safe and supportive environment.
- All students' learning will be enhanced with effective teaching techniques, innovative ideas and technology.
- All students have the right to a curriculum that incorporates ethnic and cultural diversity, reflective of the entire school population.
- All students are valued for themselves and their unique individual needs.
- All students are responsible for learning and following the Wicomico County Code of Conduct.
- All students, along with the school community, will accept the consequences for unacceptable conduct.
- It is the right and responsibility of all staff, parents, and school community to be involved in our pursuit of excellence.
- Prince Street will attract highly qualified teachers to teach at this "high need" school.

Values: (What is important to us?)

- Preserving the wellbeing of all children (Social, Emotional, Educational)
- Respecting cultural and linguistic diversity
- Promoting life-long learners
- Establishing a safe and orderly learning environment
- Utilizing community partnerships
- Encouraging family involvement
- Ensuring fairness, equality/equable, honesty, and respect of all families, students and staff
- Establishing positive relationships of all stakeholders
- Developing the whole child during and after school

School Improvement Plan Summary Narrative:

Prince Street Elementary School served 747 students in 2017-2018 in grades prekindergarten through 5. As of October 31, 2017, students eligible for Free and/or Reduced Meals (FARMS) comprise 93.80% of Prince Street's enrollment. For 2017-2018, the composition of student population was 18.3% white, 54.8% African American, 14.9% Hispanic, 8% two or more races, 1% American Indian and 2.6% Asian. English Language Learners (ELL) comprises 12% of the school's population and students with disabilities made up 14%. Prince Street Elementary is a school wide Title I school. All teachers are highly-qualified, with 47.1 percent possessing an Advanced Professional Certificate.

Our ELA goals for the 2018/19 school year are broken down by grade level and are as follows.

Pre-K

- Students will be able to recognize and write 70% of the upper and lowercase letters.

Kindergarten

- Produce consonant sounds w/ 1 to 1 letter correspondence

1st Grade

- BAS, 70% of students meet recommended growth according to county chart

2nd Grade

- 70% of the students will make the proper county wide growth according to the Fountas and Pinnell BAS chart

3RD Grade

- 70% of the students will make the proper county wide growth according to the Fountas and Pinnell Alpha chart

4th Grade

- 70 % Of the students will make the proper county wide growth according to the Fountas and Pinnell Alpha Chart

5th Grade

- Opinion writing W51a-d, teacher created post-assessment 70% on the rubric 75% of students will meet target

To accomplish these goals Teachers will provide explicit whole group, small group and individual instruction during a daily 135-minute ELA block in grades K – 5. Paraprofessionals, under the direction of teachers, provide small group and individual instruction. Reader’s Theater, novels and non-fiction materials including periodicals are all used to supplement the general reading/English/language arts curriculum for intervention and enrichment. Instructional technology is used to enhance student learning and includes the use of tools such as interactive whiteboards, iPads, document cameras, and laptops.

Our math goals for the 2018/19 school year are broken down by grade level and are as follows:

- Pre K
 - Match numerals 1-10 with a set
- K
 - Accurately write numerals 0-20, pair them with concrete objects
- 1st
 - 1.OA.a.1 word problems 10 question word problem assessment created by teachers with 70% of student achieving 70% or higher.
- 2nd
 - 70% or more will be proficient with fluently adding and subtracting w/l 100
- 3rd
 - Multiplication and division word problems 70% of students will achieve
- 4th
 - Solving multidigit multiplication problems 70% of students will grow from a baseline test made by the teachers.
- 5th
 - Decimals/fractions, teacher created post assessments with 70% of students achieving 70% or higher.

To achieve these goals Teachers will provide whole group, small group and individual instruction during a daily 75-minute math block in grades K – 5. Teachers will implement the new Everyday Math curriculum. Paraprofessionals, under the direction of teachers, provide small group and individual instruction. Math manipulatives and instructional tools are all used to supplement the general math curriculum for intervention and enrichment. Instructional technology is used to enhance student learning and includes the use of tools such as interactive whiteboards, iPads, document cameras, and laptops.

Some of the programs available to students at Prince Street are:

- *Federal Fresh Fruits and Vegetables Grant Program (pending funding)* – This program allows students to learn about and eat fresh fruits and vegetables three days each week. It is a school-wide program and designed to encourage nutritious eating in the home. Students receive brief, mini-lessons about

the fruits and vegetables they consume. The program exposes students to foods they may never eat at home or that they may never encounter in its freshest form.

- *Fuel Up to Play 60*: This is an in-school nutrition and physical activity program launched by the National Dairy council, the NFLA and the USDA to encourage leading healthier lives.
- *Community Eligibility Program*– This program allows students to eat breakfast and lunch five days a week. It is a school-wide program designed to encourage a healthy eating habit.
- *Birth to Five* – Special Education and related services are provided for pre- school children who have been identified with a disability by an IEP team. Children in Prince Street’s catchment area who are not age- eligible for Pre- K can be referred to the Wicomico County Birth to Five program. Assessments and services can be provided for children at Prince Street School in partnership with the Birth to Five program.
- *Wicomico County Health Department Behavioral Health* – Some parents have arranged for their children to receive some of their counseling services at school. This increases the continuity of services and tends to result in fewer missed appointments.
- *The Mobile Dentistry Program* – This program offers dental screenings and other services to children who do not have a family dentist. The mobile team had to schedule more days at Prince Street than they had anticipated because the response was so great.
- *Professional Development School/Site* – Prince Street is a Professional Development School (PDS) in partnership with Salisbury University and the University of Maryland Eastern Shore and a Professional Development Site for two additional universities. As a PDS, Prince Street has the opportunity to host student observers and interns and is also provided better access to higher education services which may assist teachers in their professional growth.
- *Junior Achievement* – Junior Achievement is a program that brings community volunteers into the classrooms to teach students about how to manage finances. Students learn about managing checking and savings accounts as well as how interest can help their money grow. This program provides practical experience with the mathematical concepts taught in the classroom.
- *Wicomico Mentoring Project* –This program pairs identified children one-on-one with a caring adult for one hour a week during the school year. Mentors provide students with assistance in reading, math, and other subjects, and help to boost student self-esteem and confidence for learning.
- *Blessings in a Backpack*- This program provides food to families in need. Each Friday Allen Memorial provides prefilled backpacks with food and snacks children can enjoy during the weekend.
- Stream After school Program. This program is for 40 students in 3rd through 5th grade and emphasizes Math, Science and Arts. This program runs from October to May.
- Cross Country program. This program is for 4th and 5th grade students and runs from September to the end of November.
- Prince Street Softball Program. This is for girls and is an interdiction to softball with the basics being taught. The program runs from April to June.
- Summer LLI program, this is a program for up to 108 students, that serves grades K-4th. The goal is for each student to move up an Alpha level and prevent summer slide. In this program we also have rotations for Math enrichment in ST Math, and Arts Integrated lesson in PE.
- PreK Summer Academy: Summer Kindergarten Readiness Academy: This is for students who are not ready for Kindergarten and will focus on KRA skills. The hope is then they will be ready for kindergarten as September arrives. This will consist of 2 teachers and 2 assistants. This will be 20 students total.

Academic Data w/ Action Steps and Strategies

Literacy

Wicomico utilizes a number of data points to accurately inform instruction in reading at all levels. Incoming Kindergarten students are assessed for readiness using the *Kindergarten Readiness Assessment (KRA)*, Kindergarten through grade 2 students are assessed for reading decoding skills, word recognition, reading fluency, comprehension, and writing in response to reading using the *Benchmark Assessment System (BAS)*. Students in grades 2 through 5 are assessed for reading comprehension using the *Reading Inventory (RI)*. Local assessments measuring student progress toward meeting the demands of the Maryland College and Career Ready Standards have been developed to more closely resemble the PARCC assessments. These assessments are critical in determining how students are progressing toward achieving proficiency on the PARCC assessment and in reducing achievement gaps. In 2014-15, reading labs were set up in all middle schools. These labs utilized four reading intervention programs: *Wilson Reading System*, *Just Words*, *Read Naturally* and *Leveled Literacy Intervention*. Students are placed in the different programs depending on need. At the High School level district assessments as well as State High School Assessments (HSA) and RI provide data on student proficiencies.

Provide a list of additional instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

Program	Grade Level
Reading A to Z	Grades K-5
LLI Fountas and Pinnell	Grades K-5
Trait Crate	Grades 1-5
Phonics Lessons	Grades K-2
Lucy Calkins Writing	Grades K-5
Literacy Beginnings	Grade Pre-K

School Wide Reading Strategy Goal 1:

Measurable Improvement Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source																																																																								
To increase student’s alpha levels.	Grades K, 1, 2, 3, 4, 5 ELA Classes	Every child, pre-A through Y, will grow according to the County alpha level growth chart until students reach a Z. <table border="1" data-bbox="693 787 1165 1245"> <thead> <tr> <th colspan="6">COUNTY ALPHA LEVEL GROWTH CHART INSTRUCTIONAL LEVEL</th> </tr> <tr> <th>Fall BAS* Level</th> <th>Spring BAS Level</th> <th>Fall BAS* Level</th> <th>Spring BAS Level</th> <th>Fall BAS* Level</th> <th>Spring BAS Level</th> </tr> </thead> <tbody> <tr><td>Pre-A</td><td>C</td><td>J</td><td>L</td><td>Q</td><td>S</td></tr> <tr><td>A</td><td>D</td><td>K</td><td>M</td><td>R</td><td>T</td></tr> <tr><td>B</td><td>E</td><td>L</td><td>N</td><td>S</td><td>U</td></tr> <tr><td>C</td><td>F</td><td>M</td><td>O</td><td>T</td><td>V</td></tr> <tr><td>D</td><td>G</td><td>N</td><td>P</td><td>U</td><td>W</td></tr> <tr><td>E</td><td>I</td><td>O</td><td>Q</td><td>V</td><td>X</td></tr> <tr><td>F</td><td>J</td><td>L</td><td>N</td><td>W</td><td>Y</td></tr> <tr><td>G</td><td>J/K</td><td>M</td><td>O</td><td>Z</td><td></td></tr> <tr><td>H</td><td>K</td><td>N</td><td>P</td><td></td><td></td></tr> <tr><td>I</td><td>L</td><td>P</td><td>R</td><td></td><td></td></tr> </tbody> </table>	COUNTY ALPHA LEVEL GROWTH CHART INSTRUCTIONAL LEVEL						Fall BAS* Level	Spring BAS Level	Fall BAS* Level	Spring BAS Level	Fall BAS* Level	Spring BAS Level	Pre-A	C	J	L	Q	S	A	D	K	M	R	T	B	E	L	N	S	U	C	F	M	O	T	V	D	G	N	P	U	W	E	I	O	Q	V	X	F	J	L	N	W	Y	G	J/K	M	O	Z		H	K	N	P			I	L	P	R			Benchmark Assessment System Fall 2017 RTI Spreadsheet- 17 - 18	Benchmark Assessment System Spring 2018
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Grades 3, 4, and 5 Strategy Goal 1:

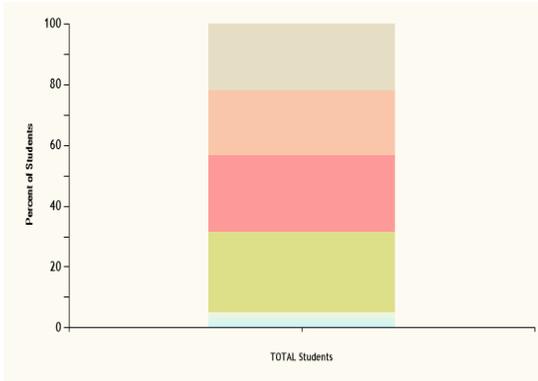
Implementation Steps/Strategies/Professional Development	Person(s) Responsible	Time Line
Teachers will be part of PD on the Benchmark Assessment System	Reading Coach	September
Teachers will follow the Continuum of Literacy Learning to conduct reading lessons	Teachers of ELA in grades 3,4,5	September - June
Teachers will plan and conduct small group guided reading lessons using nonfiction text along with fiction text to match students' instructional levels. Teachers will plan and conduct whole group interactive read aloud, shared reading, shared writing, and interactive writing with nonfiction.	Teachers of ELA, Science, and Social Studies in grades 3,4,5	September - June
Teachers will implement daily independent reading with accountable writing in response to reading	Teachers of ELA in grades 3,4,5	September - June
Teachers will implement daily poetry notebooks	Teachers of ELA in grades 3,4,5	September - June
Teachers will utilize running records and anecdotal notes during guided reading instruction	Teachers of ELA in grades 3,4,5	September - June

Grades K, 1, and 2 Strategy Goal 1:

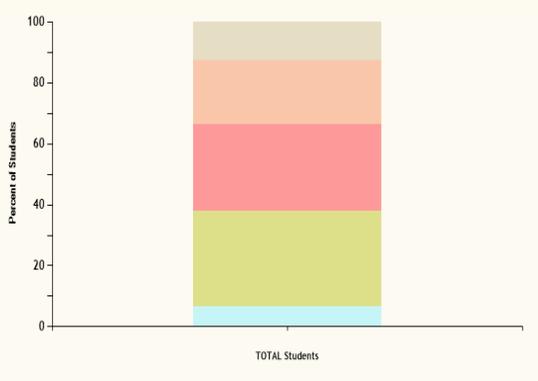
Implementation Steps/Strategies/Professional Development	Person(s) Responsible	Time Line
Teachers will plan and conduct small group guided reading lessons using nonfiction text along with fiction text to match students' instructional levels. Teachers will plan and conduct whole group interactive read aloud, shared reading, shared writing, and interactive writing with nonfiction.	Teachers of ELA, Science, and Social Studies in grades K,1,2	September - June
Teachers will be part of PD on the Benchmark Assessment System	Reading Coach	September
Teachers will follow the Continuum of Literacy Learning to conduct reading lessons	Teachers of ELA in grades K, 1, 2	September - June
Teachers will implement Literacy Beginnings	Teachers in Pre-K	September - June
Teachers will implement lessons using the Guided Reading Book	Teachers of ELA in grades K, 1, 2	September - June
Teachers will utilize the Phonics program through their guided reading	Teachers of ELA in grades K, 1, 2	September - June
Teachers will implement daily independent reading with accountable writing in response to reading	Teachers of ELA in grades K, 1, 2	September - June

Teachers will implement daily poetry notebooks	Teachers of ELA in grades K, 1, 2	September - June
Teachers will utilize running records and anecdotal notes during guided reading instruction	Teachers of ELA in grades K, 1, 2	September - June

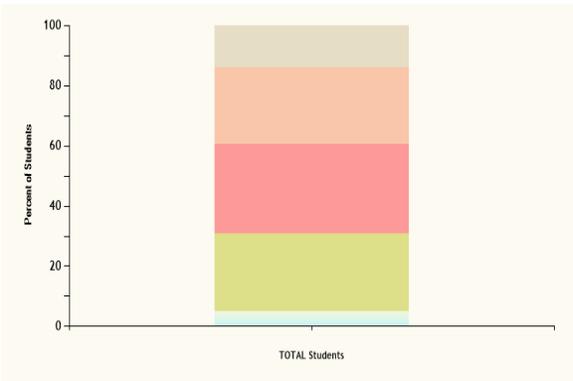
3rd Grade ELA PARCC 2016-2017



4th Grade ELA PARCC 2016-2017



5th Grade ELA PARCC 2016-2017

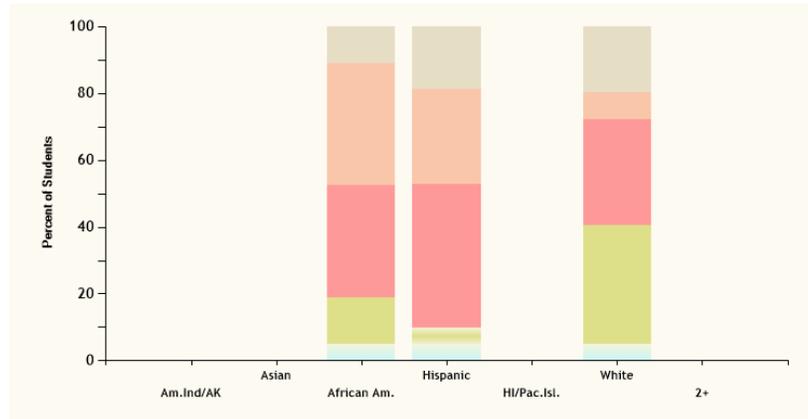


**2017 PARCC Results for English / Language Arts Grade 3
Students by Race/Ethnicity**



2017 PARCC Results for English / Language Arts Grade 3 All Students										
	Exceeded Expectations		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2017										
TOTAL Students	≤ 5.0	*	20.5	23 112	25.9	29 112	26.8	30 112	26.8	30 112

2017 PARCC Results for English / Language Arts Grade 4 Students by Race/Ethnicity

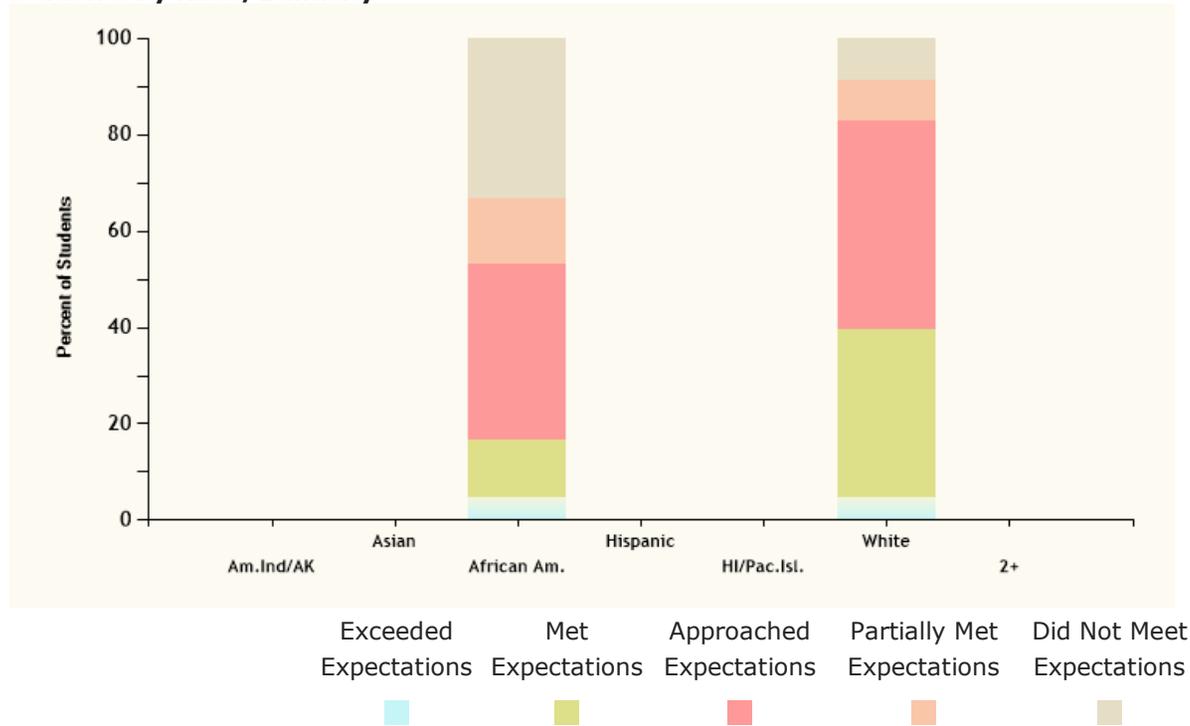


■ exceeded Expectations
 ■ Met Expectations
 ■ Approached Expectations
 ■ Partially Met Expectations
 ■ Did Not Meet Expectations

2017 PARCC Results for English / Language Arts Grade 4 | All Students

	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2017										
TOTAL Students	≤ 5.0	*	18.1	23 127	37.0	47 127	27.6	35 127	15.0	19 127

**2017 PARCC Results for English / Language Arts Grade 5
Students by Race/Ethnicity**



2017 PARCC Results for English / Language Arts Grade 5 | All Students

	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2017										
TOTAL Students	≤ 5.0	*	18.0	16 89	33.7	30 89	20.2	18 89	28.1	25 89

Reading Inventory (RI)

Grade Level	% of Students Advanced	% of Students Proficient	% of Students Basic	% of Students Below Basic
2	8%	19%	27%	46%
3	4%	35%	38%	23%
4	3%	31%	20%	46%
5	8%	25%	29%	37%

BAS (Benchmark Assessment System) 2018 Final Data:

Grade Level	% of Students Below Grade Level	% of Students at Grade Level	% of Students Above Grade Level
Kindergarten	74%	10%	16%
1st	57%	12%	31%
2nd	39%	22%	39%
3rd	50%	10%	40%
4th	32%	26%	42%

BAS Levels 2017 Final Data:

Grade Level	<A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
K	13	17	34	19	11	3	6	2	1	4			2														
1 ST	5	2	6	5	14	4	10	12	9	14	6	6	8	8	4	2		1	2								
2 ND	1	2	1	1	3	5	5	3	5	7	7	6	14	27	12	4	7	4	5	5	3	2					
3 rd					1	2			2	5	5	5	5	8	8	17	12	11	15	11	2	4	1	1	1		
4 th			1						1	2		4	6	4	2	8	4	9	22	11	15	11	4	13	5	4	2

Bas data 2018 end of year

- **BAS DATA**
 - 4th grade
 - Below 50%
 - At 15%
 - Above 38%
 - 3rd grade
 - Below
 - At
 - Above
 - 2nd grade
 - Below 57%
 - At 19%
 - Above 22%
 - 1st
 - Below 70%
 - At 11%
 - Above 19%
 - K
 - Below 51%
 - At 7%
 - Above 42%

Mathematics

Conceptual understanding is critical for students to be able to use and apply mathematics learning outside of the classroom. Strategies and evidence based practices will continue to focus on this need. Although there will be different professional development at different levels, there is one initiative guiding all math teachers. This is the need to raise the level of questioning during instruction. Our focus will be to raise the level of student understanding through the use of higher level questions.

The Elementary grades are focusing on number sense and reasoning through the use of Number Talks versus memorizing procedures. All lessons must promote the eight Math Practices as stated in MDCCRS. Interim Assessments are designed to assess conceptual understandings that stretch beyond basic computation. Teachers in grades 1-8, algebra 1, geometry and algebra 2 will integrate problems from the Promoting the Practices (P3) booklets that were prepared by the math professional development coaches. Teachers have received professional development on these high-level problems that push student thinking while developing perseverance and understandings.

Provide a list of additional instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

Measurable Improvement Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source
Students will develop strategies to make sense of problems and persevere in solving them as described in the Common Core Math Practices.	Grades Pre-K to 5	Increase the percentage of students performing at proficiency or higher on OA standards focusing on word problems on Math Interim Assessments	Math Interim Assessment 3 2017	Math Interim Assessment 3 2018

Implementation Steps/Strategies	Person(s) Responsible	Time Line
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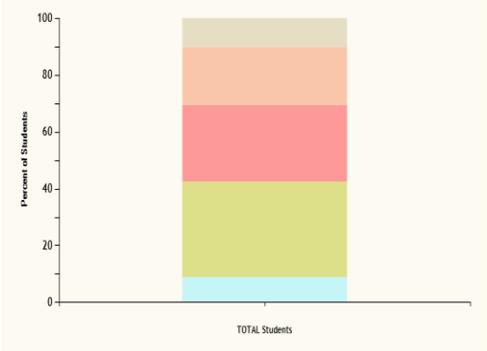
Students will have daily opportunities with problem solving either collaboratively or independently.	Teachers of Math in grades K, 1, 2, 3,4,5	September - June
Teachers will use tasks that challenge students to develop multiple strategies and solutions.	Teachers of Math in grades 1, 2, 3,4,5	September - June
Students will regularly examine the work of their peers and discuss the similarities and differences.	Teachers of Math in grades 1, 2, 3,4,5	September - June
Teachers will reduce the quantity of tasks and increase the quality and level of cognitive demand of the tasks used.	Teachers of Math in grades K, 1, 2, 3,4,5	September - June
Students will develop strategies to help them persevere when they are challenged.	Teachers of Math in grades 1, 2, 3,4,5	September - June

Math Interim 3 Assessment Results for 2017

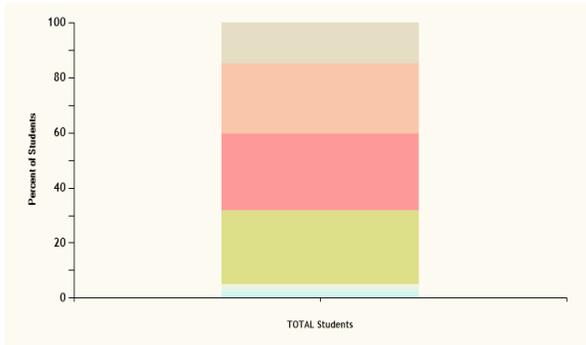
Grade	% Met 2017	Goal 2018
1 st Grade	55.9%	61.4%
2 nd Grade	10.3%	12.3%
3 rd Grade	50%	55%
4 th Grade	28%	30.8%
5 th Grade	32.6%	35.8%

The number of students that scored proficient or higher will grow by 10% of the previous year's amount.

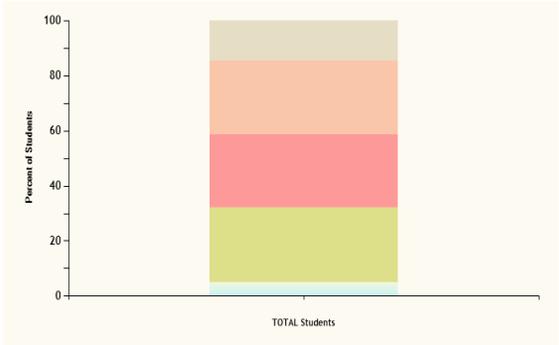
3rd Grade Math PARCC 2016-2017



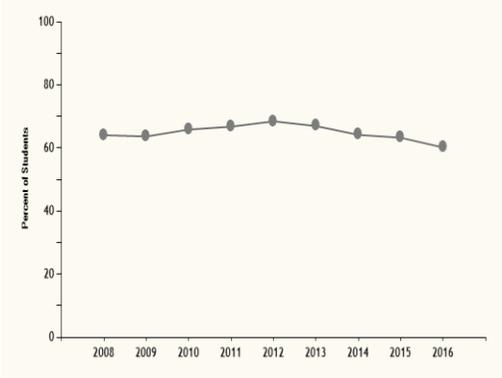
4th Grade Math PARCC 2016-2017



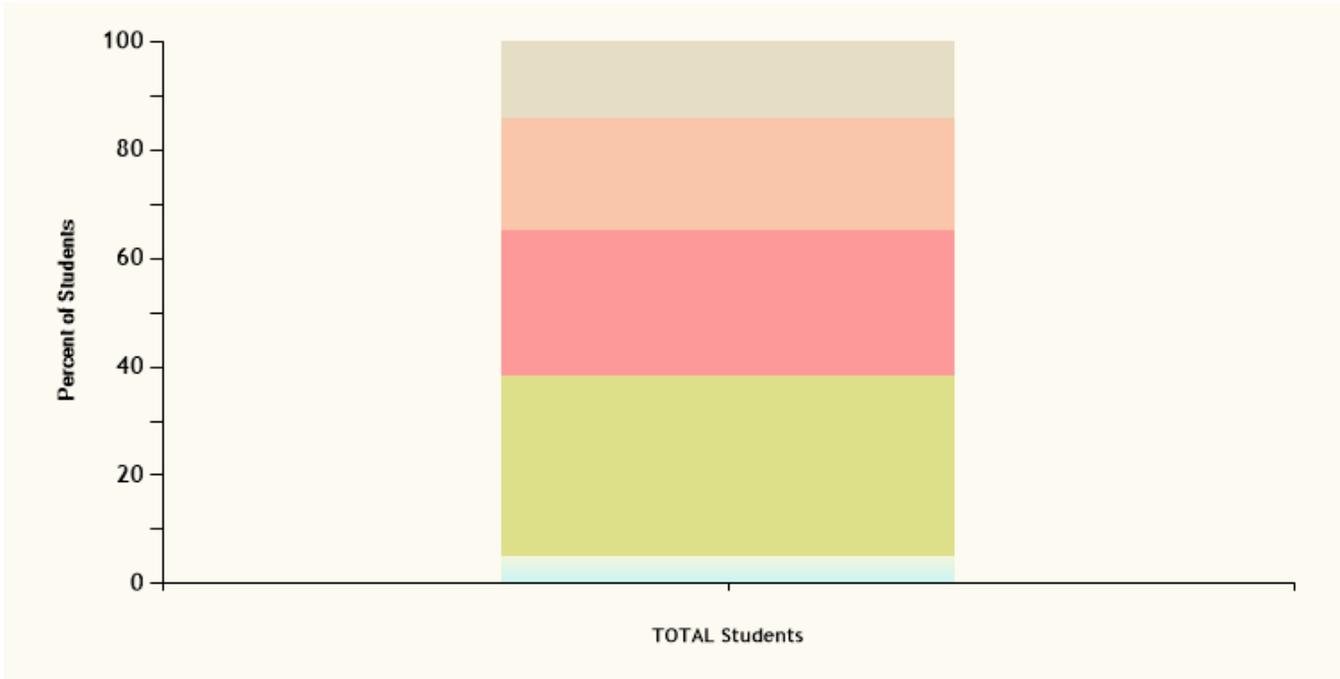
5th Grade Math PARCC 2016-2017



5th Grade MSA Science 2016-2017

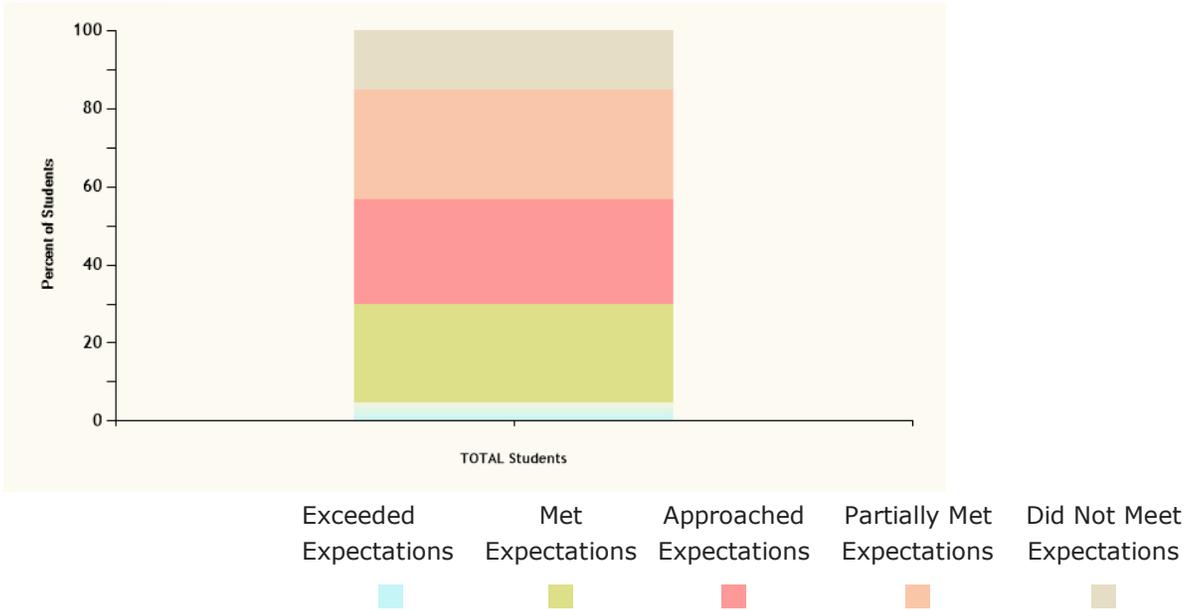


**2017 PARCC Results for Mathematics Grade 3
All Students**



017 PARCC Results for Mathematics Grade 3 All Students										
	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2017										
TOTAL Students	≤ 5.0	*	34.5	40	27.6	32	21.6	25	14.7	17
				116		116		116		116

**2017 PARCC Results for Mathematics Grade 4
All Students**



2017 PARCC Results for Mathematics Grade 4 | All Students

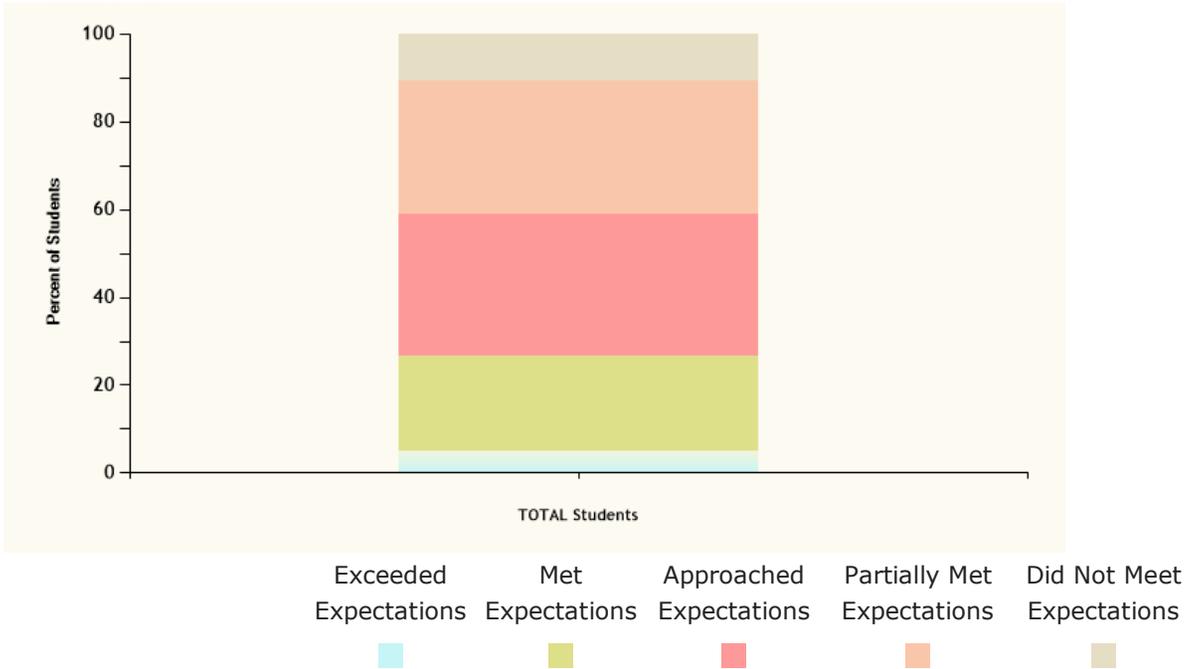
[Show #](#)
[Descriptions »](#)

2017

TOTAL Students

Exceeded		Met		Approached		Partially Met		Not Met	
%	#	%	#	%	#	%	#	%	#
≤ 5.0	*	26.2	34 130	28.5	37 130	29.2	38 130	16.2	21 130

**2017 PARCC Results for Mathematics Grade 5
All Students**



2017 PARCC Results for Mathematics Grade 5 | All Students

	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2017										
TOTAL Students	≤ 5.0	*	21.7	20 92	32.6	30 92	30.4	28 92	10.9	10 92

**Pre-Kindergarten:
Reading**

Key Indicator	% of Students Needs Development	% of Students In Progress	% of Students Proficient
Through listening, answers questions about key ideas and details in the text	15%	43%	42%
Demonstrates decoding of words through phonics and word analysis	9%	44%	47%
Demonstrates or clarifies the meaning of unknown and multiple meaning words	15%	43%	42%

Mathematics

Key Indicator	% of Students Needs Development	% of Students In Process	% of Students Proficient
Counts by rote 1-10	4%	0%	96%
Counts objects in a group 1-10	4%	0%	96%
Makes group of objects 1-10	7%	11%	82%
Recognizes numbers 0-10	4%	11%	85%

Represent a number by making a set of objects with concrete materials is a strength for the pre-kindergarten students.

Kindergarten:

Key Indicator	% of Students Needs Development	% of Students In Process	% of Students Proficient
K.OA.A.2 Solve addition and subtraction word problems within 10	10%	39%	51%
K.OA.A.3 Decompose numbers less than or equal to 10	7%	36%	57%
K.NBT.A.1 Compose and decompose numbers 11-19	10%	37%	53%

Writing numbers 0-20 and consonant letter sounds are strengths for the kindergarten students. Speaking audibly and expressing thoughts, feelings and ideas clearly and decomposing numbers less than or equal to 10 are weaknesses for our students.

dd

KRA Domains and Composite Report - Wicomico County																		
	Demonstrating						Approaching						Emerging/Not Yet Demonstrating					
	2015		2016		2017		2015		2016		2017		2015		2016		2017	
	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)
Language and Literacy	430	37%	301	27%			-	-	-	-	-	-	718	63%	819	73%		
Mathematics	364	32%	209	19%			-	-	-	-	-	-	787	68%	917	81%		
Social Foundations	707	61%	640	57%			-	-	-	-	-	-	445	39%	490	43%		
Physical Development	732	63%	632	57%			-	-	-	-	-	-	421	37%	483	43%		
Composite	490	43%	363	33%			470	41%	464	42%			181	16%	277	25%		

KRA Domains and Composite Report - Prince Street																		
	Demonstrating						Approaching						Emerging/Not Yet Demonstrating					
	2015		2016		2017		2015		2016		2017		2015		2016		2017	
	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)
Language and Literacy	19	18%	14	14%			-	-	-	-	-	-	88	82%	86	86%		
Mathematics	21	19%	14	14%			-	-	-	-	-	-	88	81%	86	86%		
Social Foundations	38	35%	36	36%			-	-	-	-	-	-	71	65%	64	64%		
Physical Development	59	54%	45	45%			-	-	-	-	-	-	50	46%	55	55%		
Composite	19	18%	18	18%			56	52%	39	39%			32	30%	43	43%		

The analysis shows that a significant number of the children entering our kindergarten are lacking the basic readiness skills.

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Plan and implement lessons aligned with content standards and the State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. <ul style="list-style-type: none"> ○ Houghton Mifflin Reading Series ○ Ladders-National Geographic – grades 3-5 ○ Explicit instruction mode ○ Comprehension Toolkit ○ The Daily Five Reading Literacy Framework ○ Leveled Literacy Intervention/Strategies (running records) ○ Reading A to Z (RAZ kids) ○ Leveled Fountas and Pinnell Readers ○ Moodle Activities- Lesson Seeds ○ Literacy Beginnings - PK ○ The Continuum of Literacy Learning ○ The Trait Crate ○ Lucy Calkins writing ○ Phonics Lessons ○ Paired Texts- grades 3-5 ○ Purchase 10 sets of 6 Bee-Bots for all Pre-K and K Classrooms. Each set comes with the Bee-Bot Backpack to store them in and the Docking Station to recharge them. Purpose: Provide developmentally appropriate opportunities in a variety of subjects, from mathematics to language arts. Also, to assist the culturally diverse students in accessing the curriculum as well. ○ Outcome: Students will be become familiar with the use of technology and develop skills to enhance reading and math. • Assess student progress in meeting content standards. <ul style="list-style-type: none"> ○ PARCC ○ Reading Inventory (RI) ○ Wicomico County Writing Diagnostic Assessment – Grades 3-5 	<p>On-going</p>	<p>Classroom Teachers</p>

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> ○ Wicomico County Interim Assessments in ELA ○ Common Assessments (Grade level specific) ○ Benchmark Assessment System (BAS) - Performance Matters ○ Exit tickets ○ Conferencing with students ○ Student writing responses to prompts ● Modify instructional strategies and/or pacing based on assessment results. <ul style="list-style-type: none"> ○ Flexible grouping ○ Read Naturally ○ Leveled Literacy Intervention (LLI) – Performance Matters ○ FunDations – Performance Matters ○ Wilson Reading – Performance Matters ○ Computer lab ○ Learning A to Z (Reading A to Z, Raz-Kids and Vocabulary A to Z) ○ Teddy Bear Press ● RCA information/Get your Teach On Conferences: <ul style="list-style-type: none"> ○ Ron Clark Academy implementation will occur the summer and fall of 2018 ○ Administration and 11 teachers will attend The Ron Clark Academy in October. ○ Staff will attend a 2-day workshop at the RCA academy to promote student engagement, academic rigor while meeting student needs. ○ Administration and 7 teachers will attend the Get Your Teach on conference. Held in Charlotte NC, in October. This conference emphasizes the RCA philosophies. ○ Teachers will be participating in a Book Study during the summer of 2018 using The Wild Card by Hope and Wade King ● Arts Integration Activities will occur in all grade levels throughout the year. <ul style="list-style-type: none"> ○ Pre-Kindergarten - 5 will have an Artist in Residence for one week to teach an art form connected to a current instructional content standard based on our school wide theme of 		

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>Kindness. Focus on increased student achievement through interdisciplinary studies and connections to Common Core</p> <ul style="list-style-type: none"> ○ Outcome: Students will be able to compare, contrast, and demonstrate appreciation for cultural differences ○ 5th Grade will work with Max Bent to come of with Kindness poems. The academic standard with Be student speaking and listening skills ○ Each grade level will make tie dye shirts. <ul style="list-style-type: none"> ● Summer LLI tutoring will occur for 108 students entering Kindergarten through 4th grade who are reading below grade level. 8 teachers will be hired to teach LLI, one teacher for reading enrichment through art and one teacher for math enrichment through Physical Education. Students will remain at the same alpha level in the fall that they left in the spring or they will grow an alpha level. ● Utilize revised 75-minute block aligned with EM4. ● Follow the suggested pacing dates in Mathematics Curriculum Resource for the Maryland College and Career Ready Standards. ● Plan and implement lessons aligned with content standards and the State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. <ul style="list-style-type: none"> ○ Inquiry Based Instruction (Math) ○ Van de Walle- grades K-5 ○ Number Talks K-5 ○ Implement daily math meeting as described in the County Curriculum Document ● Assess student progress in meeting content standards. <ul style="list-style-type: none"> ○ PARCC ○ Wicomico County Interim Assessments ○ Common Assessments (Grade level specific) ○ EM4 Unit Assessments ○ Exit tickets ● Modify instructional strategies and/or pacing based on assessment results. ● Pre-School children will capitalize on their fascination with the everyday world by taking field trips to increase their development of language and literacy skills through science. ● Flexible grouping ● Pre-kindergarten expansion grant monies will be utilized to build, develop, and expand voluntary, high-quality pre-school programs. 	<p>Ron Clark Academy visit will take place March 7th-10th; implementation to follow</p>	<p>Principal, Assistant Principal, and one ILT chair</p>

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • Utilize Professional Learning Communities (consisting of administrators and teachers) to discuss and analyze student performance data and decide on instructional changes. PLC meetings are held weekly with each grade level; meetings will be one-hour in duration. Professional development coaches will attend one meeting per month. <ul style="list-style-type: none"> ○ Share results from common assessments and interim assessments to monitor the progress being made to meet the instructional goals. ○ Discuss possible grouping changes, instructional strategies, and resources/materials available to improve student achievement utilizing the county interim assessments, BAS and formative assessment data to determine opportunities for remediation and enrichment. Performance Matters will be utilized to organize and share the data of individual students and the overall instructional program. ○ Identify and commit to action(s), or continuations of current instructional practices, based upon the PLC discussion regarding student performance data. Share evidence and results of the implementation of the identified improvement action at subsequent PLC meetings. • Utilize the Instructional Leadership Team (consisting of administrators, teachers, and parents) to share strategies and best practices that should prove useful in improving student performance in one or more of the identified areas. 	On-going	Administrators Teachers
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Provide guided reading instruction utilizing appropriate instructional level text based on the Fountas & Pinnell Continuum of Learning Literacy. Students will sit at kidney shaped tables, so teachers can be in the center of students to provide the most direct and timely support to students while they read. • Provide students the opportunity to read at an independent level. • Utilize leveled readers. • Utilize classroom libraries. • Teach students how to choose “Good Fit” books (based on readability and interest) to increase the amount of silent reading. 	On-going	Teachers

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> • Provide students with formal/informal writing opportunities in all subject’s areas daily (e.g., exit tickets, journals, explain an answer with text evident responses, summaries, notes, learning logs, writing to learn task, or the formal opportunities of opinion, informative/explanatory, or narrative writing). • Utilize complex text read-aloud to build vocabulary and background knowledge. • Utilize non-fiction material and current event magazines, such as Weekly Reader, Time for Kids, Story works, Scholastic News and National Geographic to expose students to current non-fiction material. • Utilize a variety of technology resources (iPads, laptops) to promote Reading/ELA skills. • Utilize tier 2 vocabulary instruction with words selected from texts in all subjects. • Utilize close analytic reading with text dependent questions through complex text read-aloud in the primary grades and student reading of complex text in grades 3-5. • Utilize books to support author studies. 		
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading PARCC Assessment.</p> <ul style="list-style-type: none"> • Provide students with opportunities to read independently to develop stamina. • Administer timed, independent activities to prepare students for assessments and provide feedback (e.g., grades, conferences, classroom discussion, model answers) • Provide students with multiple opportunities to write. • Utilize Moodle activities and seed lessons. • PARCC Practice • Pre-Kindergarten and Kindergarten teachers will utilize Bee-Bots instructional mats to master grade-level standards 	On-going	Teachers
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Modify instructional strategies and/or pacing based on assessment results. <ul style="list-style-type: none"> ○ Flexible grouping ○ Read Naturally ○ Leveled Literacy Intervention (LLI) – Performance Matters ○ FunDations – Performance Matters ○ Wilson Reading – Performance Matters ○ Computer lab 	On-going	Teachers

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> ○ Learning A to Z (Reading A to Z, Raz-Kids and Vocabulary A to Z) ○ Teddy Bear Press ○ Purchase 48 laptops for use in the intermediate grades. Purpose: To be used in ELA and Math classes to enhance preparation for PARCC by providing content that will mirror student’s expectations on the assessment. ○ Outcome: Students will become more proficient in the skills required for reading and math proficiency. ○ Purpose: To be used in ELA and Math classes to enhance preparation for PARCC by providing content that will mirror student’s expectations on the assessment. ○ Outcome: Students will become more proficient in the skills required for reading and math proficiency. 		
<p>A6 Utilize strategies to teach problem solving, number sense and computation in an inquiry based format to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> ● Provide ongoing opportunities for students collaboratively and independently to use problem-solving strategies at the highest levels (interpretive and critical) of cognitive demand. ● Use real-life activities and content relevant to students to increase student interest. ● Use math meeting/math warm-up time for daily spiral review of grade level content. ● Implement Number Talks at least 3 times per week. ● Provide students with formal/informal writing opportunities in math daily (e.g., exit tickets, journals, explain a problem of your choice). ● Use questions at varying levels of cognitive demand to promote higher level thinking. ● Integrate measurement, graphing, and other skills that align with science content. ● Use terminology from the math Maryland College and Career Readiness Standards (MCCRS) (CCSS) to familiarize students with appropriate vocabulary and foster communication skills. ● Increase students’ communication skills through regular partner, group and/or class discussions in all content areas (transdisciplinary). ● Utilize math manipulatives daily to enhance learning. ● Utilize a variety of technology resources on a regular basis to promote mathematical learning. ● Students will have the opportunity to read and write on-line, a minimum of once a cycle ● Utilize ST Math online program to promote content mastery on grade level standards, students will have access to this program twice per six-day cycle. 	On-going	Teachers

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>https://www.evidenceforessa.org/programs/math/elementary/st-math-spatial-temporal-math</p> <ul style="list-style-type: none"> Students and teachers will access Connect Ed as part of the Everyday Math curriculum. Hire a consultant for math PD (ST Math) - 4 days with pre-k-grade 5 (1-day PD - 1/2 day primary and 1/2 day intermediate; 3 follow-up days with classroom demos, debriefing, and planning. Purpose: To provide teachers with strategies for increasing students' understanding and performance of ST Math. <p>Outcome: Students will become more proficient in the math skills.</p>		
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math PARCC Assessment.</p> <ul style="list-style-type: none"> Provide students with opportunities to solve problems independently to develop stamina. Administer timed, independent activities to prepare students for assessments and provide feedback (e.g., grades, conferences, classroom discussion, model answers) PARCC Practice Administer and review EM4 Unit Assessments to identify students' strengths and weaknesses and upload to data SharePoint site. 	On-going	Teachers
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> Assess student progress in meeting content standards. <ul style="list-style-type: none"> PARCC Wicomico County Interim Assessments Common Assessments (Grade level specific) EM4 Unit Assessments Exit tickets Modify instructional strategies and/or pacing based on assessment results. 	On-going	Teachers
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> County-adopted instructional software (Flocabulary, Discovery Education) iPads (reading and math) Computers/Laptops Moodle Google Docs Performance Matters (Unify) ConnectED 	On-going	Teachers Technology Coach

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> ○ SharePoint ○ Purchase 48 laptops for use in the intermediate grades. Purpose: To be used in ELA and Math classes to enhance preparation for PARCC by providing content that will mirror student’s expectations on the assessment. Outcome: Students will become more proficient in the skills required for reading and math proficiency. ○ Purchase 2 laptop carts (each cart will hold 24 laptops) Purpose: To be used in ELA and Math classes to enhance preparation for PARCC by providing content that will mirror student’s expectations on the assessment. Outcome: Students will become more proficient in the skills required for reading and math proficiency. 		
<p>A10 Improve teachers’ expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> ● Provide professional development and support in the use of instructional and administrative hardware and software <ul style="list-style-type: none"> ○ iPads ○ Computers/Laptops ○ Interactive whiteboards ○ Google Docs ○ Performance Matters ○ EM4 Technology Components – ConnectED ○ SharePoint 	On-going	Technology Coach Lead Teachers in Technology (LTT)
<p>A11 Provide on-going professional development and content planning opportunities for teachers.</p> <ul style="list-style-type: none"> ● Provide professional development for teachers and paraprofessionals for the implementation of Maryland College and Career Readiness Standards (MCCRS) both during the day and after school. ● Enhance transdisciplinary lessons incorporating ELA/Math/Science ● Technology to enhance guided reading, writing, research, iPads ● Work with parents as equal partners to enhance student achievement, through workshops and meetings designed to bridge home and school. ● Differentiated Instruction in reading/ELA and mathematics (Enrichment) ● Provide summer and after school professional development opportunities for teachers to plan with the math and ELA coach. The PD will enhance teacher understanding of the MCCR standards and 	On-going	Administrators/Reading and Math Coach/Teachers

Focus Area A: Instruction and Student Learning: Accelerate student learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>will allow opportunities for them to collaboratively plan instructional activities. Teachers will work together to plan and have a better understanding of the curricular standards and outcomes.</p> <ul style="list-style-type: none"> Hire substitutes for 1/2-day debriefing, reflections and planning with ST Math. <p>Purpose: To provide teachers with the opportunity to debrief and plan with ST Math on online skills and classroom implementation.</p> <p>Outcome: Students will become more proficient in the math skills.</p> <ul style="list-style-type: none"> RCA information: <ul style="list-style-type: none"> Ron Clark Academy implementation will occur the summer and fall of 2018 Administration and 11 teachers (1 teacher from every grade and 4 special area teachers) Staff will attend a 2-day workshop at the RCA academy to promote student engagement, academic rigor while meeting student needs. Administration and 7 teachers will attend the Get Your Teach on conference. Held in Charlotte NC, in October. Teachers will be participating in a Book Study during the summer of 2018 using The Wild Card by Hope and Wade King 		
<p>A12 Develop transition plans for students entering Pre-kindergarten and students entering intermediate school.</p> <ul style="list-style-type: none"> Schedule and hold articulation meetings with local early childhood centers (e.g., Head Start, Kings Kid’s Academy, Stepping Stones Learning Academy, Mitchell’s). Host visits by early childhood centers’ staff as requested. Host professional development opportunities for childcare providers. Visit home child care facilities, as well as, child care centers serving the Prince Street area to discuss collaborative opportunities for co-teaching with Pre-K teachers. 	March/ April/May	Administrators; Pre-K/K teachers
<p>A13 Utilize Professional Learning Communities (consisting of administrators and teachers) to discuss and analyze student performance data and decide on instructional changes.</p> <ul style="list-style-type: none"> Share results from common assessments, interim assessments and Open Response and Reengagement Task from EM4 to monitor progress. 	Administrators Teachers Coaches	On-going

Focus Area A: Instruction and Student Learning: Accelerate student learning

Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> • Discuss possible grouping changes, instructional strategies, and resources/materials available to improve student achievement utilizing the county interim assessments and formative assessment data to determine opportunities for remediation and enrichment. Performance Matters will be utilized to organize and share the data of individual students and the overall instructional program. • Identify and commit to action(s), or continuations of current instructional practices, based upon the PLC discussion regarding student performance data. Share evidence and results of the implementation of the identified improvement action at subsequent PLC meetings. • Utilize the Instructional Leadership Team (consisting of administrators, teachers, and parents) to share strategies and best practices that should prove useful in improving student performance in one or more of the identified areas. • Purchase materials of instruction to support instructional strategies gained through Professional Development and to meet curricular standards. • A group of four teachers will attend the Arts in Motion Academy at Salisbury University the 3rd week of June. These four teachers will make up the Arts Integration committee for the following school year to help with implantation. The Arts Focus for the 2018/19 school year will be kindness. 		

EXTENDED LEARNING OPPORTUNITIES

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (PD, workshops, after school programs, etc.). Provide a simple description of the frequency, duration, and primary use of collaborative time. List teachers that meet by type, during collaborative time (i.e., grade level teams, departments, etc.).

Program/Activity	Audience	Purpose	Duration	Frequency
Art Club	3 rd through 5th	Enrichment	October - May	Once a week on Mondays
Communications Arts and Technology (C.A.T.) Club	Grade 5	Enrichment	Sept-May	Once per week
Prince Street Steppers (boys and girls)	Grades 3-5	Enrichment	October-May	Once per week
Nothing' But Net	Grades 4-5	Enrichment	March-June	weekly
Operation S.P.E.A.K. (Stimulate Prepare Encourage Articulate Kids)	Grade 5	Enrichment	October-December	Daily
P.E.A.R.L.S.- Purpose, Encourage, Acceptance, Respect and Love	Grades 4-5	Enrichment	Sept-May	Once per week
CHEER	Grades 4-5	Enrichment	Feb-June	Once per week
Ballet	Grades 1-2	Enrichment	Sept-April	Once per week

Jazz	Grades 3-5	Enrichment	Sept-April	Once per week
Lego League	Grades	Enrichment	Sept-April	Once per week
Cross Country	Grades 4-5	Enrichment	8 weeks	Once per week
Girl Scouts	Grades	Enrichment	Feb-May	Weekly
Inspiration Dance	Grades 1-2	Enrichment	Oct- May	Once per week
S.T.R.E.A.M	Grades 3-5	Remediation & Enrichment	Two Hours	Four days per week
Summer LLI Program Provide Summer LLI Tutoring for upcoming 3rd, 4th and 5th grade students scoring below grade level expectancy (teachers) Purpose: Reduce likelihood of summer slide in reading Outcome: 100% of the participants will remain at the starting alpha level in the fall or increase by one or more alpha levels	Students entering grades 1-5	Remediation	four Hours	Four days per week

Focus Area B: Improve Student Attendance		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
B1 Review and analyze student attendance data. <ul style="list-style-type: none"> Publish daily homeroom attendance report. Publish monthly attendance report. 	On-going	Administrator ILT
B2 Implement activities to encourage and recognize outstanding student attendance. <ul style="list-style-type: none"> Utilize Communicator to inform parents of attendance issues. Utilize Parent Link to notify parents of student absences. Mail attendance letters at intervals of 5, 10, and 15 days of absences. Communicate attendance concerns to families of students with excessive absences or tardiness. Conduct home visits to discuss school attendance. Pursue legal options such as Truancy Court as needed. Provide interpreters for parent conferences, as needed. Provide parent communication letters in home language, when possible.	On-going	Teachers Administrators Home School Liaison Home School Liaison and Pupil Personnel Worker Administrators
B3 Recognize students with good attendance. Recognize students with 3 or fewer days of absence at Honor Day assemblies	Quarterly	Administrators

Attendance Data:

We will increase (maintain) the percentage of student attendance to (at or above) 94%.			
Student Group:	2015-15	2016-17	2017-2018
All Students	94.54%	94.15%	94.5%
American Indian/Alaskan Native	97.35%	94.42%	NA
Asian	96.7%	96.72%	9.0%
Black or African American	94.92%	94.43%	95.0%
Hispanic/Latino of any race	95.51%	94.54%	94.8%
White	92.69%	93.12%	92.9%
Two or more races	94.56%	92.61%	93.0%
FARMS	94.5%	93.86%	92.6%
Special Education	93.26%	93.57%	93.6
Limited English Proficient	96.48%	94.83%	NA

Strengths: Our school met the goal of 94% attendance rate with 94.15% attendance.

Areas of Need: The Prekindergarten and Kindergarten attendance continues to be the lowest.

Mobility Rate:

Student Mobility 6/8/17					
Student Mobility		Entrants		Withdraws	
%	#	%	#	%	#
36.49%	256	19.81%	139	16.68%	117

Focus Area C: School Structure: Improve school climate to ensure a safe, drug-free environment conducive to learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>C1 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> Review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. Review the Crisis Plan and safety drill procedures during faculty meetings. Conduct safety drills with students, (fire evacuation, civil defense, code red) as mandated. Conduct tabletop Crisis Drill, and mock evacuation drill every year. 	On-going	Administrators Staff
<p>C2 Reduce office referrals by 10% by increasing students' social thinking skills</p> <ul style="list-style-type: none"> The School Counselor, Student Advisor, Licensed Clinical Social Worker and Behavioral Interventionist will lead student support groups. Implement the Stop! Think! Learn! Program school-wide to teach students social behaviors. We will educate parents on the Stop! Think! Learn! Program during family engagement activities. Principal, Assistant Principal and one ILT chair will visit the Ron Clark Academy to attend workshops on creating a climate and culture that promote student success and strategies for effective classroom discipline. 	On-going	Administrators Staff

Focus Area C: School Structure: Improve school climate to ensure a safe, drug-free environment conducive to learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>C3 Reduce use of reactive discipline measures in schools (e.g. office discipline referrals, detentions, suspensions, expulsions) for all students.</p> <ul style="list-style-type: none"> Continuously use a proactive approach to establish the behavioral supports and social culture needed for all students in school to achieve social, emotional and academic success. Specially assigned PBIS team to meet monthly to track progress and data. This data is used to identify status, need for change, and effects of interventions. School wide class dojo system used in all classrooms to track each student’s success. Monthly, quarterly, and yearly incentives for students. Systems for students that are high risk in place. 	On-going	Administrators Staff

Student Behavior & Discipline

	2014-2015	2015-2016	2016-2017	2017-2018 (Mid-Year)	2017-2018 End of year
Total Number of Referrals	123	398	363	191	447

PRINCE STREET SCHOOL IMPROVEMENT PLAN 2018/19

Disrespect	13	82	25	7	34
Disruptions	22	81	108	49	142
Attack on Student	26	70	72	34	88
Subgroup Data					
African American	93		267	113	323
White	22	311	36	44	49
Asian	0	53	0	4	4
Hispanic	5	0	21	4	29
Multi			19	26	
Special Education	30	8	26	?	
Bus suspension				41	

Referrals by grade level	2016-17	2017-18	2018/
Pre-k	0	6	
K	6	14	
1 st	11	9	
2 nd	15	41	
3 rd	32	33	

4th	71	19	
5th	14	24	

School Focus: Our goal is to decrease the number of referrals by 10%.

Strengths: The increase of number of referrals may be contributed to a change in our system for reporting student behavior and due to the overall increase of student enrolled for the 2017-2018 academic year.

- 369 referrals last year 5/25/18 and 323 referrals as of 5/25/17
- We decreased our referrals by 12%
- The school is not continuing with Stop!Think!Learn! next year during Social Studies. It will be replaced with strategies from the RCA.
- With an increase in 5th grade teachers (2) the referral rate when down by over 100.
- Looking at keeping 6 teachers in third grade for next year due to the referral rate of incoming third graders.

Areas of Need: African American students have the highest number of referrals.

Opportunities for Improvement:

- The School Counselor, Student Advisor, Licensed Clinical Social Worker and Behavioral Interventionist will lead student support groups.
- We will also implement the Stop! Think! Learn! Program school-wide next year to teach students social behaviors.
- We will educate parents on the *Stop! Think!* Program during family engagement activities.

Parent Involvement:

- The research is clear: family involvement, more than financial well-being, is a better predictor of a student’s academic and social success. Children whose families are involved in their learning display more positive attitudes toward school, behave better in and out of class, earn better grades, and are more apt to pursue higher learning. Prince Street is committed to working with all parents to ensure they have information about their child’s classes and have information about how they can support their child’s academic learning. Administrators and teachers are committed to nurturing and supporting family involvement in a variety of ways.
- In the fall of each school year – to kick off American Education Week - the Wicomico County Board of Education sponsors a family involvement conference for parents. This conference brings together the resources of the community and schools to benefit parents. Held on a Saturday, the conference covers a wide range of topics that are of interest to parents in supporting their child academically and socially. There are also topics that support strengthening families: how to buy a home, financial advice, etc. The conference is free, interpreters and childcare are provided; a light breakfast is served; businesses donate door prizes for attendees. Parents can register online, through a paper registration or on the day of the conference. Parents also serve on the organizing committee for the conference.

- In the spring of each school year, the Wicomico County Board of Education sponsors the Summer Engagement Expo & More to connect families with engaging summer activities in our community in which their child can be involved. Different community organizations that provide activities for children during the summer months set up a table and share information about their programs. To support parents, mini-sessions are held to discuss Career & Technology Education; Visual and Performing Arts; Dual Enrollment, Honors and AP classes and the new SAT. This event is held the first week of March, prior to middle and high school scheduling; therefore, guidance counselors from middle schools and high schools are available to answer questions parents and students have about scheduling for classes for the next school year.
- A Title I Orientation Meeting is held at the beginning of the school year at Prince Street Elementary that provides parents with an introduction and overview of the Title I program. Parents are encouraged to submit any questions they may have about the School Improvement Plan to the ILT Chair or Administrator. Any questions about the Title I program may be directed to the Administrator or Intervention Teachers. During the year, two Parent Advisory Council meetings are held to discuss the following topics: Title I program, parent involvement budget, State Curriculum, state and local assessment information, School Compacts, parent Involvement Brochure and Survey information. Parents also provide input on professional development for teachers as it relates to understanding the school community and parent involvement. Two Family Fun Reading and Math nights for parents and students are held to reinforce academic strategies taught in the classroom and to empower parents to support specific skills at home. At least one strategy workshop is offered to parents based on Parent Interest Surveys completed by parents in the beginning of the school year. Interpreters and taxi transportation are offered to families for these events.
- Prince Street Elementary School fully supports Section 721 of the Elementary and Secondary Education Act (ESEA) which asserts that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. The school works to ensure that homeless children and youth have access to educational and other services that they need to meet the same state academic achievement standards and assessments to which all students are held as well as that there are no barriers to their enrollment, attendance, or success in school.
- Prince Street Elementary School accepts the Wicomico County Board of Education's family involvement policy and has aligned its school-level parent involvement plan accordingly. Prince Street's Parent Involvement Brochure is developed with input from parents, reviewed annually and sent home the first week of school. It is available for parents to review on Prince Street's website.
- The Prince Street Elementary School Improvement Plan is available for parents to review. This plan is available for review at www.wcboe.org or parents can receive a hard copy at the Back to School Night in September. This plan incorporates the 10 components of a schoolwide Title I program and the instructional, attendance and program goals of the school. Parents may submit questions or comments to the Principal or School Improvement Team Chairperson.
- Teachers will make parents aware of how to access Parent Portal beginning in 1st grade. This information will also be shared via the Panther Press Newsletter in September and there are pamphlets available in the front office.

Home School Compact

The Parent Advisory Committee (PAC) meets at least twice a year to review and get parent input on the Home School Compact. The Compact is in the Friday folders and sent home during the first week of school. It is also available for parents to review on Prince Street's website. The Compact is used at parent teacher conferences.

Focus Area D: Family & Community Engagement: Increase parent and community engagement

Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
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<p>D1 Enhance parent communication and family engagement in the educational process.</p> <ul style="list-style-type: none"> • Generate and distribute a Parent Newsletter in multiple languages • Generate and distribute a Parent Phone Link in multiple languages (Spanish, Haitian, and English) • Utilize student planner/agendas. • Utilize Communicators (weekly communication folders in grades 1-5; daily communication folders in Pre-K/K). • Schedule four PTA meetings throughout the year. • Hold at least two-family reading and math nights for parents and students to reinforce academic strategies taught in the classroom and to empower parents to support specific skills at home. <ul style="list-style-type: none"> ○ Curriculum Carnival will be held to enhance student’s knowledge in grade level instructional content areas. Each grade level will create a reading and math hands-on activity for students to participate in at the carnival. Reading and math websites and activity packets will be distributed for parents to reinforce the concepts at home. ○ Parents and students will visit the Wicomico County Library to obtain a library card, as well as, learn reading and math strategies and concepts currently being taught. Reading and math websites and activity packets will be distributed for parents to reinforce the concepts at home. ○ Zoo Night will be held to reinforce academic strategies in reading and math. Reading and math websites and activity packets will be distributed for parents to reinforce the concepts at home. • Develop and conduct 1 parent workshop <ul style="list-style-type: none"> ○ A Parent Workshop Night will be held based upon the parent surveys. • Provide critical information in multiple languages as needed. • Home Learning is offered <ul style="list-style-type: none"> ○ Raz-Kids- Students can use their login from school to access the reading program on their individual reading levels. ○ ST Math- Students can use their logins from school to access the math program on their individual math levels. ○ Home Links- This is a resource for parents to use to help with math homework. • Title I Orientation Meeting - Provide parents with an overview of the Title I program • Hold 2 Parent Advisory Council (PAC) meetings to obtain feedback as to how the Title I program at Prince Street operates and to share any important school and/or Title I information. <ul style="list-style-type: none"> ○ Review Home/School Compacts (Fall and Spring) ○ Review Parent Involvement Policy (Fall and Spring) ○ Input on budget/parent involvement activities (Fall and Spring) • Distribute parent information materials. 	<p>Weekly On-going On-going</p> <p>Sept/Oct/Feb/May Fall and Spring</p> <p>On-going Sept Fall and Spring</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Administrators and office staff Teachers Teachers</p> <p>Admin; PTA Exec Comm</p> <p>Intervention Teachers</p> <p>Administrators/Teachers Intervention Teachers</p> <p>Teachers/Office Staff</p> <p>Intervention teachers</p>
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Focus Area D: Family & Community Engagement: Increase parent and community engagement		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<ul style="list-style-type: none"> Students who are below level readers and participate in LLI program will take home books nightly to read with their families. 		
D2 Invite participation by homeless parents in family involvement activities at any Title I school. Provide the Parent Involvement Specialist with information about scheduled family involvement activities in a timely fashion to allow the Specialist and Homeless Coordinator to issue invitations to homeless parents to participate as desired.	On-going	Principal

Measurable Improvement Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/ Not Met
By June 2018, there will be a 10% decrease in ISI/ISS/OSS days due to behavior in the fifth grade through various strategies.	Fifth grade	The students will be expected to decrease their total of referrals from 222 days to no more than 199 days.	Less than 200 total referral days	

Strategy ____: Implementation Steps/Strategies	Person(s) Responsible	Time Line
Staff members will implement the STOP! THINK! Program to all students within the school.	All Staff	Sept-June
Parents and Staff members will participate in Family Engagement Events.	Staff, Parents	Sept-June
Staff members will implement multi-media lessons incorporating the aspects and topics focused on in STOP, THINK.	Staff	Sept-June
Parents, Students and Staff members will participate in Art Integration Nights.	Parents, Students, Staff	Sept-June
Staff members will implement PBIS within the school.	All Staff	Sept-June

Title I Components

Prince Street Elementary School accepts the Wicomico County Board of Education’s family involvement policy and has aligned its school-level parent involvement plan accordingly. If the school wide Title I program is not satisfactory to the parents, they can contact administration and/or supervisor of Title I schools. Parent comments on the plan will be submitted when the plan is available to the LEA.

Prince Street Elementary School fully supports Section 721 of the Elementary and Secondary Education Act (ESEA) which asserts that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. The school works to ensure that homeless children and youth have access to educational and other services that they need to meet the same State academic achievement standards and assessments to which all students are held as well as that there are no barriers to their enrollment, attendance, or success in school.