

# Wicomico County Public Schools



**2022-2023**

## **School Improvement Plan**

**Northwestern Elementary School**

**Alexan Dargan**

**August 29, 2022**

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### Instructional Leadership Team

<b>Member</b>	<b>Title / Position</b>
<b>Alexan Dargan</b>	<b>Principal</b>
<b>Gerrie Wiersberg</b>	<b>Assistant Principal</b>
<b>Elisabeth Elliott</b>	<b>ILT Co-Chair/5th Grade</b>
<b>Amanda Avens</b>	<b>ILT Co-Chair/Kindergarten</b>
<b>Valerie Moyers</b>	<b>Pre-Kindergarten/Parent Representative</b>
<b>Sarah Mason</b>	<b>1<sup>st</sup> Grade</b>
<b>Caitlin Borris</b>	<b>2<sup>nd</sup> Grade</b>
<b>John Cox</b>	<b>3<sup>rd</sup> Grade</b>
<b>Jennifer Shupe</b>	<b>4<sup>th</sup> Grade</b>
<b>Mark Evans</b>	<b>Special Area</b>
<b>Tiana Sanders</b>	<b>Special Education</b>

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<b>Amanda Banks</b>	<b>ELL</b>
<b>Jasmine Marshall Reed</b>	<b>Paraprofessional</b>
<b>Scott Elliott</b>	<b>Guidance</b>
<b>Kelly Hamilton</b>	<b>TAD/SEEK</b>
<b>Sara Elborne/Paul Gaisor</b>	<b>SU/PDS Liaison</b>
<b>Otto Jester</b>	<b>ELA/Math Professional Development Coach</b>
<b>Kim Eder</b>	<b>Intervention Teacher</b>
<b>Jeffery Baer</b>	<b>Central Office Representative</b>
	<b>Parent Representative</b>
<b>Wicomico County Public Schools</b>	

### **District Mission Statement**

The mission of the Wicomico County Public School (WCPS) system is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

### **Vision Statement**

Our vision is to educate each student to his or her full potential.

### **We Aspire to Be:**

- a public school system rooted in a culture of respect, transparency, and collegiality; where trust, the quality of relationships, and empowerment are clearly understood to be the foundation for success.
- a public school system committed to safe schools; created through a careful balance of clearly communicated and enforced expectations and an atmosphere where students know that teachers and administrators believe in them.
- a public school system dedicated to meeting the needs of each student from the most gifted to the most challenged; focusing on early literacy, student engagement in authentic problem solving, innovative instruction that encourages creativity, and preparing students with 21st century skills necessary to successfully enter college or the world of work.
- a public school system our community believes in - where teachers compete for jobs, employers compete for well-prepared graduates, families choose to live, and businesses aspire to relocate because of its reputation built upon the pursuit of excellence in providing an outstanding education for our community's students.

### **District Strategic Priorities**

- Ensure that students in Wicomico County Public Schools are reading on grade level by Grade 3.
- Ensure that students graduate from Wicomico County Public Schools college and/or career ready.

- Ensure a high performing workforce.
- Ensure that all schools are safe for student learning.

### **Educational Equity Policy**

It is the policy of the Wicomico County Board of Education to ensure the success of each student in our school system, regardless of a student’s ability (cognitive, social, emotional, and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economic status.

### **Wellness Statement**

The goal of the Staff Wellness Plan is to improve the quality of health and wellness of employees by meeting their physical and emotional needs. By offering health-promoting programs such as Wellbeats, the Annual Spring 5K, as well as a multitude of programs offered through WellAware, the goal is to meet all needs - physical, emotional, financial, and social - of the employees at the school.

### **School Mission and Vision Statements**

#### **Northwestern Elementary**

Motto: “We educate the mind and heart of our Northwestern students!”

How will we achieve this?

“Aim for what you love, and success will follow!”

Our mission, in partnership with the home and community, is to prepare students to become lifelong learners and self-sufficient citizens in a safe, orderly environment.

#### **Vision:**

Northwestern will be known as an award- winning school, recognized for its school and community partnership, and facility, which has high expectations for all students.

## School Summary

**School Enrollment Information:**

Grade Range:	2019-2020		2020-2021		2021-2022		2022-2023	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment	318	N/A	334		309			
Hispanic	*	*	*	*	9	3%	9	3%
Black	36	11%	23	7%	22	7%	28	8%
White	235	73.8%	256	76.6%	241	78%	264	80%
Asian	*	*	*	*	3	1%	5	2%
Native American	*	*	*	*	0	*	2	>1%
Two or more Races	*	*	35	10.4%	28	9%	22	7%
English Language Learners	*	*	*	*	9	2%	3	>1%
Homeless	*	*	*	*	*	*	5	2%
Foster Care	*	*	*	*	*	*	*	*
Free and Reduced Meals (FARMS)	161	49.7%	165	49.3%	150	49%	160	48%
Attendance Rate <i>(as of 6/1)</i>		95%		95%			330	
<b>Title I Program Designation:</b> _____ Schoolwide _____ Targeted Assistance _____ Non-Title 1								



### School Faculty and Administration

**Title I schools complete all columns. Non-Title 1 schools only complete for 22-23**

	2019-2020	2020-2021	2021-2022	2022-2023
# Administrators	2	2	2	2
# General Education Teachers	13	14	14	15
# Special Education Teachers	2	2	2	3
# Special Area Teachers	<u>1</u> Art <u>0</u> Media <u>1</u> Music <u>1</u> PE/Health	<u>1</u> Art <u>0</u> Media <u>1</u> Music <u>1</u> PE/Health	<u>1</u> Art <u>0</u> Media <u>1</u> Music <u>1</u> PE/Health	<u>1</u> Art <u>0</u> Media <u>1</u> Music <u>1</u> PE/Health
# Coaches	<u>1</u> Literacy <u>1</u> Mathematics <u>1</u> Technology	<u>1</u> Literacy <u>1</u> Mathematics <u>1</u> Technology	<u>1</u> Literacy/Mathematics <u>1</u> Technology	<u>1</u> Literacy <u>1</u> Mathematics <u>1</u> Technology
# Instructional Assistants	<u>2</u> Kindergarten <u>0</u> Other <u>1</u> Prekindergarten	<u>2</u> Kindergarten <u>0</u> Other <u>2</u> Prekindergarten	<u>2</u> Kindergarten <u>0</u> Other <u>2</u> Prekindergarten	<u>2</u> Kindergarten <u>1</u> Other <u>2</u> Prekindergarten
# Intervention Staff	<u>1</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten	<u>1</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten	<u>1</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten	<u>1</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten
# Resource Staff	<u>1</u> Counselor <u>0</u> Dean of Students <u>0</u> Social Worker	<u>1</u> Counselor <u>0</u> Dean of Students	<u>1</u> Counselor <u>0</u> Dean of Students	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>0</u> Student Advisors

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	<u>0</u> Student Advisors	<u>.2</u> Social Worker	<u>1</u> Social Worker	
		<u>0</u> Student Advisors	<u>0</u> Student Advisors	
# Other Faculty Support	<u>0</u> Family Service Coordinator <u>0</u> Program Coordinator	<u>0</u> Family Service Coordinator <u>0</u> Program Coordinator	<u>0</u> Family Service Coordinator <u>0</u> Program Coordinator	<u>0</u> Family Service Coordinator <u>0</u> Program Coordinator

### Needs Assessment 2022-2023

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<b>ELB (PK)</b>	<p>In the Fall of 2021, 0/31 children were able to perform on the ELB assessment. In the Spring of 2022, 30/31 students scored an 8, 9, or 10 on the final ELB assessment.</p>																																																																	
<b>KEY TAKEAWAYS</b>																																																																		

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The percentage of our students reading on or above grade level in K-5 in the Fall of 2021 was 22% in the beginning of the 21-22 school year and then in the spring there were 57% of our students reading on or above grade level.

63.73% of our students met their annual typical growth goals.

Students with special needs are underperforming on the i-Ready assessment as compared to their general education counterparts.

Students who are second language learners are underperforming on the i-Ready assessment as compared to their general education counterparts.

There was not a concerning discrepancy between any ethnicity subgroup.

Students who are economically disadvantaged were typically below grade level in the expectations compared with their general education peers who were not.

The female population is achieving overall on iReady annual typical growth 59.42% which is significantly less than their male counterparts achieving at 67.52%.

4th Grade had 87% of their students meet their typical growth goals in the 2021-2022 school year, the highest percentage when compared with the rest of Wicomico County schools.

Data Source	DATA WILL NOT BE AVAILABLE UNTIL WINTER/SPRING 2023				
2022 MCAP-ELA		Level 1	Level 2	Level 3	Level 4
	Insert Grade Bands Here				

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	SPED				
	EL				
	FARMS				
<b>KEY TAKEAWAYS</b>					

<b>Data Source</b>	
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<b>MAP</b>	<b>2021-22 MAP Fall to Spring Met Projected Growth - Northwestern</b>		
	<b>Student Group</b>	<b>Percent Met</b>	<b>Test Takers</b>
	All Students	58.95%	285
	American Indian	100.00%	2
	Asian	75.00%	4
	Black/African American	63.16%	19
	Hispanic/Latino	55.56%	9
	Hawaiian/Pacific Islander		0
	Two or More Races	61.11%	18
	White	57.94%	233
	Economically Disadvantaged	57.89%	152
	Special Education	39.29%	28
	English Learners	66.67%	3
	Female	58.33%	132
	Male	59.48%	153
	Non-Binary		0
	Kindergarten	57.78%	45
	Grade 1	50.00%	52
Grade 2	52.08%	48	
Grade 3	70.45%	44	
Grade 4	61.70%	47	
Grade 5	63.27%	49	
<b>Dreambox</b>	<p>Overall school data shows that 49% of our students were on track for their predictive insights on Dreambox. The MCAP preliminary scoring shows that Grade 3 school average was 49%, and in Dreambox 44% of the Grade 3 students were on track for their predictive insights. In Grade 4 the preliminary scoring for MCAP was 56% and their Dreambox predictions insights were 68%. In Grade 5 the preliminary scoring for MCAP was 44% and their Dreambox predictions insights were 41%.</p>		
<b>KEY TAKEAWAYS</b>			
<p>In the 21-22 school year students who met or exceeded the overall MAP scores in the fall were 61% and grew to 68%.</p>			

Students who are African American are showing growth and are performing above their caucasian counterparts on their projected growth.

The majority ELL students are scoring average to above average on the MAP projected growth.

Students with special needs are underperforming on the MAP assessment as compared to their general education counterparts.

Data Source	DATA WILL NOT BE AVAILABLE UNTIL WINTER/SPRING 2023				
2022 MCAP-Math					
		Level 4	Level 3	Level 2	Level 1
	Insert Grade Bands Here				
	SPED				
	EL				
	FARMS				

<b>KEY TAKEAWAYS</b>					

Key Takeaways Across Data Sources	
Female population	The female population is achieving overall on iReady annual typical growth 59.42% which is significantly less than their male counterparts achieving at 67.52%.
Overall	On the i-Ready assessment, the overall growth of students reading on or above grade level was 22% in the fall of the 21-22 school year and grew to 57% by the spring. Only 63.73% made their individualized growth target on the i-Ready diagnostic.

Problem Statements
In 2021-2022, Grade 1 50% of our students made their individualized growth targets on the MAP diagnostic.
In 2021-2022, Grade 2 52% of our students made their individualized growth targets on the MAP diagnostic.
In 2021-2022 39.2% of Special education students met their individualized growth targets on the MAP diagnostic.
Females are currently underperforming on the i-Ready individual annual growth goals.



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Grade 1 (45.61%), grade 5 (57.14%), and Kindergarten (61.70%) were underperforming on the average score of 63% on the individual annual growth goals.

SPED students are currently underperforming on the i-Ready individual annual growth goals at 37.93%.

**Root Cause Analysis**

**Attendance was a concern. 31% were chronically absent as compared to previous years of approximately 11% on average.**

**Due to COVID-19 Pandemic, many students were quarantined and were excluded because of health.**

**117 referrals (previous years 59 referrals) time was spent on teaching self regulating skills (both social and emotional).**

**Class sizes were above the county average.**

**Coordinated School Initiatives 2022-2023**

<b>Maryland Food Bank Food Pantry for Students</b>	<b>Monthly Reading Incentive</b>	<b>PK Family Nights and Learning Parties</b>
<b>Reading Intervention</b>	<b>Free Breakfast for all students</b>	<b>Reading and Math Family Nights</b>

<b>On-going Math and Reading Professional Development</b>	<b>Green School</b>	<b>PAC Meetings</b>
<b>AA Safety Patrols</b>	<b>Mentor/Volunteering</b>	<b>Data Meetings-In School/Report out to families</b>
<b>Community Foundation Grant Recipient</b>	<b>Junior Achievement</b>	<b>Faith Based Partners</b>
<b>Monthly BRAVES Awards</b>	<b>Multicultural Activities</b>	

### Priority Statements and Measurable Goals

<p><b>Priority Statement # 1 ESSA Category: Academic Achievement/Progress, English Language Arts</b></p>	<p><b>73% of our students will meet their individualized projected growth target as measured by the i-Ready diagnostic.</b></p> <p><b>47% of our students receiving Special Education services will meet their individualized growth target as measured by the i-Ready diagnostic.</b></p> <p><b>69.42% of our female students will meet their individualized growth target as measured by the i-Ready diagnostic.</b></p>
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<p><b>Priority Statement # 2 ESSA Category: Academic Achievement/Progress, Mathematics</b></p>	<p><b>68.95% of our students will meet their individualized projected growth target as measured by the MAP diagnostic.</b></p> <p><b>49.29% of our students receiving Special Education services will meet their individualized growth target as measured by the MAP diagnostic.</b></p>
<p><b>Priority Statement # 3 –ESSA Category School Quality and Student Success (Attendance and/or Discipline)</b></p>	<p><b>SMART Goal(s)</b> <b>Decrease the percentage of chronically absent students from 31% to below 21%.</b></p>

**PRIORITY 1: ESSA Category: Academic Achievement/Progress, English Language Arts**

**District Literacy Vision**

Wicomico County Public School’s literacy instruction is relevant, purposeful, and explicitly taught with high expectations for all students. Each student is provided the opportunity to develop **foundational skills**, build **knowledge and vocabulary** through interacting with **complex texts**, and engage in **evidence-based writing** to become lifelong readers, writers, and communicators.

- In the 2021-2022 school year, Northwestern will continue to administer and review the data from the Early Literacy Behaviors Assessment (ELB), iReady Assessment, and the Maryland Comprehensive Assessment Program (MCAP).
- Based on our Comprehensive Needs Assessment we have determined we need to increase the percentage of our students reading on or above grade level as measured by the iReady assessment.
- After analyzing data through our Needs Assessment, it was revealed that, historically, students who are Economically Disadvantaged are under performing in the area of ELA. Our focus in ELA will be the components of literacy in order to improve reading behaviors.
- After analyzing data provided by the i-Ready diagnostic, in PLCs staff would look in depth at individual student growth versus overall achievement data through information provided by individual student reports.

**SMART GOAL**

**73% of our students will meet their individualized projected growth target as measured by the i-Ready diagnostic.**

**47% of our students receiving Special Education services will meet their individualized growth target as measured by the i-Ready diagnostic.**

**69.42% of our female students will meet their individualized growth target as measured by the i-Ready diagnostic.**



**DATA to SUPPORT GOAL: Needs Assessment**

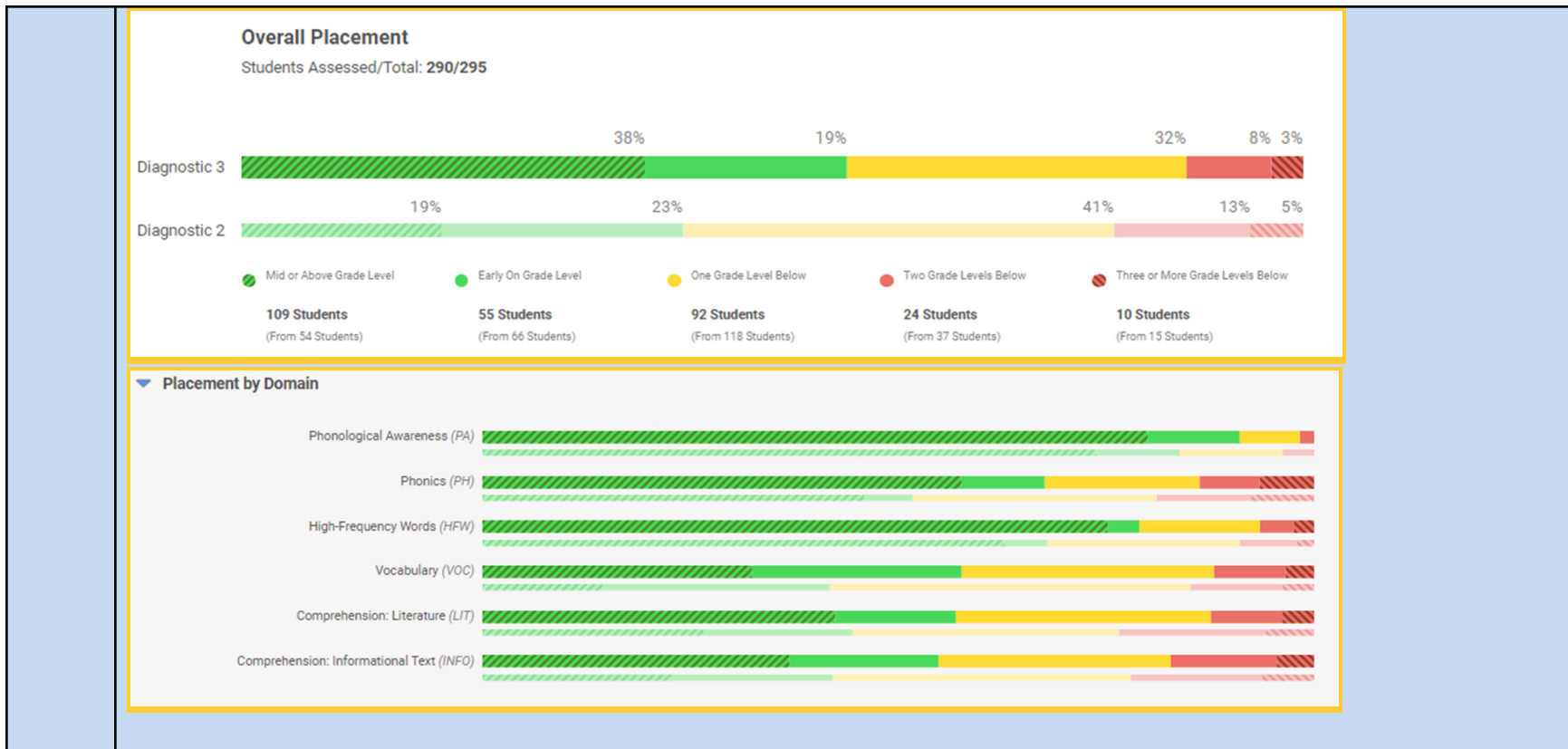
Data Source	Key Takeaways																																																															
iReady	<p>63.73%% of our entire student population met their projected growth target on the I-Ready Reading assessment during the 2021-22 school year. 73% represents a 10% increase for our entire student population.</p> <table border="1" data-bbox="317 565 1073 1287"> <thead> <tr> <th colspan="3">2021-22 iReady Met Annual Typical Growth - Northwestern</th> </tr> <tr> <th>Student Group</th> <th>Percent Met</th> <th>Test Takers</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>63.73%</td><td>295</td></tr> <tr><td>American Indian</td><td>100.00%</td><td>2</td></tr> <tr><td>Asian</td><td>100.00%</td><td>4</td></tr> <tr><td>Black/African American</td><td>57.14%</td><td>21</td></tr> <tr><td>Hispanic/Latino</td><td>60.00%</td><td>10</td></tr> <tr><td>Hawaiian/Pacific Islander</td><td></td><td>0</td></tr> <tr><td>Two or More Races</td><td>65.00%</td><td>20</td></tr> <tr><td>White</td><td>63.45%</td><td>238</td></tr> <tr><td>Economically Disadvantaged</td><td>59.87%</td><td>157</td></tr> <tr><td>Special Education</td><td>37.93%</td><td>29</td></tr> <tr><td>English Learners</td><td>66.67%</td><td>3</td></tr> <tr><td>Female</td><td>59.42%</td><td>138</td></tr> <tr><td>Male</td><td>67.52%</td><td>157</td></tr> <tr><td>Kindergarten</td><td>61.70%</td><td>47</td></tr> <tr><td>Grade 1</td><td>45.61%</td><td>57</td></tr> <tr><td>Grade 2</td><td>66.00%</td><td>50</td></tr> <tr><td>Grade 3</td><td>68.89%</td><td>45</td></tr> <tr><td>Grade 4</td><td>87.23%</td><td>47</td></tr> <tr><td>Grade 5</td><td>57.14%</td><td>49</td></tr> </tbody> </table>	2021-22 iReady Met Annual Typical Growth - Northwestern			Student Group	Percent Met	Test Takers	All Students	63.73%	295	American Indian	100.00%	2	Asian	100.00%	4	Black/African American	57.14%	21	Hispanic/Latino	60.00%	10	Hawaiian/Pacific Islander		0	Two or More Races	65.00%	20	White	63.45%	238	Economically Disadvantaged	59.87%	157	Special Education	37.93%	29	English Learners	66.67%	3	Female	59.42%	138	Male	67.52%	157	Kindergarten	61.70%	47	Grade 1	45.61%	57	Grade 2	66.00%	50	Grade 3	68.89%	45	Grade 4	87.23%	47	Grade 5	57.14%	49
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iReady	<p>37.93% of our SPED students met their projected growth target on the I-Ready Reading assessment during the 2021-22 school year.</p>																																																															

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2021-22 iReady Met Annual Typical Growth - Northwestern		
Student Group	Percent Met	Test Takers
All Students	63.73%	295
American Indian	100.00%	2
Asian	100.00%	4
Black/African American	57.14%	21
Hispanic/Latino	60.00%	10
Hawaiian/Pacific Islander		0
Two or More Races	65.00%	20
White	63.45%	238
Economically Disadvantaged	59.87%	157
Special Education	37.93%	29
English Learners	66.67%	3
Female	59.42%	138
Male	67.52%	157
Kindergarten	61.70%	47
Grade 1	45.61%	57
Grade 2	66.00%	50
Grade 3	68.89%	45
Grade 4	87.23%	47
Grade 5	57.14%	49

iReady 42% of the students are below grade level on the i-Ready diagnostic.

## Northwestern Elementary: School Improvement Plan 2022-2023



### Strategies and Effective Practices

- 1.0 When we focus on effective practices around the Components of Literacy during professional development and PLC meetings, then student reading behaviors will become more proficient.
- 1.1 When teachers model fluency through use of morning message, Fountas and Pinnell Interactive Read Aloud, Shared Reading and Leveled Reading, then students will become fluent readers.
- 1.2 When K-2nd teachers implement 95% Phonics and Heggerty Phonemic Awareness lessons (PK-2nd), and 3rd-5th teachers

implement MultiSyllable Routine Cards, and have students apply learned strategies during guided and independent reading and writing, then students will increase word solving and writing behaviors.
1.3 When teachers effectively implement Fountas and Pinnell Interactive Read Aloud, Shared Reading and Leveled Texts books, 95% Phonics (K-2nd), Heggerty Phonemic Awareness (PK-2nd), and MultiSyllable Routine Cards (3rd-5th), in addition to morning message, independent reading and content area reading, then students will develop Tier 1, 2 and 3 vocabulary and increase their vocabulary knowledge.
1.4 When teachers engage students in conversation, model, and implement effective speaking, listening, and critical thinking strategies (95% Phonics (K-2nd), Heggerty Phonemic Awareness (PK-2nd), and MultiSyllable Routine Cards (3rd-5th), Interactive Read Aloud (K-5), Shared Reading(K-1) , Reading Mini Lessons, Independent Reading Collections, Leveled Texts, Decodable Texts, BookSource Classroom Libraries as well as around content area topics) and students apply these strategies while independently reading and writing, then students' comprehension will increase.
1.5 When intervention is provided through the use of iReady Targeted Activities within the classroom, and with students who are identified as reading significantly below grade level through the iReady Assessment, then they will develop confidence as they increase their reading skills.
1.6 When classrooms are equipped with technology (Learning A-Z, Brainhive, Bookflix/Trueflix, Scholastic Go!, Pebble Go, Digital Benchmark books, <a href="http://www.teachingbooks.net">www.teachingbooks.net</a> ), then students will increase reading and typing fluency and reading comprehension.
1.7 When classrooms are equipped with BookSource Classroom Libraries and/or Book Club Readers, then they will have greater access to a language-rich environment.
<b>1.8 When students have the opportunity to interact with an author, then students will be exposed to the wonders of reading and writing in a unique and fun experience that will captivate all age levels.</b>
1.9 When students and families are provided with dedicated Reading Family Nights with a make and take activity based upon student performance outcomes, then students and families will collaborate with school staff on best practices to improve student achievement in a unique and fun experience.
1.10 When members of the Instructional Leadership Team, Parents/Guardians and Community Stakeholders are provided with student data and strategies, then students will show growth in reading.
1.11 When students who are identified as high performing learners are provided with enrichment opportunities through classroom enrichment, TAD and SEEK students will be provided with instructional strategies that enhance critical and creative thinking skills as well as problem solving, communication and leadership skills.



1.12 When students are provided with opportunities to embrace the importance of literacy, through the Home Reading Initiative, students will show growth in individual reading levels, comprehension and problem-solving skills.
1.13 When students and families of Pre-K students are provided with opportunities to attend reading and math family nights, culminating activities and celebrations, <b>raising a reader events</b> , and transition experiences then students and families will collaborate with school staff on best practices.

Evidence for Literacy Programs:	Grade Level
Literacy Frameworks are aligned to Maryland College and Career Readiness Standards (MDCCRS) and current science of reading research focused on systematic and explicit teaching. Phonemic awareness, phonics, culturally responsive read alouds, shared reading, effective vocabulary instruction, small group teaching, comprehension focused mini lesson, and explicit writing instruction provide daily literacy opportunities for all students.	K-5
<b>Heggerty</b> curriculum is phonemic awareness lessons taught daily with explicit teacher modeling and scaffolded support, for teachers to see improvement in students' reading, spelling and writing, as the students learn to hear the sounds in words. Bridge the Gap is an intervention for students in 2nd grade and above. to be used in small groups with students who struggle to decode words automatically.	PREK3&4-Grade 5
<b>95 Phonics Core Program</b> leads to student mastery of critical early literacy skills through systematic and explicit word study and spelling instruction in grades K-3.	K-4
<b>95% Intervention</b> includes Phonological Awareness Kits, Phonics Chip Kits, Phonics Lesson Library, Multisyllable Routine Cards., and The Comprehension Toolkit. Phonological Awareness Lessons are sequences in order from the simplest syllable skills with compound words to the most complex phoneme substitution tasks. Phonics Chip Kits help teachers explain phonics patterns using manipulatives and sound-spelling mapping. Phonics Lesson Library is an extensive phonics intervention program. Multisyllable Routine Cards are designed to help students solve the mystery of multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The Comprehension Toolkit provides an intervention for students in intermediate grades struggling with comprehension. 6 major comprehension strategies are taught in order: connecting, questioning, predicting, imaging/visualizing, inferring, and synthesizing.	K-5

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<b><u>Connect4Learning (C4L)</u></b> uses a project-based approach, in which children work toward a larger goal, through high-interest learning centers that support and extend children’s growing understandings in social-emotional skills, science, literacy, and mathematics, which are all a fundamental part of daily lessons.	PREK4
<b><u>Foundations</u></b> is a phonics-based program targeting children who have difficulty acquiring letters/letter sounds and assimilating the sounds into words. Students are chosen based on teacher and Student Service Team recommendations. These groups include students with Individual Education Plans as well as general education students.	
<b><u>iReady</u></b> is an online learning environment designed to assess students and provide individualized instruction in reading through phonics, comprehension, and vocabulary lessons.	K-5
<b><u>iReady My Path</u></b> is an online learning tool that provides students with individualized lessons based on their personal iReady diagnostic data. Students will receive lessons to complete their level in phonics, comprehension, and vocabulary to show personal reading growth.	K-5

Milestones

Date	Data	Explanation & Needed Adjustments
September 2023 (Eder) January 2023	PASI (Phonemic Awareness Screener for Intervention)	Students in Grade 1 who did not pass Skill 1 on the PSI. Kindergarten PASI will be conducted
September 2023 (Eder)	PSI (Phonics Screener for Intervention) Data	Grade 1 (if students do not pass Skill 1, the PASI will be given to determine student needs) Grade 2-5 PSI will be administered to determine small group intervention in the classroom and Tier 2 and Tier 3.
GR 1-5: Sept. 12-23, 2022 GR K-5: Jan. 9 -20,2023	i-Ready	Pinpoint learners’ strengths and gaps and then gives students access to rigorous, grade-level content. Teachers will assign Targeted Activities based on their need.

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GR K-5: May 15 -June 2, 2023		
TBD-2 times per year	Progress Monitoring-iReady	Grades 1-5
PK September January May	ELB (3 times per year)	Pre-K Early literacy behaviors are the foundations to begin reading.
Kindergarten August 10 - October 10, 2022	KRA	Assessment that provides stakeholders what Kindergarten Students know and are able to do upon entering school.
QTR 1 - Nov. 7, 2022  QTR 2 - Jan. 27, 2023  QTR. 3 - April 5, 2023  QTR. 4 - June 14, 2023	Pre-K Report card data	Beginning of the year and throughout the year. Analyzing standards aligned to SMART goals. <ul style="list-style-type: none"> <li>● Demonstrating decoding of words through phonics and word analysis</li> <li>● Demonstrating or clarifying the meaning of unknown and multiple meaning words</li> <li>● Reading through listening answer questions about key ideas and details in text (Literary and Informational)</li> </ul>

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<b>(Spring) April 3 – May 26, 2023</b>	<b>MCAP (Grades 3-5)</b>	<b>Assessment of Maryland College and Career Ready Standards that will build a pathway to college and career readiness. The information will provide stakeholders information to provide students support and informed instruction.</b>
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**PRIORITY 2: ESSA Category: Academic Achievement/Progress, Mathematics**

- In the 2022-2023 school year, Northwestern will continue to focus on problem solving skills through solving word problems. It was determined that historically, Northwestern students are under performing in the area of word problems.
- After analyzing data through our Needs Assessment and ILT meetings, our focus in Math will be in problem solving strategies in order to improve word problem standard scores. The Needs Assessment revealed that Economically Disadvantaged students are the underperforming subgroup. Through the Needs Assessment, we recognized that this is a large portion of our student population and therefore we will target our entire school population.
- After analyzing data provided by the MAP diagnostic, in PLCs staff would look in depth at individual student growth versus overall achievement data through information provided by individual student reports.

**SMART GOAL**

**68.95% of our students will meet their individualized projected growth target as measured by the MAP diagnostic.**

**49.29% of our students receiving Special Education services will meet their individualized growth target as measured by the MAP diagnostic.**

**DATA to SUPPORT GOAL: Needs Assessment**

Data Source	Key Takeaways
MAP	58.95% of our entire student population met their projected annual growth target on the MAP mathematics assessment during the 2021-22 school year. 68.59% represents a 10% increase for our entire student population.

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2021-22 MAP Fall to Spring Met Projected Growth - Northwestern		
Student Group	Percent Met	Test Takers
All Students	58.95%	285
American Indian	100.00%	2
Asian	75.00%	4
Black/African American	63.16%	19
Hispanic/Latino	55.56%	9
Hawaiian/Pacific Islander		0
Two or More Races	61.11%	18
White	57.94%	233
Economically Disadvantaged	57.89%	152
Special Education	39.29%	28
English Learners	66.67%	3
Female	58.33%	132
Male	59.48%	153
Non-Binary		0
Kindergarten	57.78%	45
Grade 1	50.00%	52
Grade 2	52.08%	48
Grade 3	70.45%	44
Grade 4	61.70%	47
Grade 5	63.27%	49

MAP	39.29% of students with IEPs met their projected annual growth target on the MAP Math assessment during the 2021-22 school year. Our goal is to increase the percentage of students meeting their annual growth targets for each of these populations by 10%.
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2021-22 MAP Fall to Spring Met Projected Growth - Northwestern		
Student Group	Percent Met	Test Takers
All Students	58.95%	285
American Indian	100.00%	2
Asian	75.00%	4
Black/African American	63.16%	19
Hispanic/Latino	55.56%	9
Hawaiian/Pacific Islander		0
Two or More Races	61.11%	18
White	57.94%	233
Economically Disadvantaged	57.89%	152
Special Education	39.29%	28
English Learners	66.67%	3
Female	58.33%	132
Male	59.48%	153
Non-Binary		0
Kindergarten	57.78%	45
Grade 1	50.00%	52
Grade 2	52.08%	48
Grade 3	70.45%	44
Grade 4	61.70%	47
Grade 5	63.27%	49
MAP		
MAP		

MAP	
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**Strategies and Effective Practices**

2.0 When teachers model and implement the notice and wonder strategies, numberless word problems/problems without questions, use manipulatives to solve problems, implement the 3 reads strategy, and use problem solving templates, then students will better understand word problems and their structures.
2.1 When teachers implement open-ended question and response as well as reengagement problems solving lessons from EM4, then students will engage in real-world problem-solving strategies and higher-level math application.
2.2 When teachers implement daily math meetings and number talks, then students will have the opportunity to share multiple problem-solving strategies and student's problem-solving skills, number sense, and fluency will improve.
2.3 When teachers implement Dreambox, then students will be introduced to new math concepts and teachers will be able to strengthen students' understanding of specific math standards and strategies.
2.4 When teachers implement, monitor, and analyze student progress on Dreambox and informal and formal (MAP) assessment data, then teachers will be able to differentiate instruction to meet the needs of all learners.
2.5 When students and families are provided with dedicated Math Nights with make and take activities based on students' performance outcomes, then students and families will collaborate with school staff on best practices to improve student achievement in a unique and fun experience.
2.6 When students and families of Pre-k students are provided with opportunities to attend learning parties, reading and math family nights, culminating activities and celebrations, raising a reader events, and transition experiences then students and families will collaborate with school staff on best practices.
2.7 Math coaches and/or administration will provide PD and PLC time on analyzing data and best practices in instruction.



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2.8 When teachers are provided with materials of instruction that support Math content standards and strategies, then student engagement and enrichment opportunities will increase.
2.9 When classrooms are equipped with technology (student use of laptops for Dreambox, Do the Math, TangMath, Braingcamp, and/or ConnectED), then students will have a greater opportunity to engage in content skills.
2.10 When students who are identified as high performing learners are provided with enrichment opportunities through classroom enrichment, TAD, SEEK students will be provided with instructional strategies that enhance critical and creative thinking skills as well as problem solving, communication and leadership skills.
2.11 When members of the Instructional Leadership Team, Parents/Guardians and Community Stakeholders are provided with student data and strategies, then students will show growth in math.
2.12 Conference with students about MAP and Dreambox scores and growth targets and utilize growth charts to facilitate the conversations with students and parents.

Evidence for Math Programs:	Grade Level
<a href="#">Everyday Math (EM4)</a> is a comprehensive mathematics program engineered for the Common Core State Standards containing a spiral curriculum that continually reinforces abstract math concepts through concrete real-world applications. Through the spiral curriculum, students are able to master key concepts by frequently revisiting content in a variety of contexts over time through the use of the web-based lessons, games, and resources offered on Connect-ED.	K-5
<a href="#">ST Math</a> is a standards-aligned program that creates opportunities for students to think creatively through challenging games that help students to explore non-routine problems while building number sense instead of memorizing disconnected facts. ST Math teaches foundational concepts visually, then connects the ideas to the symbols and language. Through visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding; without language barriers, the ST Math problems are accessible to all students, <a href="#">regardless of skill level</a> or <a href="#">language background</a> .	PK
<a href="#">Connect4Learning (C4L)</a> uses a project-based approach, in which children work toward a larger goal, through high-interest learning centers that support and extend children’s growing understandings in social-emotional skills, science, literacy, and mathematics, which are all a fundamental part of daily lessons.	PREK4

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<p><a href="#"><u>Building Blocks</u></a> is a supplemental mathematics curriculum designed to develop preschool children’s early mathematical knowledge through various individual as well as small- and large-group activities. It uses Building Blocks for Math PreK software, manipulatives, and print material. Building Blocks for Math embeds mathematical learning in children’s daily activities, ranging from designated math activities to circle and story time, with the goal of helping children relate their informal math knowledge to more formal mathematical concepts.</p>	<p><b>PREK4</b></p>
<p><a href="#"><u>Dreambox</u></a> is a standards-based online platform that gives students targeted and individually designed math instruction based on their level of understanding in the domains of operation and algebraic thinking, number and operations, measurement and data, and geometry.</p>	<p><b>K-5</b></p>
<p><a href="#"><u>BrainingCamp</u></a> is a powerful and easy-to-use online math manipulative resource for teachers and students. It allows students to show concrete understanding and higher-order thinking while engaging in math lessons.</p>	<p><b>K-5</b></p>

**Milestones**

Date	Data	Needed Adjustments
<p>End of Each unit-Summative Assessments</p>	<p>Unit Summative Assessment must be given-The RTI Reports will be pulled prior to ILT meetings that will include this data.</p>	<p>Classroom teacher (1-5)</p>
<p><b>(Spring) April 3 – May 26, 2023</b></p>	<p>MCAP (GR 3 - 5)</p>	<p>Looking at evidence statements to determine needs of our student in order to provide increased rigor and enrichment specific to math strategies and effective practices.</p>

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<p><b>GR 1-5:</b>  <b>Sept. 12-23, 2022</b>  <b>GR K-5: Jan. 9</b>  <b>-20,2023</b>  <b>GR K-5: May 15</b>  <b>-June 2, 2023</b></p>	<p>MAP</p>	<p>This assessment is used to measure achievement and growth in K-5. Data used wil provide teachers with accurate evidence to help target instruction for each student.</p>
<p><b>QTR 1 - Nov. 7, 2022</b>   <b>QTR 2 - Jan. 27, 2023</b>   <b>QTR. 3 - April 5, 2023</b>   <b>QTR. 4 - June 14, 2023</b></p>	<p>Pre-K Report Card Data</p>	<p>Beginning of the year and throughout the year. Analyzing standards aligned to SMART goals.</p> <ul style="list-style-type: none"> <li>● Counts by rote 1-10</li> <li>● Counts objects in a group 10</li> <li>● Makes Group of objects 1-10</li> <li>● Recognizes numbers 0-10</li> <li>● Classifying Objects</li> </ul>

**PRIORITY 3: School Quality and Student Success**

**In the 2022-2023 school year, Northwestern will continue to focus on attendance and participation. Chronic absence (missing 10% or more) school days for any reason, can translate into students having difficulty learning to read by the third grade.**

**SMART GOAL**

*The total number of chronically absent students in 2021-2022 was 31% students . In 2022- 2023, we will decrease the total number of chronically absent students to less than 21%.*

**DATA to SUPPORT GOAL**

- 2018-2019-43 students were chronically absent (12.9%)
- 2019-2020-33 students were chronically absent (10.1%)
- 2020-2021-23 students were chronically absent. (7%)
- 2021-2022- 102 students were chronically absent. (31%)

**Strategies and Effective Practices**

2.0 Principal, Assistant Principal, and ILT co-chairs will discuss and identify areas of need using monthly student attendance data at ILT meetings.

2.1 Administration and Homeschool Liaison will meet monthly to discuss attendance data.

2.2 Administration, teachers, social worker, and school counselor will recognize outstanding attendance each term.

2.3 Administration and Homeschool Liaison will use x2 and the intervention log to identify frequent absences and tardy students.

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The attendance policy process will be followed.
2.4 Teachers will utilize pogs to award students for attendance and engagement daily

**Milestones**

Date	Data	Explanation & Needed Adjustments
Daily	Students are awarded 1 pog for daily attendance.	When students are rewarded for attendance and participation daily, they will receive a pog to be used at the pog store.
Quarterly	Students are awarded quarterly for outstanding attendance and perfect attendance.	Students that meet the criteria will receive a quarterly award for attendance.
Monthly	Students will be recognized on morning announcements each month for perfect attendance.	Students who have perfect attendance will get a “shout-out” on morning announcements.

**Appendices:**

School’s ESSA Report Card for 2019

School’s ESSA Report Card for 2023 (once available)

School’s Disproportionality Plan

School’s PBIS Plan (Condensed Version)

**Appendices:**

**Appendix 1 - NOTE: Due to the impact of the coronavirus pandemic, Report Card results for the 2019-2020 school year will not be published. The most recently available Report Card is for 2018-2019.**

**Appendix 2: Action Plan**

**Tier 1 Integration of Restorative Practices for all students and staff schoolwide. Designed to reduce problem behaviors and increase relationships and instructional time.**

Expectations	Interventions	Rewards
<p><b>Teachers greet students each morning to build trust and relationships within the classroom.</b></p>	<p><b>Additional adult support provided if needed to assist individual or small groups of students.</b></p>	<p><b>Adult and student relationships developed. Student communication skills are developed and strengthened. Develop a positive classroom culture.</b></p>
<p><b>Community circles to increase openness, trust, and ownership within the classroom.</b></p>	<p><b>Community circles will target specific skills or topics that pertain to the needs of each classroom.</b></p>	<p><b>Adult and student relationships developed. Student/student relationships developed. Develop a positive classroom culture.</b></p>

<p><b>Staff will conduct assemblies on school-wide expectations for all students.</b></p>	<p><b>Assemblies will target specific behavior expectations:</b></p> <ul style="list-style-type: none"> <li>● <b>Classroom</b></li> <li>● <b>Bathroom</b></li> <li>● <b>Cafeteria</b></li> <li>● <b>Hallways</b></li> <li>● <b>Playground</b></li> <li>● <b>Bus</b></li> </ul>	<p><b>The school-wide expectations will be established for all students/staff.</b>  <b>Develop a positive school-wide culture of expectations and an environment of focused learning.</b></p>

<p>Teaching the Northwestern Code, also known as the “Northwestern Way”.</p> <p>School Counselor will teach lessons on character traits.</p>	<p>All classroom teachers are required to utilize pogs.</p> <p>Brave Awards will be given to students going above and beyond the expectations of the Northwestern Way.</p> <p>NWE M &amp; M’s (Mantras of the Month students)-2 students per classroom per month will be recognized for exhibiting the monthly mantra.</p> <p>Using the code as the means of addressing behavioral and social situations with the classroom and common school setting/virtual setting. Teacher and student discussion about code infractions. This can progress to teacher discussion with the parent/guardian about the infraction. The code of conduct will follow.</p> <p>Students who consistently show the “Northwestern Way” will be awarded through pogs.</p>	<p>Students will receive pogs for positive behavior (prepared, respectful, celebrating each other). Students will be rewarded through weekly visits to the pogs store.</p> <p>Students will be awarded through classroom incentives such as: positive phone calls/messages home, classroom Dojo messages, etc.</p> <p>Students will be awarded by receiving pogs to use at the school pog store.</p> <p>Monthly awards for students exemplifying the mantra of the month.</p>
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Tier 2 Decreases Formal Office Referrals by 10% for the school year.



<p>Teachers will identify students in their classes who need additional support to maintain acceptable behavior, prior to writing an office referral. The Student Support Team will work to develop an individual support plan to meet the needs of the student.</p>	<p><b>SST Process</b></p> <p><b>Parent Involvement-through phone contacts or face-to-face conferences by the teacher. Must be documented in X2 Journal.</b></p> <p><b>Mentors</b></p> <p><b>Academic Supports (Intervention, tutoring, etc.)</b></p> <p><b>Individual behavior plans.</b></p> <p><b>Student intervention with the social worker or administrator will occur prior to an office referral in order to decrease negative behaviors and support student's individual needs.</b></p> <p><b>A student lunch bunch may be scheduled with an administrator, school counselor, social worker, teacher, or staff member.</b></p> <p><b>School Counselor-Increased instruction and practice with self-regulation and social skills.</b></p>	<p><b>Develop a positive classroom culture by building relationships through community circles.</b></p> <p><b>Students will increase and develop a greater level of self-awareness.</b></p> <p><b>Specific positive reinforcement based on the interests of the student.</b></p>
<p><b>Use of Behavior Chart</b></p>	<p><b>SST referral for students who require additional adult support or interventions.</b></p>	<p><b>Students will focus on specific behavior goals and will be rewarded for obtaining those goals.</b></p>

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**-NORTHWESTERN ELEMENTARY-  
Office Referrals  
School Year Comparisons**

Office Referrals															
	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
	Office	Bus	total	Office	Bus	total	Office	Bus	total	Office	Bus	total	Office	Bus	total
<b>July</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>						
<b>August</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>						
<b>September</b>	6	5	<b>11</b>	0	0	<b>0</b>	*2/3	1	<b>*3/4</b>						
<b>October</b>	8	7	<b>15</b>	0	0	<b>0</b>	5	12	<b>17</b>						
<b>November</b>	2	8	<b>10</b>	0	0	<b>0</b>	3	7	<b>10</b>						
<b>December</b>	1	2	<b>3</b>	0	0	<b>0</b>	3	6	<b>9</b>						
<b>January</b>	2	7	<b>9</b>	0	0	<b>0</b>	1	3	<b>4</b>						
<b>February</b>	2	2	<b>4</b>	0	0	<b>0</b>	14	5	<b>19</b>						
<b>March</b>	5	2	<b>7</b>	0	0	<b>0</b>	19	7	<b>26</b>						
<b>April</b>	0	0	<b>0</b>	2	1	<b>3</b>	15	6	<b>21</b>						
<b>May</b>	0	0	<b>0</b>	1	1	<b>2</b>	*5/6	7	<b>*12/13</b>						
<b>*June</b>	0	0	<b>0</b>	1	1	<b>2</b>	6	1	<b>7</b>						
<b>School</b>	<b>26</b>	<b>33</b>	<b>59</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>75</b>	<b>55</b>	<b>130</b>						

Note: Data gathered from X2 Report Center- Wicomico County Public Schools

UPDATE AND REVISED: 6/22/2022

\*Included Health Exclusion

**Tier 3 Individual support for a few students with high levels of behavioral concerns.**

Expectations	Interventions	Rewards
<p>In collaboration with teachers, administrators, counselors, and school psychologists identify students with the highest level of behavioral concerns and are not meeting with the success with the Tier I and II Interventions. At this level, the students would have already been identified and followed through the SST process.</p>	<p>Direct Social Skill instruction will be done through the school counselor on an individual basis.                      Provide outside community resources and agencies.                      Direct explicit instruction and practice on different skill areas.                      Functional Behavior Assessment.                      Referral to 504 or SPED team.</p>	<p>Praise and feedback when skills are applied in role playing situations and then applied to the actual setting.                      Specific, frequent, and consistent reinforcement based on the student's interest.</p>