



Charles H. Chipman Elementary
Building a Firm Foundation for Success

Wicomico County Public Schools
2019-2021

School Improvement Plan: Charles H. Chipman Elementary

Charles H. Chipman
Elementary School

711 Lake Street

Salisbury, MD 21801

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Principal: Antionette Perry

Assistant Principal: Lauren
Monroe



School Name: School Improvement Plan 2019-2021

Title I Executive Summary		Page #
School Leadership Team	Enrollment Information	6
	School Faculty and Administration	3
School Improvement at a Glance	Mission and Vision	4-5
	Priorities and SMART Goals	8-9
	Coordinated School Initiatives	6
Priority 1	Literacy SMART goal/Data to support Goal Strategies and Effective Practices Milestones	10-14
Priority 2	Mathematics SMART goal/Data to support Goal Strategies and Effective Practices Milestones	15-19
Priority 3	School Culture SMART goal/Data to support Goal Strategies and Effective Practices Milestones	20-22
Appendices	Appendix 1: PBIS Plan	

School Leadership Team

Member	Title / Position
Antoinette Perry	School Principal
Lauren Monroe	Assistant Principal
Kathryn Miller	SPED Teacher/ ILT Co-Chair
Shannon Vaughan	1st Grade Teacher/ ILT Co-Chair
Susan Biddle	Kindergarten Teacher
McKenzi Wilcox	Pre-K Teacher
Michelle Richardson	Paraprofessional
Jerry West	Guidance Counselor
Sandra Andrews	Reading Intervention Teacher
Michelle White	Media Specialist
Jordan Townsend	Math Professional Development Coach
Beth Keyser	Curriculum Specialist Coach
Sherry Saulitis	Reading Professional Development Coach
Megan Franco	Glen Avenue Representative
	Parent Representative
Sandra Drummond, Patricia Adkins	Central Office Representative

Charles H. Chipman Elementary

Title I

ESSA Rating

2019 – 2021



Wicomico County Public Schools

We Aspire to Be:

- A public school system dedicated to meeting the needs of each student from the most gifted to the most challenged.
- A public school system rooted in a culture of respect, transparency and collegiality.
- A public school system committed to safe schools.
- A public school system our community believes in built upon the pursuit of excellence in providing an outstanding education for our community's students.

Vision Points

2017-2022 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

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-economics.

Charles H. Chipman is a community of connected, capable and contributing individuals that build an environment of lifelong learners.

Vision Statements:

- We are building a firm foundation for success for all learners.
- All children can learn and experience success regardless of diversity, capabilities or background.
- Education is the shared responsibility of the student, family, school, and community.
- Charles H. Chipman Elementary provides a safe and positive environment to promote an academic atmosphere that will meet the needs of all children.
- Charles H. Chipman provides a quality instructional program that is engaging and rigorous for children to reach their full potential.
- Individual integrity, tolerance and respect for others must be taught, modeled, expected, and acknowledged in all areas of our school and the students' life.

Charles H. Chipman Elementary is a primary school-wide Title I school that instructs 292 Pre-Kindergarten through Grade 1 students. Charles H. Chipman's student population, as of November 2019, consists of 69% Black or African American, 15% White, 6% Hispanic/Latino of any race, 8% Two or more races, <1% American Indian, and 2% Asian. Additionally, 10% of students are Limited English Proficient, 7% of students receive Special Education Services and 5% of the student population are Families in Transition (HEART).

Coordinated School Initiatives 2019-2020

Community Eligibility Program (CEP): This program provides free lunch to all students at Charles H. Chipman Elementary.
Fresh Fruit and Vegetable Program: This program provides a fresh fruit or vegetable snack for students at Charles H. Chipman Elementary.
Positive Behavior Intervention and Support System School (PBIS): Charles H. Chipman is a PBIS award winning school. Classroom instruction of plan focuses on students and staff modeling "Chipman's BEST" (B ody tall and proud, E ye contact, S hake hands, T rack the speaker). Monthly incentives are established for students who are modeling the high expectations.
PreK Expansion- Charles H. Chipman provides a full day pre-kindergarten program and other opportunities to extend and enrich their learning with parents.
Learning Parties- This targets families of four-year old's and addresses social emotional, reading and math needs of these children
Playgroups- This targets birth to three-year old's and provides activities for children and their families that address standards identified, by the KRA data, as weak areas for the school population.
Community Faith Based Partners- Community faith-based partners Wicomico Presbyterian Church, Lighthouse of Hope Worship Center, and Lift collaborate with Charles H. Chipman by serving as volunteers for different school events, providing the school with school supplies and backpacks and food items for the Backpack Program.
Partner with Salisbury University: Charles H. Chipman partners with Salisbury University serving as a placement for students to obtain hours needed for completion of their education program.
Backpack Program: The guidance counselor and social worker assist identified students and families, which could include families in transition or families in need, through the program and provide the families with snacks and meals.
Community Outreach: Community Program Coordinator collaborates with surrounding agencies to provide resources and activities to meet the needs of the families i.e.: job search, academic activities focusing on grandparents and fathers, home visits, pop-up play groups.

STARS/LEAP (Learning Extended Achievement Program): 1st grade students participate in learning experiences including learning about cultures, reading, writing, mathematics, and STEM. Students also participate in field trips, assemblies, family night, and partner experiences.

Daycare meet and greets: Administration and Community Program Coordinator reach out to the day care providers and work collaboratively on identifying standards to prepare young students for school.

<p>Priority Statement # 1</p> <p>Students will increase accuracy and comprehension of grade level text.</p>	<p>SMART Goal</p> <p>75% of the Pre-Kindergarten Students will reach a targeted score of 80% on the Early Literacy Behaviors Assessment thus increasing by 20% moving from 55% Met in 2018-2019.</p> <p>70% of Kindergarten students will make growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart, thus increasing by 11%, moving from 59% met in 2018-2019.</p> <p>80% of first grade students will make growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart, thus continuing with the goal that was exceeded in 2018-2019 at 87% met.</p>
<p>Priority Statement # 2</p> <p>Students will increase proficiency in problem solving skills.</p>	<p>SMART Goal</p> <p>80% of Pre-Kindergarten students will be proficient on the identified standard, PK.CC.B.5-Represent a number by producing sets of objects with concrete materials, pictures, and or numerals, based on the 4th term report card data, thus increasing by 10%, moving from 70% met in 2018-2019.</p> <p>80% of Kindergarten students will be proficient on the identified standard, K.OA.A2-Solve addition and subtraction word problems, and add and subtract within 10 , based on 4th term report card data, thus continuing with the goal which was met in 2018-2019.</p> <p>75% of first grade students will meet expectations on the identified standards, 1.OA.1 and 1.OA.6 on interim assessments, thus increasing by 53%, moving from 22% met or exceeded in 2018-2019.</p>
<p>Priority Statement # 3</p>	<p>SMART Goal</p>

Student office referrals will decrease	Office referrals for all students will decrease by 20% moving from 90 office referrals (without bus referrals) in 2018-2019 school year to no more than 72 office referrals in 2019-2020 school year.
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Priority 1: ESSA Category – (Academic Achievement/Progress, English Language Proficiency or School Quality and Student Success)

Charles H. Chipman Elementary School's Reading Initiative is to increase accuracy and comprehension of grade level text for all students. Chipman Elementary School wants to ensure that all students are striving to read at or above expectations across all content areas starting with building foundational skills in early literacy behaviors. This has been decided based upon staff input from both ILT meetings and faculty meetings during the 2018-2019 school year.

SMART GOAL

75% of the Pre-Kindergarten Students will reach a targeted score of 80% on the Early Literacy Behaviors Assessment thus increasing by 20% moving from 55% Met in 2018-2019.

70% of Kindergarten students will make growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart, thus increasing by 11%, moving from 59% met in 2018-2019.

80% of first grade students will make growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart, thus continuing with the goal that was exceeded in 2018-2019 at 87% met.

DATA to SUPPORT GOAL

In the 2018-2019 school year, 55% of Pre-K students met the targeted score of 80% on the Early Literacy Behaviors Assessment. 59% of Kindergarten students made growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart. 87% of first grade students made growth on the Benchmark Assessment System based on the Fountas and Pinnell Growth chart. Field trip opportunities will be provided to build background knowledge and real-world experiences related to the curricula content.

Strategies and Effective Practices:

1.0- Teachers will complete their goal assessments (ELB, observational/anecdotal data, running records, BAS) and bring the data to PLCs once a quarter to discuss and review progress.

- The Literacy Coach will conduct a refresher professional development session on informal running records, collecting observational/anecdotal data and BAS assessment as needed for new teachers and those who request a refresher.
- The Literacy Coach will conduct a professional development session on shared reading strategies.
- Teachers will bring Data binders to GLT meetings to analyze student progress

ILT Co-chairs and grade level representatives will share data collected (Interim Assessments and/or report cards/progress reports) and discussed during ILT meeting with staff at faculty meetings to analyze areas of weakness with grade level comprehension.

1.1 -Teachers will identify students reading levels (ELB, observational/ anecdotal data, running records, BAS) in order for the students to be placed into an intervention group.

- The intervention teachers will conduct LLI groups according to the Administrator's Tool: Fidelity of LLI Implementation (Primary) document for first grade and K students. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf
- Teachers will use running records to ensure that students are placed appropriately and making progress
- 1st grade teachers will identify students reading above grade level expectations according to their goal assessment (running records, BAS) for the students to be placed into an enrichment group.
- Reading specialist will conduct an enrichment group twice a week for 30 mins
- The students will explore different units of study.
- Administration will meet with Intervention Teachers to discuss student progress

1.2 - Teachers will utilize the strategies/lessons outlined in the resources within their grade level: Literacy Beginnings, The Continuum of Literacy Learning, The Phonics resources

- The Literacy Coach will conduct on-going professional development sessions on the resources above during weekly PLC meetings.

<ul style="list-style-type: none">• Teachers will submit grade level planning, that includes but not limited to samples of rigorous question, the skill and strategy focus and key points, on a weekly basis to administration• After school planning hours will be provided for classroom, SPED, Intervention and special area teachers to collaborate in lesson planning and/or articulate student academic progress.
<p>1.3 Teachers will utilize shared reading strategies outlined by Fountas and Pinnell</p> <ul style="list-style-type: none">• Small group instruction based on student's needs• Teacher provides explicit instruction in a small group and support reading through increasingly challenging texts• Texts are at a student's instructional level based on observations and student analysis of running records• Teaching is responsive to the individual student strengths and needs, focused on one of two teaching points• Incorporates letter/word work and extending understanding through writing
<p>1.4- Teachers will engage students in frequent interactive read alouds to build fluency, comprehension, and vocabulary.</p> <ul style="list-style-type: none">• The Literacy Coach will conduct a refresher professional development session on interactive read alouds.
<p>1.5- Teachers will engage students in frequent and varied writing activities to support reading comprehension.</p> <ul style="list-style-type: none">• Teachers will utilize Lucy Calkins curriculum in daily instruction• The Literacy Coach will conduct writing professional development sessions on how to collect and utilize student writing samples for instructional purposes and writing about reading. http://www.unitsofstudy.com/resourcecenter/id/636, http://www.unitsofstudy.com/resourcecenter/id/623, http://www.unitsofstudy.com/resourcecenter/id/624, http://www.unitsofstudy.com/resourcecenter/id/417, http://www.unitsofstudy.com/resourcecenter/id/416
<p>1.6- Teachers will provide informative text, including but not limited to classroom libraries, RazKids and Bookflix</p> <ul style="list-style-type: none">• Kindergarten and First Grade teachers will create log in of students for RazKids to use the in the classroom or during computer time. https://988830797499343791.weebly.com/action-research-study-by-holly-carroll.html
<p>1.7- Grade level teams will plan field trips and hands on project-based learning activities to extend learning of curriculum related themes and to build background knowledge.</p>
<p>1.8 A reading literacy coach will be provided that is dedicated solely to the school.</p>

School Name: School Improvement Plan 2019-2021

<ul style="list-style-type: none"> • The coach will schedule individualized PD that includes but not limited to planning rigorous skill-based lessons and modeling lessons. • The coach will attend all school based ILT and PLC meetings presenting information relevant to the grade levels, student needs and the needs of Glen Avenue • The coach attended the ILA conference to learn and increase knowledge of best practices in literacy instruction. The conference focused on empowering teachers and students in creating a thriving culture of literacy. This knowledge will help the coach provide professional development for teachers, during PLC and faculty meetings, that will assist in improving reading achievement and instruction. The knowledge gained will also be used to model lessons in the teachers’ classroom during coaching cycles. • Material of Instruction (MOI) will be provided for intervention teachers to provided material to support, enhance and/or enrich instruction.
1.9 Glen Avenue (the TSI school) and Chipman Elementary (the primary feeder school) have been provided a district-level ELA coach to support the professional development needs of non-tenured teachers in this catchment area
1.10 MSAC Artist in Residency will be provided for 1st grade students which will integrate art and writing. The residency will commence with a demonstration assembly for first grade students followed by in class writing/art experiences.
1.11 Parent and Family Engagement Events will be offered to build parent capacity for Maryland College and Career Ready Standards. Families will be able to support student learning at home

Milestones:

Date	Data	Explanation & Needed Adjustments
November 2019	<p>Early Literacy Behavior Assessment (Pre-K and K)</p> <p>83% of Pre-Kindergarten students are performing in the Needs Development range on the ELB assessment. Grade level has historically met goals, however, saw decrease last year with implementation of new curriculum. Punctuation, tracking words, sight word recognition were areas of weakness on the assessment.</p> <p>45% of Kindergarten students are performing in the Needs Development range on the ELBA. It was shared that there was a delay to the start of guided reading groups due to the administration of the</p>	Data from this assessment will determine student baseline scores.

School Name: School Improvement Plan 2019-2021

	<p>KRA, but the students are all participating in guided or shared reading groups in November and a focus on these skills is addressed.</p>	
	<p>Running Records (K)</p> <p>58% of kindergarten student have completed a running record. 55% of the students are on a reading level A and 3% of students are on a reading level B currently. It was suggested for kindergarten and first grade that there be professional development provided to address when the right time is to move students up levels.</p>	<p>Data from this assessment will determine student baseline scores.</p>
	<p>Benchmark Assessment System (1st)</p> <p>13% of students are on reading level D or above currently based on Fall administration of the BAS. Students are struggling with sight word recognition. Kindergarten assistants are being utilized daily in first grade classrooms to increase sight word recognition.</p>	<p>Data from this assessment will determine student baseline scores.</p>
	<p>Kindergarten Readiness Assessment (K)</p> <p>KRA school wide data has not been provided at this time (February 2020)</p>	<p>Data from this assessment will determine student baseline scores.</p>
January 2020	<p>Early Literacy Behavior Assessment (Pre-K)</p> <p>75% of pre-kindergarten students have reached a target score of 40% on the ELB. Students are showing strengths in the area of letter sounds. Overall, the students are showing weaknesses in the areas of letter recognition and types of punctuation. Teachers are addressing these skills during whole group. Also, there is an additional focus on different skills with emergent readers through the Connect 4 Learning curriculum. The focus depends on the student's score on the ELB and includes sight words for AL, one to one correspondence for OL, and left to right, top to bottom for WTL.</p>	<p>75% of students will reach a target score of 40%</p>

School Name: School Improvement Plan 2019-2021

	<p>Running Records from 1st Marking Term and BAS in January (K)</p> <p>24% of students have increased by 2 or more alpha levels. Students are struggling on comprehension and beyond the text questioning. Sight words and using decoding strategies is also an area of weakness. Therefore, teachers are addressing sight words during word work in guided reading. Teachers are also focusing on sight words in text, poems, and encouraging students to use the words in their own writing during Writer’s workshop. To address comprehension weakness, teacher utilize beyond the text questioning during whole group and small group reading activities. There are students that have been placed in an enrichment group with the media specialist and those students have shown 1 or 2 levels of growth on their BAS. It was discussed that students who are above a C level may be able to join the enrichment group.</p>	<p>70% of students will increase by 2 or more alpha levels Fountas and Pinnell Progress monitoring by instructional text level chart.</p>
	<p>Running Records from 1st and 2nd Marking Term (1st)</p> <p>34% of students have increases by 2 or more alpha levels.</p>	<p>80% of students will increase by 2 or more alpha levels Fountas and Pinnell Progress monitoring by instructional text level chart.</p>
April 2020	<p>Early Literacy Behavior Assessment (Pre-K)</p>	<p>75% of the Students will reach a targeted score of 80% on the Early Literacy Behaviors Assessment</p>
	<p>Benchmark Assessment System (1st)</p>	<p>80% of students will show growth based on the Fountas and Pinnell growth chart.</p>
May 2020	<p>Benchmark Assessment System (K)</p>	<p>70 % of students will show growth based on the Fountas and Pinnell growth chart.</p>

Priority 2: ESSA Category – (Academic Achievement/Progress, English Language Proficiency or School Quality and Student Success)

Charles H. Chipman Elementary School's Math Initiative is to increase critical thinking and problem-solving skills for all students. Chipman Elementary School wants to ensure that all Pre-Kindergarten, Kindergarten, and Grade 1 students are striving to comprehend and respond to higher level mathematical questions. This has been decided based upon staff input from both ILT meetings and faculty meetings during the 2018-2019 school year.

SMART GOAL

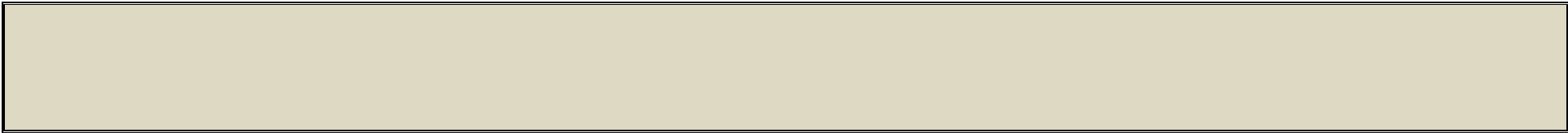
80% of Pre-Kindergarten students will be proficient on the identified standards based on the 4th term report card data, thus increasing by 8%, moving from 72% met in 2018-2019.

80% of Kindergarten students will be proficient on identified standards based on the 4th term report card data, thus increasing by 2%, moving from 78% met in 2018-2019.

75% of first grade students will meet expectations on the identified standards, 1.OA.1 and 1.OA.6 on interim assessments, thus increasing by 53%, moving from 22% met or exceeded in 2018-2019.

DATA to SUPPORT GOAL

In the 2018-2019 school year, 72% of Pre-K students were proficient on the identified standards based on the 4th term report card data. 78% of Kindergarten students were proficient on identified standards based on the 4th term report card data. In 2018-2019, approximately 72% of first grade students met expectations for the teacher given word problem assessment.



Strategies and Effective Practices:

2.0- Teachers will create formative assessments and rubrics and utilize curriculum assessments to guide instructional decisions. Teachers will bring data to PLC meetings to analyze student progress.
2.1- Pre-K and Kindergarten teachers will use realistic objects, concrete manipulatives, and then abstract thinking to count objects. For example: There are 4 people in a group. 1 more person joins the group. How many people are in the group now? <ul style="list-style-type: none">• PD math coach will conduct professional development sessions as needed on the above strategies.
2.2- Teachers will use subitizing in daily Number Talks and Math Meetings. <ul style="list-style-type: none">• PD coach will conduct professional development sessions on decomposing and composing numbers strategies
2.3- Teachers will require students to answer the question in a complete sentence. First Grade Teachers will require students to begin problem-solving by rewriting the question into a sentence with a blank for the unknown (For example: How many marbles does Tom have now? Tom now has _____ marbles.)
2.4- Teachers will require students to use appropriate math vocabulary as listed within the units in the curriculum documents.
2.5- Teachers in Prekindergarten will utilize Building Blocks https://ies.ed.gov/ncee/wwc/Intervention/536 and kindergarten and first grade will implement the Open Response and Reengagement Problem Solving Lessons which are included in each unit of Everyday Mathematics 4. https://ies.ed.gov/ncee/wwc/Intervention/207 <ul style="list-style-type: none">• Student responses to the Open Response Problem Solving will be brought to PLC meetings for scoring and further discussion.

- PD math coach will provide professional development sessions as needed.

2.6- Students will participate in ST Math Intervention no less than 60 minutes per cycle.

Teachers will monitor student alerts and use the information to guide the progress of the students

https://www.evidenceforessa.org/programs/math/elementary?field_evidence_rating=%5B4%2C5%2C7%5D&page=1

<https://www.wested.org/resources/st-math-evaluation/>

<https://blog.mindresearch.org/blog/st-math-for-students-in-special-education>

<https://blog.mindresearch.org/blog/equitable-access-ells>

2.7 Math coach will be provided that is dedicated to the school.

- The coach will schedule individualized PD that includes but not limited to planning rigorous skill-based lessons and modeling lessons.
- The coach will attend all school based ILT and PLC meetings.
- After school planning hours will be provided for classroom, SPED, Intervention and special area teachers to collaborate in lesson planning and/or articulate student academic progress.
- Intense focus will be provided in kindergarten classes to prepare the students for transition to first grade

2.8 Teachers will utilize problem-solving strategies such as sentence frames, Three Reads Strategy, Notice and Wonder, and Numberless Word Problems to better assist ELs and SpEd student populations

- The coach will provide professional development sessions as needed

2.9 Parent and Family Engagement Events will be offered to build parent capacity for Maryland College and Career Ready Standards. Families will be able to support student learning at home

Milestones:

School Name: School Improvement Plan 2019-2021

Date	Data	Explanation & Needed Adjustments
October 2019	Teacher created formative assessment on representing groups to 10 by using manipulatives and rote counting to 20. (PK)	Data from this assessment will determine student baseline scores.
	Teacher created formative assessment for adding and subtracting, within 10, with manipulatives.	Data from this assessment will determine student baseline scores.
	Kindergarten Readiness Assessment (K) KRA school wide data has not been made available. Teachers used their individual data for instruction.	Data from this assessment will determine student baseline scores.
November 2019	Interim Assessment (1st) 60% of students met expectations for standards 1.OA.1 and 1.OA.6 on the interim Assessment.	50% of students will meet expectations
End of 1 st Term	Report Cards (PK) 13% of students were proficient on the identified standard. Students are struggling with 1:1 correspondence and cannot move past 3. Discussed that the data looks very different from the data with the old curriculum because there was a significant portion of teacher control versus the inflexibility with the new curriculum.	20% of students Proficient by 1 st term
	Report Cards (K) Students are exposed to the standard through math meeting.	1 st Term-This skill is not officially taught during the 1 st term.

School Name: School Improvement Plan 2019-2021

End of 2 nd Term	<p>Report Cards (PK)</p> <p>27% of students were proficient on the identified standard.</p> <p>Students are demonstrating strength in the area of rote counting and subitizing. Students are struggling with the ability to build sets. This is a skill where mastery is expected at the end of the school year, so teachers continue to address this skill during whole group and small group.</p>	50% of students Proficient by 2 nd Term
	<p>Report Cards (K)</p> <p>18% of students are proficient on the identified standards for Term 2. It was discussed that this is a very strong start for the students. Teachers continue to address this skill during math meeting and small groups.</p>	20% of students Proficient by 2 nd Term
March 2020	Interim Assessment (1st)	60% of students will meet expectations.
End of 3 rd Term	Report Cards (PK)	70% of students Proficient by 3 rd Term
	Report Cards (K)	50% of students Proficient by 3 rd Term

School Name: School Improvement Plan 2019-2021

May 2020	Interim Assessment (1 st)	75% of students will meet expectations
June 2020	Report Cards (PK)	80% of students proficient by 4 th Term
	Report Cards (K)	80% of students proficient by 4 th Term

Priority 3: ESSA Category – (Academic Achievement/Progress, English Language Proficiency or School Quality and Student Success)

Charles H. Chipman Elementary School's School Culture Initiative is to decrease office referrals. Charles H. Chipman Elementary School wants to maintain and implement a positive school climate to ensure a safe environment conducive to learning.

SMART GOAL

Office referrals for all students will decrease by 20% moving from 90 office referrals (without bus referrals) in 2018-2019 school year to no more than 72 office referrals in 2019-2020 school year.

DATA to SUPPORT GOAL

In the 2018-2019 school year, 90 office referrals (without bus referrals) were written.

Strategies and Effective Practices:

3.0- The Zones of Regulation framework will be used as a major component, in all classrooms, to foster self-regulation and emotional control for all students.

<https://www.sciencedaily.com/releases/2017/05/170529101502.htm>

- School Psychologist will provide training for all staff
- Psychologist will be available to co-teach and will attend behavioral monthly behavioral PLC to assist with planning and implementation

3.1- Positive Behavior Interventions and Support Program (PBIS) will be used as a major component for our school wide plan for establishing self-responsibility, positive values and self-worth. <https://www.pbis.org/research>

3.2- Continue implementation of PBIS with entire school staff and students that will include monthly programs and incentives (including Fabulous Fridays)

School Name: School Improvement Plan 2019-2021

3.3- Staff will utilize Class Dojo in conjunction with PBIS to communicate with parents, chart behavior and award points for positive behavior. https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3446&=&context=etd&=&sei-redir=1&referer=https%253A%252F%252Fwww.bing.com%252Fsearch%253Fq%253Dresearch%252Bon%252Bclass%252Bdojo%2526form%253DEDGEAR%2526qs%253DAS%2526cvid%253D146790e49dc045e28622554065e0922b%2526cc%253DUS%2526setlang%253Den-US%2526DAF0%253D1#search=%22research%20class%20dojo%22
3.4- There will be monthly administrative challenges to promote awareness of schoolwide behavior
3.5- School Counselor will provide classroom instruction using a character-based program, which supports PBIS and character values.
3.6- School Social Worker is available school-wide
3.7- Pre-K will utilize the Solution Suitcase tool from the Connect 4 Learning curriculum
3.8- The House System inspired by Ron Clark Academy will be implemented in order to promote the sense of community as well as positive behavior through earning house points. This is essentially a system in which students and staff will be grouped into “houses” across grade levels and departments and have the opportunity to build relationships with and encourage the students to be the best version of themselves and demonstrate positive behavior and work habits in school.
3.9- School representatives will attend the Get Your Teach On Conference to obtain strategies to continue to establish a rigorous yet fun learning school environment. The attendees from last year’s conference brought back new initiatives in our school including but not limited to music playing school-wide in the morning to get students and teachers excited about arrival, providing morning choice rather than morning work to students to again promote students being excited to come to school as well as Rock Your School Day which allowed teachers, students and staff to participate in a school wide theme-day that provided engaging and rigorous activities for students.
3.10-Staff will receive a copy of the book <i>The Wild Card</i> to support the implementation of the ideas gleaned from the Get Your Teach On Conference.

Milestones

Date	Data	Explanation & Needed Adjustments
November 2019	Referral data pulled from X2 Report Center by administration Currently there are 21 office conduct referrals. All staff chose a “buddy” student, targeting our red zone students. The purpose is to provide a positive check in through the week and to build relationships.	22 or less office referrals total for school year

School Name: School Improvement Plan 2019-2021

<p>January 2020</p>	<p>Referral data pulled from X2 Report Center by administration</p> <p>Currently there are 55 office conduct referrals. House System started with first grade students and all staff in January. Kindergarten students will be emerged in the house system beginning in March. Pre-Kindergarten students will be emerged in the house system beginning in May.</p>	<p>44 or less office referrals total for school year</p>
<p>April 2020</p>	<p>Referral data pulled from X2 Report Center by administration</p>	<p>66 or less office referrals total for school year</p>
<p>End of 4th Marking Term</p>	<p>Referral data pulled by administration</p>	<p>45 or less office referrals total for school year</p>

School Name: School Improvement Plan 2019-2021