

Carrolltowne Elementary School

School Improvement Plan 2022 - 2023

School Vision/Mission

The mission of Carrolltowne Elementary School is to support and motivate students Pre-K through 5th grade to become confident and responsible learners.

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

Multiple Pathway Opportunities for Student Success

- Prepare students to exit CCPS college, career, and community ready.
- Improve the proficiency level of each student group in ELA and mathematics.
 - Grade 3 Reading
 - Middle School Algebra
 - MCAP ELA Proficiency
 - MCAP Math Proficiency
- Provide access to a well-rounded, varied, and rigorous curriculum to all students.
 - Under-represented Student Groups in High School Courses

Family and Community Partnerships

- Demonstrate transparency, trust, and respect.
 - Meaningful, informative, timely, respectful, two-way, and multimodal communication
- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
 - Outreach to families
- Partner with local government, businesses, and agencies to support learning.

Successful Workforce

- Recruit and retain highly qualified and diverse employees reflective of our community.
 - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
 - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

Safe, Secure, Healthy, and Modern Learning Environment

- Establish a welcoming culture of diversity.
 - Welcoming, diverse, respectful, and civil culture
- Promote respect and civility.
- Collaborate internally and externally to support students' health and well-being.
- Provide safe and secure schools, facilities, and assets.
 - Safe to Learn Act
- Maintain modern schools, facilities, and resources that support the educational program.
 - Facilities Condition Index (FCI)

School Needs Assessment – County ELA Data

Numbers represent the percentages of students who met the mastery level

Pre-K	PLA: Letter ID Uppercase		PLA: Letter ID Lowercase		PLA: Concepts of Print		Matching Familiar Consonant		PLA: Rhyme Supply		PLA: Initial Consonants the Same	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2019	88	88	87	88	96	100	93	94	81	50	84	94
Sp. 2021	80	82	76	71	93	-----	82	76	69	59	78	76
Sp. 2022	88	100	86	100	97	78	92	100	74	33	83	100

Kinder	High Frequency Words		Assessed Reading Level		PLA: Letter Sounds		PLA: Hearing Sounds in Words		PLA: DAPPA Substitution		PLA: DAPPA Deleting		CCPA: 2A (Closed Syllables)	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2019	90	97	91	98	-----	95	80	80	91	94	88	88	82	83
Sp. 2021	69	83	75	85	80	78	57	64	89	94	82	85	-----	-----
Sp. 2022	84	85	85	88	92	94	74	74	-----	92	-----	82	81	87

1st	High Frequency Words		Assessed Reading Level		Fluency		CCPA 2B (Closed Syllables w/Digraphs)		CCPA 2C (Closed Syllables w/Blends)		CCPA 2D (VCe)		CCPA 2F (R-Controlled)		CCPA 2E (2 Syllable Closed)	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2019	79	88	84	81	82	82	96	99	92	96	90	98	78	88	82	88
Sp. 2020	55	75	67	83	73	88	89	95	83	91	79	91	-----	84	-----	81
Sp. 2021	64	55	73	80	80	93	92	97	87	92	84	90	-----	-----	-----	-----

*** Sp. 2020 Note: ONLY Literary CBA assessed**

2nd	Assessed Reading Level		Fluency		CCPA 2G (vowel digraphs)		CCPA 2H (vowel diphthongs)		CCPA 2I (2 syllables)		CCPA 2J (multisyllabic)		CBA (80% expectation)		Reading Inventory	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2019	74	90	84	92	-----	96	-----	93	74	84	73	79	69	72	71	-----
Sp. 2020	64	79	81	96	88	99	78	91	-----	69	-----	69	69	80	80	-----
Sp. 2021	68	77	83	94	88	97	80	91	-----	-----	-----	-----	80	93	93	76

*** Sp. 2020 Note: ONLY Literary CBA assessed**

3rd	Assessed Reading Level		CBA (80% expectation)				Reading Inventory	
	County	CES	County		CES		County	CES
Sp. 2019	91	96	64		68		76	88
Sp. 2020	85	95	58		54		69	79
Sp. 2021	88	88	Lit. - 65	Opin. - 63	Lit. - 48	Opin. - 57	68	72

*** Sp. 2020 Note: ONLY Literary CBA assessed**

4th	CBA (80% expectation)				Reading Inventory	
	County		CES		County	CES
Sp. 2019	55		63		76	78
Sp. 2020	65		70		73	85
Sp. 2021	Lit. - 74	Opin. - 62	Lit. - 87	Opin. - 67	74	85

*** Sp. 2020 Note: ONLY Literary CBA assessed**

5th	CBA (80% expectation)				Reading Inventory	
	County		CES		County	CES
Sp. 2019	63		67		78	80
Sp. 2020	65		69		75	82
Sp. 2021	Lit. - 71	Opin. - 63	Lit. - 84	Opin. - 85	75	93

School Improvement ELA Data 2021-2022

Grade	2021 - 2022 Grade Level ELA Goal	2021 Data (CES)	CES Data	CCPS Data	EOY - Goal Met?
PK	All students will meet or exceed county and school percentages (from the 2020-2021 school year) of students achieving the county target on all Spring 2022 county assessments. (15 students attributed to percentages-CCPS data reflected 9 students)	82%	Letter ID Uppercase: 100%	88%	YES
		71%	Letter ID Lowercase: 100%	86%	YES
		76%	Matching Familiar Consonant: 100%	92%	YES
		59%	Rhyme Supply: 40%	74%	NO
		76%	PLA Initial Consonants the Same: 67%	83%	NO
K	All students will meet or exceed county and school percentages (from the 2020-2021 school year) of students achieving the county target on all Spring 2022 county assessments.	83%	High Frequency Words: 85%	84%	YES
		85%	Assessed Reading Level: 88%	85%	YES
		77%	PLA Letter Sounds: 94%	92%	YES
		64%	Hearing Sounds in Words: 74%	74%	YES
1	All students will meet or exceed county and school percentages (from the 2020-2021 school year) of students achieving the county target on all Spring 2022 county assessments.	75%	High Frequency Words: 55%	66%	NO

		83%	Assessed Reading Level: 80%	73%	Partially Met
		88%	Fluency: 93%	80%	YES
		95%	CCPA 2B (Closed Syllables w/Digraphs): 97%	92%	YES
		91%	CCPA 2C (Closed Syllables w/Blends): 92%	87%	YES
		91%	CCPA 2D (Vowel Consonant E): 90%	84%	Partially Met
2	75% of students will achieve an 80% or higher on the Spring 2022 CBA (Literary and Opinion). *combined CBA percentage	80%	CBA: 85%	68%	YES
			CBA Literary: 85% CBA Opinion: 79%		
3	75% of students will achieve an 80% or higher on the Spring 2022 CBA (Literary and Opinion). *2021 combined CBA percentage	54%*	CBA Literary: 31%	47%	NO
		54%	CBA Opinion: 37%	47%	NO
4	70% of students will achieve an 80% or higher on the Spring 2022 CBA (Literary and Opinion). *2021 combined CBA percentage	70%	CBA Literary: 70%	61%	YES
		70%	CBA Opinion: 46%	43%	NO (3% higher than county)
5	70% of students will achieve an 80% or higher on the Spring 2022 CBA (Literary and Opinion). *2021 combined CBA percentage	69%	CBA Literary: 61%	52%	No (9% higher than county)
		69%	CBA Informational: 71%	49%	YES

Grade	2021 - 2022 Grade Level Writing Goal	2021 Data (CES)	Progress	CCPS DATA	EOY - Goal Met?
K	70% or greater of kindergarten students will achieve mastery of "Hearing Sounds in Words" on the PLA.	64%	Hearing Sounds in Words: 74%	74%	YES
1	95% or greater of students will demonstrate mastery of CCPA (2C, 2D) and will maintain 95% or greater mastery for CCPA (2A, 2B)	96%	CCPA 2A (Closed Syllables): 97%	95%	YES
		95%	CCPA 2B (Closed Syllables with/Digraphs): 97%	92%	YES
		91%	CCPA 2C (Closed Syllables with/Blends): 92%	87%	NO (5% higher than county)
		91%	CCPA 2D (Vowel Consonant E): 90%	84%	NO (6% higher than county)
2	80% of students will earn 70% in writing using CCPS writing rubrics on the Spring CBA (Literary and Opinion). *percentages calculated using (0, 1, 2, 3) old CCPS rubric		CBA Literary Writing: 91%	Not Reported	YES
			CBA Opinion Writing: 89%	Not Reported	YES
3	80% of students will earn 70% in writing using CCPS writing rubrics on the Spring CBA (Literary and Opinion).		CBA Literary Writing: 62%	74%	NO
			CBA Opinion Writing: 62%	77%	NO
4	80% of students will earn 70% in writing using CCPS writing rubrics on the Spring CBA (Literary and Opinion).		CBA Literary Writing: 70%	74%	NO
			CBA Opinion Writing: 72%	77%	NO
5	80% of students will earn 70% in writing using CCPS writing rubrics on the Spring CBA (Literary and Opinion).		CBA Literary Writing: 94%	82%	YES
			CBA Opinion Writing: 91%	79%	YES

School Improvement Reading Goals 2022-2023

- **Pre-K:** In Pre-K, 95% of students will score Proficient on the Spring 2023 county assessment.
- **Kindergarten:** In kindergarten, 92% of students will meet the county expectation of being instructed on a level D running record on the Spring 2023 county assessment
- **1st grade:** In grade 1, 100% of students will achieve 80% or higher on the county Spring 2023 county assessment.
- **2nd-5th :** In grades 2-5, the following percentage of students will achieve an 80% or higher on all 2022-2023 CBA Assessments (both Literary and Opinion):
 - 2nd grade: 80%
 - 3rd grade: 75%
 - 4th grade: 70%
 - 5th grade: 75%

[illegible]

Kindergarten - During achievement meetings, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress. - Teachers will focus on instructing students with Foundations content and high frequency words. - Whole Group/Small Group - Interventions/AEL - Flexible Grouping - Teachers will collaborate with the ELA resource teacher and/or Early Literacy Committee to identify areas of need and participate in professional learning based on areas of need.	Three Times a Year Daily Weekly	Grade-level Excel document with individual student data 80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data) 100% of students will score 80% or higher on Teacher Made Foundations Assessments 100% of students will score 80% or higher on county high frequency word assessment. Quarter 1: baseline data Quarter 2: 25/50 Quarter 3: 35/50 Quarter 4: 50/50 92% of students will meet county reading level expectations. Quarter 1: A/B Quarter 2: C Quarter 3: C/D Quarter 4: D
First - During achievement meetings, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress. - Teachers will focus instructing students with Foundations content and high frequency words - Whole Group/Small Group - Interventions - Flexible Grouping - Teachers will collaborate with the ELA resource teacher and/or Early Literacy Committee to identify areas of need and participate in	Three Times a Year Daily Quarterly	Grade-level Excel document with individual student data 80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data) 100% of students will score 80% or higher on Foundation Unit Assessments 80% of students will master county assessments 85% of students included in intervention/flexible grouping will make one year's growth or meet a growth target.

**professional learning using
Science of Reading.**

	September	October	November	December	January	February	March	April	May/June
	B	B	C	C	D	D	E	E/F	E
	C	C	D	D	E	E	F	F/G	G
	D	D	E	F	G	H	I	I/J	J
	E	E/F	F	G	H	I	I/J	J	K
	F	F	G	G/H	H	I/J	J	K	K
	G	G	H	H/I	I	J	J/K	K	L
	H	H	H/I	I	J	J/K	K	L	M
	I	I	J	J/K	K	L	L/M	M	N
	J	J	K	K/L	L	M	M/N	N	O

Second

- During achievement meetings, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress.
- Teachers will focus instructing students with Foundations content
 - Whole Group/Small Group
 - Interventions
 - Flexible Grouping
- Teachers will collaborate with the ELA resource teacher and/or Early Literacy Committee to identify areas of need and participate in professional learning based on areas of need.

- ## Second
- During achievement meetings, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress.
 - Teachers will focus instructing students with Foundations content
 - Whole Group/Small Group
 - Interventions
 - Flexible Grouping
 - Teachers will collaborate with the ELA resource teacher and/or Early Literacy Committee to identify areas of need and participate in professional learning based on areas of need.

Three Times a Year

Daily

Weekly

Three Times a Year

Daily

Weekly

Three Times a Year

Daily

Weekly

Grade-level Excel document with individual student data

80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data)

100% of students will score 80% or higher on Teacher Made Foundations Assessments

Students will make at least one year's growth in reading as follows:

Start	1st Q	2nd Q	3rd Q	4th Q
B - D	F	G	H/I	J
E	F	G	H/I	J/K
F	G	H/I	J	K
G	H/I	J	K	L
H-I	J	K	L	M
J	K/L	M	N	O
K	L	M	N	O
L	M	N	O	O+
M	N	O	O	O+
N	O	O	O+	O+
O	O	O+	O+	O+

Grade-level Excel document with individual student data

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100% of students will score 80% or higher on Teacher Made Foundations Assessments

Students will make at least one year's growth in reading as follows:

Start	1st Q	2nd Q	3rd Q	4th Q
B - D	F	G	H/I	J
E	F	G	H/I	J/K
F	G	H/I	J	K
G	H/I	J	K	L
H-I	J	K	L	M
J	K/L	M	N	O
K	L	M	N	O
L	M	N	O	O+
M	N	O	O	O+
N	O	O	O+	O+
O	O	O+	O+	O+

Grade-level Excel document with individual student data

80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data)

100% of students will score 80% or higher on Teacher Made Foundations Assessments

Students will make at least one year's growth in reading as follows:

Start	1st Q	2nd Q	3rd Q	4th Q
B - D	F	G	H/I	J
E	F	G	H/I	J/K
F	G	H/I	J	K
G	H/I	J	K	L
H-I	J	K	L	M
J	K/L	M	N	O
K	L	M	N	O
L	M	N	O	O+
M	N	O	O	O+
N	O	O	O+	O+
O	O	O+	O+	O+

Grade-level Excel document with individual student data

80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data)

100% of students will score 80% or higher on Teacher Made Foundations Assessments

Students will make at least one year's growth in reading as follows:

Start	1st Q	2nd Q	3rd Q	4th Q
B - D	F	G	H/I	J
E	F	G	H/I	J/K
F	G	H/I	J	K
G	H/I	J	K	L
H-I	J	K	L	M
J	K/L	M	N	O
K	L	M	N	O
L	M	N	O	O+
M	N	O	O	O+
N	O	O	O+	O+
O	O	O+	O+	O+

Grade-level Excel document with individual student data

80% of students identified and included in intervention will meet a growth target (generated using intervention baseline data)

100% of students will score 80% or higher on Teacher Made Foundations Assessments

Students will make at least one year's growth in reading as follows:

Start	1st Q	2nd Q	3rd Q	4th Q
B - D	F	G	H/I	J
E	F	G	H/I	J/K
F	G	H/I	J	K
G	H/I	J	K	L
H-I	J	K	L	M
J	K/L	M	N	O
K	L	M	N	O
L	M	N	O	O+
M	N	O	O	O+
N	O	O	O+	O+
O	O	O+	O+	O+

Fifth - During achievement and planning meetings, general education teachers, special education teachers, resource teachers, and administration will identify yellow and red zone students and design interventions to support student progress. - ELA Resource teacher will be available on a designated day each week to collaborate and plan with each grade level teacher in respective subject areas. - Provide explicit instruction of using context clues to support comprehension.	Three Times a Year	80% of identified students will demonstrate mastery of identified critical areas taught in flexible intervention groups on teacher created and county prompts and assessments
	Weekly	As a result of weekly team meetings with the resource teacher, 80% of students will demonstrate mastery of identified critical areas taught in flexible intervention groups on teacher created and county prompts and assessments
	Weekly	Students will score 80% or greater on weekly teacher generated formative assessment, and meet or exceed county expectations as measured by Lexile grade level band

School Improvement Goals Pre-Writing/Writing 2022-2023

- Pre-K: 95% of Pre-K students will achieve proficiency in “Matching Familiar Consonant Sounds/Letters” and in “Initial Consonant the Same” on the end of year PLA
- Kindergarten: 80% or greater of kindergarten students will achieve mastery in “Hearing Sounds in Words” on the PLA.
- Grade 1: 100% of first graders will achieve mastery (35 out of 37, or higher) in “Hearing Sounds in Words” on the PLA (CCPS Kindergarten expectation).
- Grade 2: 80% of the second grade students will achieve 70% or higher on the CCPS Writing Rubric in the writing portion of the Spring 2023 CBA.
- Grade 3: 45% of third grade students will achieve 80% or higher on the CCPS Writing Rubric in the writing portion of the 2023 Literary Writing CBA.
Grade 3: 45% of third grade students will achieve 80% or higher on the CCPS Writing Rubric in the writing portion of the 2023 Opinion Writing CBA.
- Grade 4: 70% of fourth grade students will achieve 80% or higher on the CCPS Writing Rubric in the writing portion of the 2023 Literary Writing CBA.
- Grade 5: 85% of fifth grade students will achieve 80% or higher on the CCPS Writing Rubric in the writing portion of the 2023 Literary Writing Spring CBA.
Grade 5: 85% of fifth grade students will achieve 80% or higher on the CCPS Writing Rubric in the writing portion of the 2023 Opinion Writing Spring CBA.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Pre-K Teachers will teach daily FUNdations lessons to teach letters and letter sounds.	Daily	County Assessment Data: 95% of students will score Proficient in upper and lowercase letter ID
Kindergarten - Kindergarten teachers will collaboratively plan to identify and implement instructional practices focussed on Hearing Sounds in Words - Kindergarten teachers will implement FUNdations instruction with fidelity and whole group instruction daily	Weekly Daily	80% of students will score a 19/37 Quarter 2, 27/37 Quarter 3, and 35/37 in Quarter 4. (county expectation) Quarter 1 will be baseline data 100% of students will score 80% or higher on Teacher Made Foundations Assessments
First - Teachers will collaboratively plan to identify and implement instructional practices focused on Hearing Sounds in Words - Teachers will implement FUNdations instruction with fidelity and whole group instruction daily	Weekly Daily	95% of students will master Hearing Sounds in Words Assessment by May 2023. 85% of students will score 80% or higher on sections 2B, 2C, 2D, and 2E of CCPA by May 2023.
Second - All teachers will participate in professional learning with the reading specialist in order to increase understanding of CCPS writing rubrics - Teachers will use Foundations assessment data and writing rubric data to create flexible intervention groups.”	September 2022- May 2023 September 2022-May 2023	Teachers will implement usage of the CCPS Writing Rubrics 1 - 2 times per month TBD 100% of the students in interventions will meet their targeted goals each
Third - All teachers will use CCPS writing rubrics to target specific areas of writing as informed by the county rubrics. - Teachers will use CCPS data to create flexible intervention groups.	September 2022 - May 2023	Teachers will implement usage of the CPPS writing rubrics 1-2 times per month. 100% of students in interventions will meet their targeted goals.
Fourth Teachers will explicitly model unlocking the prompt to create a	September-May	80% of identified students will demonstrate mastery of

School Needs Assessment – CES Math Data 2019

% Met 2019	PreK	K	1	2	3	4	5
January	100	90	97	82	90	86	71
May	100	89	98	93	81	91	66

School Needs Assessment – CES Math Data 2021

% Met 2021	PreK	K	1	2	3	4	5
January	94	75	93	77	56	82	74
May	88	77	91	84	82	87	55

School Needs Assessment – CES Math Data 2022

% Met 2022	PreK	K	1	2	3	4	5
January	100	86	85	80	68	75	67
May	100	90	87	93	74	91	73

Grade	2021-2022 Grade Level Math SIP Goal	Mid - MYA Progress	EOY - Goal Met?
PK	90% of pre-k students will meet the county expectation of 80% mastery on CCPS May Assessments (MYA CC was 12% over CCPS)	100% (8% over CCPS)	100% (10% over CCPS) GOAL MET ✓
K	90% of Kindergarten students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments. (MYA OA was 5% over CCPS)	86% (5% under CCPS)	90% (1% over CCPS) GOAL MET ✓
1	95% of 1st grade students will meet the county expectation of 80% mastery on CCPS May Benchmark (MYA OA was 3% over CCPS)	85% (2% over CCPS)	87% (1% over CCPS)
2	90% of the 2nd grade students will meet the county expectation of 80% mastery on CCPS May Benchmark assessments (MYA OA was 13% over CCPS)	80% (10% over CCPS)	93% (16% over CCPS) GOAL MET ✓

First • All math fact data and assessment data on spreadsheet. Quarterly, during kid-talk, look over data to determine needs for interventions. • Utilizing Bridges (volume 4) to help guide/support instruction and intervention design of word problems • Teachers will implement Dreambox during math rotations, monitoring student progress through the dashboard, in order to differentiate instruction. • During achievement meetings that support goal interventions and SLO targets, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress.	Beginning of Each Quarter	85% of targeted students will meet the goal of interventions
	Beginning of Each Quarter	85% of targeted students will meet the goal of word problem interventions
	Beginning at the end of the first quarter throughout the year	85% of students will meet their individualized identified growth target as measured by Dreambox levels
	Quarterly	85% of students included in intervention/flexible grouping will make one year's growth or meet a growth target.
Second • Teachers will collaborate to develop common screening assessments for word problems in order to determine needs for interventions • Teachers will develop screening assessments for decomposing 2-digit numbers in order to determine needs for interventions • Teachers will create a shared spreadsheet to track fact fluency data beginning with 1st grade's 2021-2022 data and continuing with second grade facts in order to create flexible groups for fact fluency	Develop and administer screening at the beginning of the second quarter	100% of students will accurately represent story problems using equations with a symbol for the unknown 80% of the time as measured by formative assessments and interventions during units 1-5.
	Interventions during units 1, 2, and 5	
	Develop and administer screening at the beginning of the first quarter	100% of students will accurately decompose 2-digit numbers 80% of the time as measured by formative assessments created by teacher
	Interventions Oct-January	
	Develop spreadsheet at the beginning of the first quarter	85% of targeted students will meet the intervention goal
	Quarterly during kid talking	

- Teachers will implement Dreambox during math rotations, monitoring student progress through the dashboard in order to differentiate instruction. - During achievement meetings, general education teachers, special education teachers, resource teachers and administration will identify yellow and red zone students and design interventions to support student progress.	End of 1st quarter-end of year Three Times a Year	85% of students who scored less than 80% on the Unit 1 county assessment will meet their individualized identified growth target as measured by Dreambox units Grade level excel document with individual student data. 85% of students included in intervention/flexible grouping will meet a growth target
- Teachers will use data analysis (formative assessments, unit assessments, and 2021-2022 EOY Math Matrix) to drive their planning related to critical content, pre-teaching, and intervention groups. - During achievement and planning meetings, general education teachers, special education teachers, resource teachers, and administration will identify yellow and red zone students and design interventions to support student progress - Third Teachers will use baseline data to create flexible groups for fact fluency - Math Resource teacher will be available on a designated day each week to collaborate and plan with each grade level teacher in respective subject areas.	Weekly Three Times a Year Weekly Weekly	80% of students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher created and county assessments. 85% of students will master foundation facts for multiplication at the reasoning level (or higher) by February 80% of students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher created and county assessments.
Fourth Teachers will use data analysis (formative assessments, unit assessments, and 2021-2022 EOY Math Matrix) to drive their planning related to critical content, pre-teaching, and intervention groups.	September - May	85% of students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher generated and county

During achievement and planning meetings, general education teachers, special education teachers, resource teachers, and administration will identify yellow and red zone students and design interventions to support student progress.	Three Times a Year (Achievement Meetings) Planning (Weekly)	assessments 80% of identified students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher generated and county assessments.
Fifth - Teachers will use data analysis (formative assessments, unit assessments, and 2021-2022 EOY Math Matrix) to drive their planning related to critical content, pre-teaching, and intervention groups. - During achievement and planning meetings, general education teachers, special education teachers, resource teachers, and administration will identify yellow and red zone students and design interventions to support student progress. - During planning meetings, general education teachers will meet to coordinate and/or team teach content lessons, based on current curriculum, with the Advanced Academic Teacher.	Weekly Planning Meetings Weekly Planning Meetings Three Times a Year (Achievement Meetings) Weekly	80% of students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher generated and county assessments 80% of students will demonstrate mastery of identified critical content concepts taught in flexible intervention groups on teacher generated and county assessments 100% of students participating in AA Curriculum during a Mathematics Unit/s will score 100% on the correlating Unit Assessment.

School Improvement Goals Social Emotional Learning 2022-2023	
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90% of students in grades K-5 will be able to identify their emotions throughout the day by either vocalizing their emotion to a staff member during morning arrival and also identifying their emotions when completing a reflection sheet. These daily check-ins and time for reflection will help students feel emotionally safe at school.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
During the 2022-2023 school year, the counseling office will provide monthly counseling lessons that focus on the social emotional learning of students so they can understand how to manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.	Monthly	Monthly surveys will be given to each student prior to their classroom counseling lesson that include one question from each of the five aspects of social emotional learning (social awareness, relationship skills, responsible decision making, self-awareness, and self-management). In addition, referral and reflection sheets will be analyzed monthly to determine decision making skills.
Kindergarten and 1st grade will continue to use the Second Step Curriculum to teach students SEL skills. This is weekly for 20-30 minutes.	Weekly	Referral and reflection sheets will be analyzed monthly to determine decision making skills.
New for 2022-2023, there will be a focus on behavior in the cafeteria due to previous data reflecting a low level of positivity by both students and staff.	Weekly	We will promote a positive and safe environment by using incentives for both individuals and whole classes each week. Referral and reflection sheets will be analyzed monthly.