

**Manchester Elementary School**  
**School Improvement Plan**  
**2024-2025**

**School Vision / Mission**

**Our Vision**

Our vision at Manchester Elementary School is to ensure that every student can thrive as a responsible citizen in a changing world by providing a rigorous and challenging curriculum in partnership with quality staff, caring families, and supportive community members.

**Our Mission**

The mission of Manchester Elementary School is to prepare all students to become successful learners in school and in life.

**Our Motto**

**Where Learning Never Ends!**

**Collective Commitments**

**Be Actively Engaged, Be Respectful and Give Honest Feedback, Leadership is a Shared Responsibility**  
**Honor Your Commitment to Your Role**

**Carroll County Public Schools Vision 2024-2029**

**Improve Academic Achievement**

- CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.
- CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

**Strengthen Productive Family & Community Partnerships**

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS partners with local government, businesses, and agencies to support student learning.
- CCPS will increase transparency in the public procurement process.

**Develop and Support a Successful Workforce**

- CCPS recruits qualified candidates for all teacher positions.
- CCPS supports staff to build the Blueprint for Maryland's Future career ladder.
- CCPS recruits and retains diverse employees reflective of our student community.
- CCPS maintains class sizes that support learning.

**Provide a Secure, Healthy, & Modern Learning Environment**

- CCPS promotes a culture of school security to protect and educate our students.
- CCPS maintains modern schools, facilities, and resources that support the educational program.

**School Needs Assessment**

**Mathematics:** An analysis of the Mid-Year/End-of-Year assessment data in 2023-2024 shows in grades 2-5 that less than 80% of students achieved 80% on county benchmark assessments. Upon further analysis of grade level reports of students meeting standards by content the areas, Algebraic Thinking (OA), Number and Operations in Base Ten (NBT), Measurement & Data (MD), Geometry (G), and Numbers and Operations - Fractions (NF) were the greatest areas of concern.

Math Based on Benchmark Data 2023-2024		Areas of Focus
Winter 24	Spring 24	
<b>Pre-K Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>95%</b></li> <li>% Meeting 80% - <b>95%</b></li> </ul>	<b>Pre-K Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>96%</b></li> <li>% Meeting 80% - <b>100%</b></li> </ul>	<b>Operations &amp; Algebraic Thinking (OA)</b>
<b>Kindergarten Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>90%</b></li> <li>% Meeting 80% - <b>87%</b></li> </ul>	<b>Kindergarten Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>87%</b></li> <li>% Meeting 80% - <b>84%</b></li> </ul>	<b>Numbers in Base Ten (NBT) Geometry (G)</b>
<b>First Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>85%</b></li> <li>% Meeting 80% - <b>81%</b></li> </ul>	<b>First Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>92%</b></li> <li>% Meeting 80% - <b>89%</b></li> </ul>	<b>Operations &amp; Algebraic Thinking (OA)</b>
<b>Second Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>77%</b></li> <li>% Meeting 80% - <b>60%</b></li> </ul>	<b>Second Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>80%</b></li> <li>% Meeting 80% - <b>64%</b></li> </ul>	<b>Numbers in Base Ten (NBT) Operations &amp; Algebraic Thinking (OA) Measurement &amp; Data (MD)</b>
<b>Third Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>79%</b></li> <li>% Meeting 80% - <b>58%</b></li> </ul>	<b>Third Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>78%</b></li> <li>% Meeting 80% - <b>61%</b></li> </ul>	<b>Numbers in Base Ten (NBT) Operations &amp; Algebraic Thinking (OA) Measurement &amp; Data (MD)</b>
<b>Fourth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>78%</b></li> <li>% Meeting 80% - <b>58%</b></li> </ul>	<b>Fourth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>77%</b></li> <li>% Meeting 80% - <b>52%</b></li> </ul>	<b>Numbers in Base Ten (NBT) Operations &amp; Algebraic Thinking (OA) Measurement &amp; Data (MD)</b>
<b>Fifth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>74%</b></li> <li>% Meeting 80% - <b>53%</b></li> </ul>	<b>Fifth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average - <b>78%</b></li> <li>% Meeting 80% - <b>59%</b></li> </ul>	<b>Numbers in Base Ten (NBT) Numbers &amp; Operations – Fractions (NF) Geometry (G)</b>

**Reading:** Assessments reflecting high-priority content show that less than 80% of students are scoring at the county expectation of 80%. These are identified in red, with assessments of more than 80% of students meeting expectations shown in blue. Reading Inventory data also suggests that less than 80% of students are meeting reading level expectations. Data from 22-23 shown in parentheses when available.

ELA Data 2023-2024 % of students meeting 80% expectations	
Mid-Year/ Winter	End of Year/ Spring
<b>Pre-K ELA</b> Letter ID Upper-case 100% (90%) Rhyme ID 70% (90%) Letter ID Lower-case 100% (90%) Blending Syllables 100% (95%)	<b>Pre-K ELA</b> Letter ID Upper 100% (89.47) Lower 94% (89.47%) Letter Sounds 100% Blending Onset-Rime 88.89% Initial Consonant the Same 94.44% (78.95%)
<b>Kindergarten ELA</b> Letter ID Upper-case 86% (87%) Lower-case 74% (79%) Letter Sounds 62% (77%) High-Frequency Words 47% (52%) DAPPA Blending 69% (74%) Instructional Reading Level 63% (75%) DIBELS - LNF 59%(62%) PSF 55%(40%) NWF-CLS 35% (40%) NWF-WRC 35% (40%)	<b>Kindergarten ELA</b> High-Frequency Words 72% (76.47%) Hearing Sounds in Words 53% (63.11%) Letter Sounds 88% (91%) Assessed Reading Level 80% (83%) Blending 95% (96.12%) CCPA 2A – CVC Words 78% (86.41%) DIBELS – LNF 68% (77%) PSF 64% (54%) NWF-CLS 63% (67%) NWF-WRC 67% (77%)
<b>First Grade ELA</b> Instructional Reading Level 75% (65%) High-Frequency Words 72% (76%) 100 words CCPA Closed-Syllables (94%) CCPA Digraphs (89%) DAPPA Blending (97%) Hearing Sounds in Words 83% DIBELS 23-24 LNF 74% PSF 85% NWF-CLS --- NWF-WRC 64%	<b>First Grade ELA</b> Instructional Reading Level 81% (70.49%) High-Frequency Words 68% (54.92%) 200 words CCPA Closed-Syllables w/ Blends 84% (91%) CCPA Closed-Digraphs 91% CCPA VCe 80% (83%) CCPA 2 Syllables Closed 64% (67%)  DIBELS 23-24 ALL (22-23 Strugglers only) LNF 86% (59%) PSF 92% (69%) NWF-CLS 80% (23%) NWF-WRC 77% (35%)
<b>Second Grade ELA</b> Instructional Reading Level 74% (83%) Reading Inventory 74% (60%) only Level L and above	<b>Second Grade ELA</b> Instructional Reading Level 71% (84%) Reading Inventory 66% (65%) CBA2 Opinion 54% (57%) Literary 51% (55%)



High-Frequency Words 83% (80%) CBA 1 Info 39% (40%) CCPA Silent e 90% (90%) CCPA R Controlled 80% (77%) CCPA Vowel Digraphs 71% (65%) DIBELS (given to struggling or new students only) NWF-CLS 13% (9%) NWF-WRC 18% (12%)	CCPA Vowel Diphthongs 73% (82%) CCPA Two Syllables All 52% (65%)  DIBELS (given to struggling or new students only) NWF-CLS 23% (42%) NWF-WRC 23% (46%)
<b>Third Grade ELA</b> CBA Literary Met 70%: 69% (67%) Met 80%: 48% (42%) CBA Info Met 70%: 52% (64%) Met 80%: 39% (36%) Reading Inventory 79% (77%) Instructional Reading Level 93% (85%) Level O CCPA Two-syllable 95% (80%) CCPA Multi-syllable 92% (80%)	<b>Third Grade ELA</b> CBA2 Met 70%: Literary – 72% (80%) Opinion – 55% (82%) Met 80% Literary – 59% (57%) Opinion – 75% (62%) Reading Inventory 72% (72%) Instructional Reading Level O 93% (92%) CCPA Two-syllable 90% (85%) CCPA Multi-syllable 92% (87%)
<b>Fourth Grade ELA</b> CBA Literary Met 70%: 50% (47%) Met 80%: 35% (23%) CBA Info Met 70%: 54% (47%) Met 80%: 36% (27%) Reading Inventory 68% (68%)	<b>Fourth Grade ELA</b> CBA2 Met 70%: Literary–75% (71%) Opinion–55% (55%) Met 80%: Literary–62% (59%) Opinion–40% (45%) Reading Inventory 71% (75%)
<b>Fifth Grade ELA</b> CBA Literary Met 70%: 67% (63%) Met 80%: 44% (39%) CBA Info Met 70%: 71% (67%) Met 80%: 48% (48%) Reading Inventory 78% (81%)	CBA2 Met 70%: Literary–84% (76%) Opinion –67% (73%) Met 80% Literary–57% (61%) Opinion – 58% (57%) Reading Inventory 72% (71%)

**Writing:** An analysis of CBA writing data by the school improvement team determined that informational writing in the areas of ideas and organization had the largest deficit and, with explicit instruction, would yield progress for all students, regardless of their level. Additionally, there is a gap between students in special education and students receiving services through the language learner programs and those not receiving those services.

Grade	Writing Data 22-23				Writing Data 23 -24			
	CBA 1 Info Writing Average	% making 80% CBA 1 Writing	CBA 2 Opinion Writing Average	% of students 80% CBA 2 writing	CBA 1 Info Writing Average	% making 80% CBA 1 Writing	CBA 2 Opinion Writing Average	% of students 80% CBA 2 writing
2	65%	41%	78%	58%	65%	39%	76%	64%
3	71%	39%	76%	54%	76%	53%	83%	70%
4	73%	52%	78%	66%	73%	44%	81% (-37 students)	69% (-37 students)
5	83%	71%	86%	80%	81%	71%	83%	73%

#### Other data considered for Goals and Strategic Actions: Social/Emotional/ Behavioral

**Office Discipline Referrals 9/1/2022-6/15/2023**

Students in the Green Zone (receiving 0-1 referrals):

Students in the Yellow Zone (receiving 2-5 referrals):

Students in the Red Zone (receiving 6+ referrals):

Top offenses –

students receiving referrals- % had 10+ referrals.

#### School Improvement Goal 1

**By June of 2025, students in grades Pre-K-5 will meet or exceed 80% proficiency, with an instructional focus of specific identified standards, as evidenced by a 5+% growth per grade level on Mid-year and End of Year Assessments.**

**Students meeting or exceeding 80% proficiency.**

Grade	MYA 23-24	MYA 2025 Goals	EOY 23-24	EOY 2025 goal
<b>PREK</b>	<b>95%</b>	<b>Goal 90%</b>	<b>100%</b>	<b>Goal 90%</b>
<b>Kindergarten</b>	<b>87%</b>	<b>Goal 92%</b>	<b>84%</b>	<b>Goal 89%</b>
<b>First</b>	<b>81%</b>	<b>Goal 92%</b>	<b>89%</b>	<b>Goal 89%</b>
<b>Second</b>	<b>60%</b>	<b>Goal 86%</b>	<b>64%</b>	<b>Goal 94%</b>
<b>Third</b>	<b>58%</b>	<b>Goal 65%</b>	<b>61%</b>	<b>Goal 69%</b>
<b>Fourth</b>	<b>58%</b>	<b>Goal 63%</b>	<b>52%</b>	<b>Goal 66%</b>
<b>Fifth</b>	<b>53%</b>	<b>Goal 63%</b>	<b>59%</b>	<b>Goal 57%</b>

**Goals for grades 1-5 are based on the following student group (i.e. – K MYA 2024 was 87% so 1<sup>st</sup> grade’s 2025 goal for the same group of students is 87% + 5% = 92% ; 2<sup>nd</sup> MYA 2024 was 60% so 3<sup>rd</sup> grade’s 2025 goal for the same group of students is 60% + 5% = 65%)**

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<p>1.1 All teachers in PreK-5 will plan and deliver explicit instruction (whole group and small group) at each level of representation (concrete, pictorial and abstract), based on student need, providing high-quality first-pass instruction for identified area(s):</p> <ul style="list-style-type: none"> <li>a. Grades K, 2, 3, 4, 5 – Numbers in Base Ten</li> <li>b. Grades PreK, 1, 2, 3, 4 – Operations &amp; Algebraic Thinking</li> <li>c. All grades – Reasoning &amp; Modeling tasks</li> </ul>	<p>Daily</p> <p>a-c. Sept – May based on unit timelines, with the progression through levels of reasoning &amp; modeling in each unit</p>	<p>Quizzes, summative assessments, and benchmark assessments will be used to determine:</p> <ul style="list-style-type: none"> <li>- Students’ mastery level at each of the three levels of representation: concrete, pictorial and abstract</li> <li>- Students’ mastery of identified concepts in each grade level based on previous year’s data</li> <li>- Students’ mastery of reasoning and modeling</li> </ul>
<p>1.2 Teams will utilize entrance/exit tickets and formative assessments to determine flexible grouping of students to differentiate instruction</p> <ul style="list-style-type: none"> <li>a. Team meetings will include creation of entrance/exit tickets, formative assessments, and analysis of data to determine groups</li> <li>b. Team meetings will include discussion of extension activities for students with prior mastery of skills/concepts</li> </ul>	<p>Daily (as needed based on standards)</p> <ul style="list-style-type: none"> <li>a. By unit based on identified standards</li> <li>b. By unit based on identified standards</li> </ul>	<p>All students will score 80% or better (unless personal growth goal is created) on Unit Assessments, Mid-Year Assessment, and End of Year Assessment</p>
<p>1.3 Interventions will be created for “yellow-zone” students based on formative/summative data</p> <ul style="list-style-type: none"> <li>a. Team meetings/Data meetings will be used to determine groups of students</li> <li>b. Instructional assistant and/or Math Resource Teacher will implement intervention with SMART goal created and various data collection items</li> <li>c. Classroom teachers will provide explicit second-pass instruction for “red-zone” students</li> </ul>	<p>As needed based on formative and/or summative data</p> <ul style="list-style-type: none"> <li>a. 1x/month</li> <li>b. As needed</li> <li>c. Daily</li> </ul>	<p>All students will score at least 80% or better (unless personal growth goal is created) on Unit Assessments, Mid-Year Assessment, and End of Year Assessment</p>
<p>1.4 Collaboration between general education teachers and ELL/Special Education teachers to evaluate student progress and identify specific student/group needs</p> <ul style="list-style-type: none"> <li>a. Team meetings will be used to discuss ways that Special Education teachers can support students with skills/concepts that are being instructed in the classroom</li> </ul>	<p>1x/month</p> <p>1x/month</p>	<p>ELL/Special Education students will demonstrate mastery of individual IEP goals.</p> <p>ELL/Special Education students will show growth, as determined by ELL/SE teachers and classroom teachers, on grade-level concepts, as shown on Unit Assessments, Mid-Year Assessment, and End of Year Assessment</p>



## School Improvement Goal 2

**By June 2025, students in K-5 will demonstrate grade level proficiency in letter sounds (PreK) and reading on grade level text (K-5), as evidenced by a  growth per grade level in students meeting or exceeding 80% proficiency on Acadience Reading composite scores (K-1) and MAP Growth Reading (2-5).**

**\*\*\*Add Fall Acadience Reading and MAP Growth Reading scores as baseline in chart below**

### Instructional Reading Level -% meeting expectation

<b>Grade</b>	<b>Fall 2024</b>	<b>EOY 2025</b>	<b>Grade</b>	<b>Fall 2024</b>	<b>EOY 2025</b>
<b>PreK- Letter Sounds</b>	100% EOY 2024	100%			
<b>K goal actual</b>			<b>3<sup>rd</sup> actual</b>		
<b>1<sup>st</sup> goal actual</b>			<b>4<sup>th</sup> actual</b>		
<b>2<sup>nd</sup> goal actual</b>			<b>5<sup>th</sup> actual</b>		

**This year:** Goals for grades K-5 will be based on growth from Fall baseline data. (5% increase in proficiency) Goals for grades PreK are to maintain from last year's letter sounds data.

<b>Strategic Actions</b>	<b>Timeline</b>	<b>Measures of Success/Desired Performance Level</b>
<p>2.1 Teach Foundations with fidelity in whole group instruction at grades Pre-K-3 and analyze progress in Foundations using tracking sheets.</p> <ul style="list-style-type: none"> <li>K &amp; 1 will utilize Heggerty phonemic awareness curriculum with emphasis on blending and segmenting</li> <li>Grades K-3 utilize decodable lists, sentences, and passages to develop fluency and automaticity.</li> <li>Staff practice with syllable types and affixes at staff meetings.</li> </ul>	<p>Sept – May: Daily per Foundations timeline</p>	<ul style="list-style-type: none"> <li>Weekly progress monitoring probes (yellow/red zone students)</li> <li>Students will score 80+% on Foundations unit tests and corresponding CCPA tasks.</li> <li>Students will score 80+% on Acadience Reading tasks.</li> </ul>
<p>2.2 Teachers in PreK-5 will use collaborative planning time to evaluate current lessons and/or create lessons that ensure students can comprehend with a focus on <b>developing background knowledge and vocabulary</b>.</p> <ol style="list-style-type: none"> <li>Teach Wonders/SS/Science Units as directed in curriculum to develop depth and breadth in content knowledge. <ol style="list-style-type: none"> <li>Use of Wonders weekly genre and/or informational content</li> <li>Use of SS/Science lessons with additional reading and writing in new daily schedule minutes</li> </ol> </li> <li>Teach vocabulary explicitly and teach context clue strategies.</li> <li>Collaborate with Special Ed/ESOL to support these student population groups as needed.</li> </ol>	<p>Monthly or as needed as identified by the teams, ELA specialist, and administration.</p> <p>Daily instruction</p> <p>Weekly progress monitoring</p> <p>Monthly collaboration</p>	<ul style="list-style-type: none"> <li>Students will score at 80+% on formative assessments focused on grade level identified needs for WIGS.</li> <li>Students will score at <input type="text"/> level on MAP Reading Growth for Grades 2-5.</li> <li>Students will score at 80+% Wonders Assessments.</li> <li>Students will score 80+% on SS/Science assessments.</li> <li>PreK-1 students will demonstrate comprehension and vocabulary understanding orally, in pictures, and in beginning writing.</li> </ul>
<p>2.3 Grades K-2 provide explicit instruction on High-Frequency Words, using orthographic mapping to develop fluency with reading and accuracy with spelling. Grades 3-5 will review in small groups as needed.</p> <ol style="list-style-type: none"> <li>Use word lists and opportunities for daily reading.</li> <li>Use of Foundations notebooks and word walls for spelling resource.</li> <li>Use primary/intermediate-upper reading buddies.</li> </ol>	<p>Daily</p>	<ul style="list-style-type: none"> <li>Students will score at 80+% on identified tasks/assessments for High-Frequency Words and spell words with 80% accuracy in daily writing and on Foundations assessments.</li> </ul>
<p>2.4 Teachers implement consistent and continuous progress monitoring for vocabulary and reading fluency.</p> <ol style="list-style-type: none"> <li>Build student involvement and ownership for goal setting and data tracking.</li> </ol>	<p>Monthly or as needed as identified by the teams, ELA</p>	<ul style="list-style-type: none"> <li>Exit tickets, progress checks, quizzes, unit tests, county, and benchmark assessments will be</li> </ul>

<ul style="list-style-type: none"> <li>a. Primary Data collection tool (binder/folder, etc.)</li> <li>b. 3<sup>rd</sup> – WIG tools/data folder</li> <li>c. 4<sup>th</sup>/5<sup>th</sup> – Home Access/WIG tools/data folder</li> </ul>	specialist, and administration.	used to determine students' mastery level as evidenced by students' score of 80+%
<ul style="list-style-type: none"> <li>b. Intervention, re-teach, extensions based on progress monitoring data – with a dedicated flex period identified.</li> </ul>	By unit, identified by grade-level teams	
2.5 Professional Learning provided on Science of Reading	Monthly at staff meetings and monthly ELA focus at team meetings.	<ul style="list-style-type: none"> <li>• Staff surveys/discussions/classroom walk-throughs</li> </ul>
2.6 Teachers will apply a culturally responsive lens to curriculum and instruction. <ul style="list-style-type: none"> <li>a. Staff updates via email will include articles, links, and resources.</li> <li>b. Professional Learning at Team and Faculty Meetings</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• SLO's and report card grades will reflect 80% of students being proficient in the identified area.</li> </ul>

### School Improvement Goal 3

***By June 2025 students in K-5 will achieve 80% on identified writing tasks, including CBA for grades 2-5, focused on informational ideas and organization.***

Grade	Writing Data 22-23				Writing Data 23 -24			
	CBA 1 Info Writing Average	% making 80% CBA 1 Writing	CBA 2 Opinion Writing Average	% of students 80% CBA 2 writing	CBA 1 Info Writing Average	% making 80% CBA 1 Writing	CBA 2 Opinion Writing Average	% of students 80% CBA 2 writing
2	65%	41%	78%	58%	65%	39%	76%	64%
3	71%	39%	76%	54%	76%	53%	83%	70%
4	73%	52%	78%	66%	73%	44%	81% (-37 students)	69% (-37 students)
5	83%	71%	86%	80%	81%	71%	83%	73%

<u>Strategic Actions</u>	<u>Timeline</u>	<u>Measures of Success/Desired Performance Level</u>
3.1 First pass instruction will include a wide variety of opportunities to respond to text citing text evidence across content areas, including: <ul style="list-style-type: none"> <li>a. PreK - orally/K-5 written (grade level criteria)</li> <li>b. Gr. 2-5 citing a minimum of 2 texts.</li> <li>c. Grade 2-5 utilizing State Cite Explain</li> <li>d. Claim Evidence Reasoning for STEM</li> <li>e. Standard based student choice writing focused on organization and ideas.</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• Students will score 80% on writing rubrics – Grades 2-5.</li> <li>• Progress monitoring of daily journals in grades K and 1.</li> </ul>
3.2 Support students to apply Foundations concepts and analyze progress in daily writing and/or Foundations dictation.	Daily	<ul style="list-style-type: none"> <li>• Weekly progress monitoring</li> <li>• Students will score 80% on Foundations Unit Tests/ Hearing Sounds in Words assessments.</li> </ul>
3.3 Teachers will explicitly instruct students to analyze and evaluate writing samples using the CCPS Writing Rubrics. <ul style="list-style-type: none"> <li>a. Teaching to the standard, creating anchor charts, and analyzing models</li> <li>b. Student analysis of writing samples using provided rubrics</li> <li>c. Student ownership of goals setting and tracking through progress monitoring tools</li> <li>d. Utilize specific components of 10 point rubric for feedback/assessment</li> </ul>	Daily/Weekly as part of first pass instruction          Monthly collaboration	<ul style="list-style-type: none"> <li>• Students score 80+ on writing assignments based on rubrics.</li> </ul>



- e. Collaborate with Special Ed/ESOL to support these student population groups as needed

#### School Improvement Goal 4

**By June 2025, students in grades PreK-5 and selected subgroups will reduce the overall number of referrals by 5%.**

Grade Level	2023-2024 Referral Data	2024-2025 Goal
PreK	83	
Kindergarten	340	79
1 <sup>st</sup> Grade	155	323
2 <sup>nd</sup> Grade	139	147
3 <sup>rd</sup> Grade	81	132
4 <sup>th</sup> Grade	102	77
5 <sup>th</sup> Grade	145	97
<b>FARMS</b>	<b>655</b>	<b>620</b>
<b>Special Ed</b>	<b>467</b>	<b>443</b>
<b>African-American</b>	<b>28</b>	<b>26</b>
<b>Multiple Races</b>	<b>83</b>	<b>79</b>
<b>Hispanic</b>	<b>59</b>	<b>56</b>

	2023-2024 Data	2024-2025 Goal
Red Zone	33 students	31 students (decrease by 5%)
Yellow Zone	137 students	130 students (decrease by 5%)
Green Zone	500 students	509 students (increase by 5%)

**23-24 goals for grades 1-5 are determined based on referral data from previous grade's numbers in 22-23. PreK and K goal is 5% reduction from PreK 22-23 data.**

Strategic Action	Timeline	Measures of Success/Desired Performance Level
<p>4.1 Teachers will incorporate Community Circles and Restorative Approaches into their daily instructional day to support and encourage risk-taking and perseverance through difficult learning moments.</p> <p>a. Lessons will include higher level, abstract thinking skill-based problems to provide opportunities to incorporate growth mindset.</p>	<p>Daily</p> <p>2x/month</p>	<p>Maintain or decrease discipline referrals for unsafe behavior (289), physical contact (189) and out of assigned area (125) to be reviewed at MTSS &amp; SST meetings.</p>

<ul style="list-style-type: none"> <li>b. Teachers will implement Community Circles using the full circle process to build class community.</li> <li>c. Staff updates, via email, will include articles, links, and resources for additional self-directed &amp; county-directed PD on Restorative Practices.</li> </ul>		
<ul style="list-style-type: none"> <li>d. All teachers will teach the 4 Bees using the new school wide matrix and then review quarterly.</li> <li>e. All staff will use the school wide Rethink Sheets to help facilitate restorative conversations.</li> </ul> <p>4.2 Teachers will incorporate Second Step into daily classroom instruction, per CCPS curriculum</p> <ul style="list-style-type: none"> <li>a. Lessons will include social &amp; emotional learning and opportunities to incorporate growth mindset</li> <li>b. Professional learning for special area teachers to receive information and support to Second Step &amp; growth mindset, in order to foster perseverance through difficult tasks</li> </ul>	<p>Daily</p>	