

## **Component 1: Comprehensive Needs Assessment**

Snow Hill Elementary School serves the town of Snow Hill, Maryland as well as the surrounding areas of central Worcester County. This elementary school serves 379 students ranging in age from three to nine years old, in grades pre-kindergarten through 3<sup>rd</sup>. Our school population is made up of 64.9% Caucasian students, 23.5% African American students, 2.4% Hispanic students, 1.4% Asian students, 7% Multi-Racial, and .8% Native American students. 34.27% of our students receive Free and Reduced Meals. 1.03% of our students are LEP, and students with Disabilities make up 10.22% of our population. Our overall student attendance rate for the 2017-2018 school year was 90.9%.

Snow Hill Elementary has a varied faculty and staff that includes school-based administration, teachers, coaches, and Educational Assistants.

The administration team is composed of Dr. Mary Anne Cooper, Principal, and Mrs. Karen Baker, Assistant Principal. The administrators, in collaboration with Mrs. LaVerne Cray, Guidance Counselor, Ms. Kristina Belcher, CRT/Title 1 Specialist, and Ms. Jennifer Spivey, Reading Resource Teacher make up the school-based Leadership Team.

Nineteen general classroom teachers, in grades PreK-3, along with four Special Education teachers handle all academic instruction. Ten Educational Assistants offer support. In addition, a music teacher, physical education teacher, media specialist and art teacher help to make the learning experiences within the school varied and rich.

To meet the needs of all learners, Snow Hill Elementary school also has 1 ESOL teacher, 1 Speech/ Language Pathologist, and 1 School Psychologist.

### **Quantitative & Qualitative Data**

#### **Quantitative Data:**

Snow Hill Elementary School's 2018– 2019 Comprehensive Needs Assessment includes quantitative data from the PARCC Assessment 2018-2019 school year, as reported on the 2018 Maryland Report Card. In addition, supporting data from all iReady diagnostics completed during Window 1 of the 2018 school year, is also included.

The PARCC data is analyzed in a disaggregated format by student groups in order to determine the school's needs. School data is made available to parents during Title I Annual Review meetings, School Improvement Advisory Committee (SIAC) meetings, our school website, and Parent Advisory

Committee (PAC) meetings. Individual student data is available to parents during Parent/Teacher conferences, and per request.

**PARCC Data Trajectory to 2030:**

**Snow Hill Elementary School: PARCC Data Plan**

ELA			Math		
Baseline (2017) – 46.9% CCR			Baseline (2017) – 48.1% CCR		
GOAL (2030) – 73.45% CCR			GOAL (2030) – 70.45% CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	48.94	No 41%	2018	50.1	Yes 50%
2019	50.98		2019	52.1	
2020	53.02		2020	54.1	
2021	55.06		2021	56.1	
2022	57.1		2022	58.1	
2023	59.14		2023	60.1	
2024	61.18		2024	62.1	
2025	63.22		2025	64.1	
2026	65.26		2026	66.1	
2027	67.3		2027	68.1	
2028	69.34		2028	70.1	
2029	71.38		2029	72.1	
2030	73.45		2030	74.1	

Method of calculation for yearly growth –

$$100\% - \text{Baseline} = A$$

$$A/2 = B$$

$$B + \text{Baseline} = \text{Goal}$$

$$2030 \text{ Goal} - \text{Baseline} = C$$

$$C/13 = \text{Yearly Goal}$$

**PARCC Data Plan by Student Group:**  
**Snow Hill Elementary School**  
**PARCC Data Plan - Boys**

ELA Baseline (2017) –47%CCR GOAL (2030) –73.5% CCR			Math Baseline (2017) –55%CCR GOAL (2030) –77.5%CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	49.03	31.8%	2018	56.73	50%
2019	51.06		2019	58.46	
2020	53.29		2020	60.19	
2021	55.32		2021	61.92	
2022	57.35		2022	63.65	
2023	59.38		2023	65.38	
2024	61.41		2024	67.11	
2025	63.44		2025	68.84	
2026	65.47		2026	70.57	
2027	67.5		2027	72.3	
2028	69.53		2028	74.03	
2029	71.56		2029	75.76	
2030	73.5		2030	77.5	

**Snow Hill Elementary School**  
**PARCC Data Plan - Girls**

ELA Baseline (2017) –47%CCR GOAL (2030) –73.5% CCR			Math Baseline (2017) –42%CCR GOAL (2030) –71% CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	49.04	50%	2018	44.23	31.8%
2019	51.08		2019	46.46	
2020	53.12		2020	48.69	
2021	55.16		2021	50.92	
2022	57.2		2022	53.15	
2023	59.24		2023	55.38	
2024	61.28		2024	57.61	
2025	63.32		2025	59.84	
2026	65.36		2026	62.07	
2027	67.4		2027	64.3	
2028	69.44		2028	66.53	
2029	71.48		2029	68.76	
2030	73.5%		2030	71%	

**Snow Hill Elementary School  
PARCC Data Plan - African American**

ELA Baseline (2017) –26%CCR GOAL (2030) –63%CCR			Math Baseline (2017) –26%CCR GOAL (2030) –63%CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	28.84	22.8	2018	28.84	34.2
2019	31.68		2019	31.68	
2020	34.52		2020	34.52	
2021	37.36		2021	37.36	
2022	40.2		2022	40.2	
2023	43.04		2023	43.04	
2024	45.88		2024	45.88	
2025	48.72		2025	48.72	
2026	51.56		2026	51.56	
2027	54.4		2027	54.4	
2028	57.24		2028	57.24	
2029	60.08		2029	60.08	
2030	63%		2030	63%	

**Snow Hill Elementary School  
PARCC Data Plan - Caucasian**

ELA Baseline (2017) –62%CCR GOAL (2030) – 81% CCR			Math Baseline (2017) –89%CCR GOAL (2030) –94.5% CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	63.46	51.2	2018	89.42	60.9
2019	64.92		2019	89.84	
2020	66.38		2020	90.26	
2021	67.84		2021	90.68	
2022	69.3		2022	91.1	
2023	70.76		2023	91.52	
2024	72.22		2024	91.94	
2025	73.68		2025	92.36	
2026	75.14		2026	92.78	
2027	76.6		2027	93.2	
2028	78.06		2028	93.62	
2029	79.52		2029	94.04	
2030	81%		2030	94.5%	

**Snow Hill Elementary School  
PARCC Data Plan - Two or More Ethnicities**

ELA Baseline (2017) –27%CCR GOAL (2030) –63.5% CCR			Math Baseline (2017) –27%CCR GOAL (2030) –63.5% CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	29.8	66.6	2018	29.8	50
2019	32.6		2019	32.6	
2020	35.4		2020	35.4	
2021	38.2		2021	38.2	
2022	41		2022	41	
2023	43.8		2023	43.8	
2024	46.6		2024	46.6	
2025	49.4		2025	49.4	
2026	52.2		2026	52.2	
2027	55		2027	55	
2028	57.8		2028	57.8	
2029	60.6		2029	60.6	
2030	63.5%		2030	63.5%	

**Snow Hill Elementary School  
PARCC Data Plan - FARMS**

ELA Baseline (2017) –29%CCR GOAL (2030) –64.5% CCR			Math Baseline (2017) –31%CCR GOAL (2030) –65.5% CCR		
Year	Goal	Achieved	Year	Goal	Achieved
2018	31.73	34.6	2018	33.65	34.6
2019	34.46		2019	36.3	
2020	37.19		2020	38.95	
2021	39.92		2021	41.6	
2022	42.65		2022	44.25	
2023	45.38		2023	46.9	
2024	48.11		2024	49.55	
2025	50.84		2025	52.2	
2026	53.57		2026	54.85	
2027	56.3		2027	57.5	
2028	59.03		2028	60.15	
2029	61.76		2029	62.8	
2030	64.5%		2030	65.5%	

## Math Data:

### PARCC Assessment Performance Results 2018 Mathematics Grade 3



## Snow Hill Elementary School

515 Coulbourne Lane  
Snow Hill, Maryland 21863  
(410)632-5210

**Dr. Mary Anne Cooper**  
Principal

**Mrs. Karen Baker**  
Assistant Principal

## PARCC 2018

	1	2	3	4	5	4/5
Overall 86	12	16	16	28	14	42 48.8%
FARMS 49	11	10	11	13	4	17 34.6%
SPED 12	5	6	1	0	0	0 0%
AA 35	10	7	6	10	2	12 34.2%
Caucasian 41	1	5	10	14	11	25 60.9%
Multi 6	0	3	0	2	1	3 50%
LEP 1	0	0	0	1	0	1 100%
Male 44	6	9	6	16	6	22 50%
Female 42	5	7	10	12	8	20 47.6%

## iReady Math 2018 Beginning of Year Data

Overall	Count
<b>Grade 1</b>	58

Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	2/24	8%
Female	11/34	18%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	0	N/A
Asian (2)	0	N/A
African American (3)	2/16	12.5%
Hawaiian/Pacific Islander (4)	0	N/A
White (5)	5/38	13%
Two or More (6)	1/3	33%
Hispanic (7)	0/1	0%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	0/6	0%
EL	0	N/A
FARMS	4/36	11%
Gifted	0	N/A

<b>Grade 2</b>	<b>85</b>
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Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	10/45	22%
Female	6/40	15%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	0/1	0%
Asian (2)	0	N/A
African American (3)	0/18	0%
Hawaiian/Pacific Islander (4)	0	N/A
White (5)	16/59	27%
Two or More (6)	0/6	0%
Hispanic (7)	1/1	100%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	2/9	22%
EL	0	N/A
FARMS	3/45	7%
Gifted	0	N/A



<b>Grade 3</b>	<b>82</b>
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Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	10/53	19%
Female	6/29	21%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	1/1	100%
Asian (2)	0/2	0%
African American (3)	3/17	18%
Hawaiian/Pacific Islander (4)	0	N/A
White (5)	11/54	20%
Two or More (6)	1/6	17%
Hispanic (7)	0/2	0%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	2/15	13%
EL	0/1	0%
FARMS	6/39	15%
Gifted	0	N/A

**Math Data Summary:**

Data reflects Standard View on the iReady platform. The Standard View report in actuality is based on where students should be at the end of the school year. This report is used at the beginning, middle, and end of the school year. Tier One is defined as students that are on or above grade level. Tier Two is defined as students one level below and Tier Three is defined as students that are two or more levels below. It should be noted that this is the first computerized testing situation for first grade students.

When comparing our third grade students iReady scores to 3<sup>rd</sup> grade PARCC scores, this becomes a definite area of concern for SHES with the majority of students being Tier 2 or Tier 3. There is not a significant area that comes to the front with iReady. Building Math Fluency will be an area that as a school will be a special emphasis.

**Recommendations for Instruction in Mathematics:**

During the school year, students will experience rigor, fluency, and coherence through mathematics instruction including systematic instruction with Origo 2.0 with fidelity in order to address all areas of the curriculum. Daily number talks will continue to be implemented. Continued focus on vocabulary and written expression especially with math journals will help with modeling and reasoning and securely held knowledge. Continued emphasis on Menu Math will also be a priority to meet the needs of students in an effort to bring them to grade level. The administration of High Leverage Assessments will also support and guide instruction to determine the most important areas of need. Concrete, representational, abstract assessments will continue to be implemented to guide instruction on a daily basis. High Leverage Concepts will be compared to iReady data to show the correlations with PARCC.

The Math project team will provide Professional Development for the faculty focused on students' mastery of fluency with all operations. In addition, our instructional math coach will continue to support and work with teachers through bi-monthly PLC meetings. During these meetings, the coach and teachers will work together to analyze formative assessments to determine how instructional needs can be differentiated to provide academic success for all students. The ultimate goal is to provide powerful learning experiences to engage all students in conceptual understanding of math skills.

The recommendations are a result of the collaboration between administration and teachers during School Improvement meetings, Instructional Leadership Team, Math Project Team, School Intervention Team, PLC's, PAC and SIAC.

## English Language Arts Data:

### PARCC Assessment Performance Results 2018 English Language Arts/Literacy Grade 3



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## PARCC 2018

	1	2	3	4	5	4/5
Overall 86	15	11	25	29	6	35 40.6%
FARMS 49	12	6	14	16	1	17 34.6%
SPED 12	8	2	1	1	0	1 8%
AA 35	11	5	11	8	0	8 22.8%
Caucasian 41	3	3	12	16	5	21 51.2%
Multi 6	0	2	0	3	1	4 66.6%
LEP 1	0	0	0	1	0	1 100%
Male 44	10	5	14	11	3	14 31.8%
Female 42	5	5	11	18	3	21 50%

## iReady Reading 2018 Beginning of Year Data

<b>Grade 1</b>	58
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Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	6/24	25%
Female	11/34	32%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	0	N/A
Asian (2)	0	N/A
African American (3)	4/16	25%
Hawaiian/Pacific Islander (4)	0	N/A
White (5)	12/38	32%
Two or More (6)	1/3	16%
Hispanic (7)	0/1	0%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	1/6	17%
EL	0	N/A
FARMS	8/36	22%
Gifted	0	N/A

<b>Grade 2</b>	<b>85</b>
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Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	7/45	15.5%
Female	11/40	27.5%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	0/1	0%
Asian (2)	0	N/A
African American (3)	3/18	17%
Hawaiian/Pacific Islander (4)	0	N/A
White (5)	15/59	25%
Two or More (6)	0/6	0%
Hispanic (7)	0/1	0%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	0/9	0%
EL	0	N/A
FARMS	7/45	15.5%
Gifted	0	N/A

<b>Grade 3</b>	<b>82</b>
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Gender	Count at or Above Grade Level	Percentage at or Above Grade Level
Male	11/53	21%
Female	9/29	31%

Ethnicity	Count at or Above Grade Level	Percentage at or Above Grade Level
American Indian (1)	1/1	100%
Asian (2)	0/2	0%
African American (3)	3/17	18%
Hawaiian/Pacific Islander (4)	0	0%
White (5)	14/54	26%
Two or More (6)	2/6	33%
Hispanic (7)	0/2	0%

Educational Services	Count at or Above Grade Level	Percentage at or Above Grade Level
SPED	2/15	13%
EL	0/1	0%
FARMS	5/39	13%
Gifted	0	N/A

**English Language Arts Data Summary:**

Students need focused instruction in order to enhance reading comprehension of informational texts and grade level literature. PARCC data shows that 40.6% of students are scoring at a level 4 or 5. According to PARCC data, students specifically struggle in the areas of vocabulary, figurative language, how words, sentences, and paragraphs logically connect in literary texts, main idea and details in informational texts, and fluent reading on grade level. It is also evident that written composition of literary analysis tasks and research simulation tasks pose a challenge for students.

Additionally, iReady data reflects students in all three grade levels need instruction around literary and informational texts, with not one specific area standing out. It should be noted that data is reported in the Standard View on the iReady platform. The Standard View report in actuality is based on where students should be at the end of the school year. This report is used at the beginning, middle and end of the school year. Tier One is defined as students that are on or above grade level. Tier Two is defined as students one level below and Tier Three is defined as students that are two or more levels below. This is the first computerized testing situation for first grade students.

**Recommendations for English Language Arts Instruction:**

A sequential approach to teaching the MDCCRS will be the basis of all RELA instruction. To provide students with research-based reading instruction, kindergarten through second grade students will be using the American Reading Company's 100 Book Challenge. Through this program, teachers are analyzing data from School Pace to monitor and meet the needs of their students. Third grade students will experience core reading instruction through UBD units from Centerpoint. Through Lucy Calkins Writer's Workshop for grades K-3, an intentional focus on sequenced and standard-based instruction coupled with a focused look at the MDCCRS writing standards will guide writing instruction and promote the use of small group and one-on-one conferencing in the classroom. Weekly grade level team meetings and bi-monthly Literacy PLCs with grade level teams will examine student data and best instructional practices around RELA. In addition, programs such as Wilson Foundations, and Raising a Reader in PreK-3 and PreK-4 have been, or are continuing to be, implemented.

County Level Assessments will help guide our instruction as we move forward. PARCC interim assessments will be administered in third grade. Results from assessments will drive instruction and planning. The focus of bi-monthly Literacy PLCs will be on the results of assessments, writing and language standards, guided reading best practices, Writer's Workshop, and student work samples.

The recommendations are a result of the collaboration between administration and teachers during School Improvement meetings, Instructional Leadership Team, Literacy Project Team, School Intervention Team, PLC's, PAC and SIAC.

**Qualitative Data:**

Qualitative data is collected on an ongoing basis. Within the classroom, teachers use formative assessments daily and consistently, in order to drive instruction. Words Per Minute Fluency Checks are used with grades 1-3; furthermore, kindergarten, first and second grade teachers collect data while conferencing during the 100 Book Challenge Reader's Workshop time, and kindergarten, first, second, and third grade teachers collect data from conferencing and small group work time during Writer's Workshop.

Additional data around climate, culture, and school strengths and needs is informally collected through the PTA, parent conferences, surveys, and polls. Parent Teacher Association meetings occur monthly, and are composed of parents, teachers and administration. Discussions around school needs and ways the PTA can best support school initiatives through fundraising efforts are shared. Additional qualitative data is collected during Parent Teacher Conferences which occur at the conclusion of each term, or by request of teacher or parent. Climate and culture surveys are conducted each fall by the county, and supplementary surveys are conducted at the school level by the Culture and Climate Project Team.

**Contributing Factors to Academic Strengths and Needs**

**Curriculum and Teachers:**

Snow Hill Elementary school's curriculum resources and highly qualified teachers are the main contributing factors to our academic strength. The following is a table of the instructional programs offered at our school by grade level.



**Curriculum Resources:**

Program	Grade Level
Understanding by Design Literacy Units	PreK-3
Lucy Calkin's Writer's Workshop	K-3
American Reading Company's 100 Book Challenge	K-2
Origo 2.0	PreK-3
Dr. John Tapper's Math Menu	PreK-3
TCI Science is Alive	3
TCI Social Studies Alive	2-3
Kindervention	K
Wilson Foundations (Tier 1 and Intervention)	K-3
Treasures Triumphs	1-3
Read Naturally Live	1-3
iReady Teacher Toolbox	1-3
Fountas and Pinnell Leveled Literacy Intervention	1-3
SEFEL	PreK
Social Emotional Wellness: P.O.P. Meeting	K-3
Raising a Reader	PreK
PARCC Instructional Tasks	K-3
Centerpoint UBD	3



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**Dr. Mary Anne Cooper**  
Principal

**Mrs. Karen Baker**  
Assistant Principal

## Attestation

In keeping with the requirement of the No Child Left Behind Act of 2001 Section 1119 (i)(1)(2),

1. *The principal of each school operating a program under 114(SW) of 115(TA) is required to attest annually in writing as to whether such school is incompatible with the requirements of this section.*
2. *Copies of attestations shall be maintained at each school operating a program under 114 or 115 and at the main office of the LEA.*
3. *Shall be available to any member of the general public on request.*

### **I hereby attest to the following:**

#### **Teachers**

- ✚ All teachers hired to this school since the enactment of the No Child Left Behind Act of 2001 are highly qualified.
- ✚ All long term substitutes hired to this school will be highly qualified.

#### **Paraprofessionals**

- ✚ All paraprofessionals working in a program supported with Title I funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.
- ✚ All paraprofessionals working in a program supported with Title I funds shall have:
  - Completed at least 2 years of study at an institution of higher education;
  - Obtained an associate's (or higher) degree; or
  - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing reading, writing, mathematics, or reading readiness, writing readiness and mathematics readiness.
- ✚ Paraprofessionals working in a program supported with Title I funds may be assigned to:
  - Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
  - Assist with classroom management, such as organizing instructional and other materials;
  - Provide assistance in a computer laboratory;

- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services to students working under direct supervision of a teacher.

✚ All paraprofessionals working with students are under the direct supervision (physically present in the same space of the teacher).

✚ All paraprofessionals spend 90-95% of their time working directly with students.

✚ Paraprofessionals may not be assigned as a substitute teacher.

**Principal's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Extended Learning Opportunities for Stakeholders:**

In addition, the following extended learning opportunities are available for teachers, students, parents and community partners to engage in support of our academic strengths and needs.

<b>Program</b>	<b>Audience</b>	<b>Purpose</b>	<b>Duration</b>	<b>Frequency</b>
Professional Learning Communities (Literacy & Math)	grade level teams, principal, instructional coaches, reading resource teacher, CRT/Title 1 Specialist	Discuss content area curriculum, expectations and share best instructional practices.	30 minutes Literacy; 30 minutes Math per week	Bi-monthly
Instructional Leadership Team	lead teacher from each grade level plus Specials team, leadership team	Share administrative, and school-wide initiatives, upcoming events and data. Discuss individual or grade level student achievements/concerns. Brainstorm best practices and solutions.	30 minutes per week; Fridays 2:00-2:30pm.	each week
Project Team Meetings (Literacy, Math, Parent Engagement, Culture and Climate, Attendance, Safety, Health and Wellness)	project team members to include a rep from each grade level	Compose project goals and action steps for pieces of School Improvement Plan.	1 hour per month, afterschool	each month
Common Team Planning	grade level teachers	Short and long term plans are collaboratively created by grade level teams.	at least 1 hour per week	every week
Faculty Meeting PD	teachers and staff	Title 1 PD is presented by Title 1 Specialist, and teacher leaders. Administrative matters may also be discussed.	1 hour per month, afterschool	each month
FISH Book Study, SEW, & Administration Meeting	grade level teams, guidance, principal	Principal shares administrative matters, Guidance Counselor shares SEW initiatives, teachers may bring up behavior/ wellness concerns about students, in addition, teachers discuss their	30 minutes per week	each week

		reactions and impressions about the book <u>FISH</u> .		
Judy Center	families of children age birth to 3	Provides resources and supports to families within our community with pre-school aged children who do not attend our school, yet, ages birth to 3. Family fun nights are also offered.	ongoing	year round
Haven House Afterschool Program	Pre-K and K students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
C.A.R.E. Afterschool Academy	1-3 students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
Parent Teacher Association	parents, students, teachers	Coordinates fundraising opportunities for the school, provides financial support for the MD Artist in Residence grant, supports materials of instruction, and organizes at least 4 family fun nights per year.	Varies	each month
SIAC	teachers, parents, administration	Provides an opportunity for stakeholders to have a voice in the school improvement process.	1 hour	5 times per year
Title 1 Advisory Committee	teachers, Title 1 specialist, parents, administration	Provides an opportunity for stakeholders to have a voice in the Title 1 Parent Involvement events and budget.	half-day meeting	Twice per year
Raising a Reader	PreK students and parents	A revolving take-home library of children's books to promote literacy in the homes of Pre-K students. Book bags go home once a week, and then are returned after which another book bag of books is given to the student.	daily	ongoing September-June

Writer's Workshop PLC	K-3 teachers	Teachers are afforded opportunities to discuss the Units of Study Writer's Workshop under the guidance of a Literacy coach, Reading Resource Teacher, and/or CRT.	2 hours per month	Bimonthly meetings
American Reading Company PD with coach	Kindergarten teachers, Reading Resource Coach, Instructional Literacy Coach, principal	Teachers, etc. collaboratively work with coach to ensure the implementation of the 100 Book Challenge and to learn best practices in early literacy.	½ day	Three times a year
Wilson Foundations	teachers in grades K-1 SPED teachers, Reading Resource teacher, Instructional Literacy Coach	Teachers, coaches, etc. experience best instructional practices around Wilson Foundations through ongoing PD.	Full Day	ongoing
Title 1 Parent Engagement Events	parents, students, teachers	Parents experience learning opportunities alongside of their children. The events provide a chance for parents to better understand the curricular expectations of school and district.	1-2 hours	15 sessions throughout the school year

### **Contributing Factors to Academic Needs:**

#### **How Data is Used to Guide Instruction**

#### **Leadership Team/School Improvement Team**

The School Improvement Team serves as the steering committee for all project teams and schoolwide initiatives. The team is comprised of our building administration, CRT, Reading Resource Teacher, and guidance counselor. The Leadership team meets on a weekly basis; the frequency of these meetings allows all student and teacher needs to be addressed in a timely manner.

The members of the School Improvement Team are listed below:

- Mary Anne Cooper (Principal)
- Karen Baker (Assistant Principal)
- LaVerne Cray (Guidance Counselor)

- Kristina Belcher (CRT & Title 1 Specialist)
- Jen Spivey (Reading Resource)

### **Instructional Leadership Team:**

The Instructional Leadership Team at Snow Hill meets weekly to discuss project teams, schoolwide initiatives, best instructional practices, student data, and professional development topics, as well as to brainstorm ideas, craft solutions, and share successes. The team is comprised of our building administration, CRT, Reading Resource teacher, Instructional Math Coach, and grade level team leaders including a special education and specials teacher. The team leaders are responsible for disseminating the information to their respective teams. The members of the Instructional Leadership Team and their roles are listed below:

- Mary Anne Cooper (Principal)
- Karen Baker (Assistant Principal)
- LaVerne Cray (Guidance Counselor)
- Kristina Belcher (CRT & Title 1 Specialist)
- Jen Spivey (Reading Resource)
- Connie West (Instructional Math Coach)
- Gina Russell (Pre-K lead teacher)
- Jill Elliott (K lead teacher)
- Jamie Tellish (1<sup>st</sup> grade lead teacher)
- Dawn Stutzel (2<sup>nd</sup> grade lead teacher)
- April Winterson (3<sup>rd</sup> grade lead teacher)
- Cindy Sullivan (Art Teacher)
- Page Rogers (Special Education)

### **RTI Process & the Instructional Leadership Team**

#### **RTI Process:**

Snow Hill Elementary School provides opportunities for all students to meet the challenges of the MDCCRS through the engagement of the RTI process. The intervention process at Snow Hill Elementary follows the guidelines set by Worcester County Public School's Intervention Process, which has four major components: universal screening, Tier 1, Tier 2, and Tier 3 instruction.

The process begins with a Universal Screener of all students, at the beginning, middle and end of each school year. iReady Reading and Math Diagnostic tests are used for students in grades 1-3. Pre-Kindergarten and Kindergarten students are not part of universal screen tests; however anecdotal data is collected throughout the year by the classroom teachers to ensure all students are receiving the instruction they need. After the initial Diagnostic at the beginning of the school year. All students are exposed to a research-based,

high-quality curriculum. Tier 1 core curriculum at Snow Hill Elementary includes:

#### Tier 1 Core Curriculum

Understanding by Design Literacy Units	PreK-3
Lucy Calkin's Writer's Workshop	K-3
American Reading Company's 100 Book Challenge	K-2
Origo 2.0	PreK-3
Dr. John Tapper's Math Menu	PreK-3
TCI Science is Alive	3
TCI Social Studies Alive	2-3
Kindervention	K
Wilson Foundations (Tier 1 and Intervention)	K-3
Treasures Triumphs	1-3
Read Naturally Live	1-3
iReady Teacher Toolbox	1-3
Fountas and Pinnell Leveled Literacy Intervention	1-3
SEFEL	PreK
Social Emotional Wellness: P.O.P. Meeting	K-3
Raising a Reader	PreK
PARCC Instructional Tasks	K-3
Centerpoint UBD	3

Tier 1 instruction continues and is maintained if 80% of students are meeting the grade level standards with success. Success is measured through the ongoing use of formative assessments within the classroom, and additionally through iReady Standards Mastery tests and Origo Module Assessments. Additional literacy data is collected via quarterly Fluency checks.

After data is collected, data discussions between grade level teachers, administration, and members of the Instructional Leadership Team occur. Data discussions happen during weekly ILT meetings, as needed, and more formally at the end of a twelve-week instructional cycle.

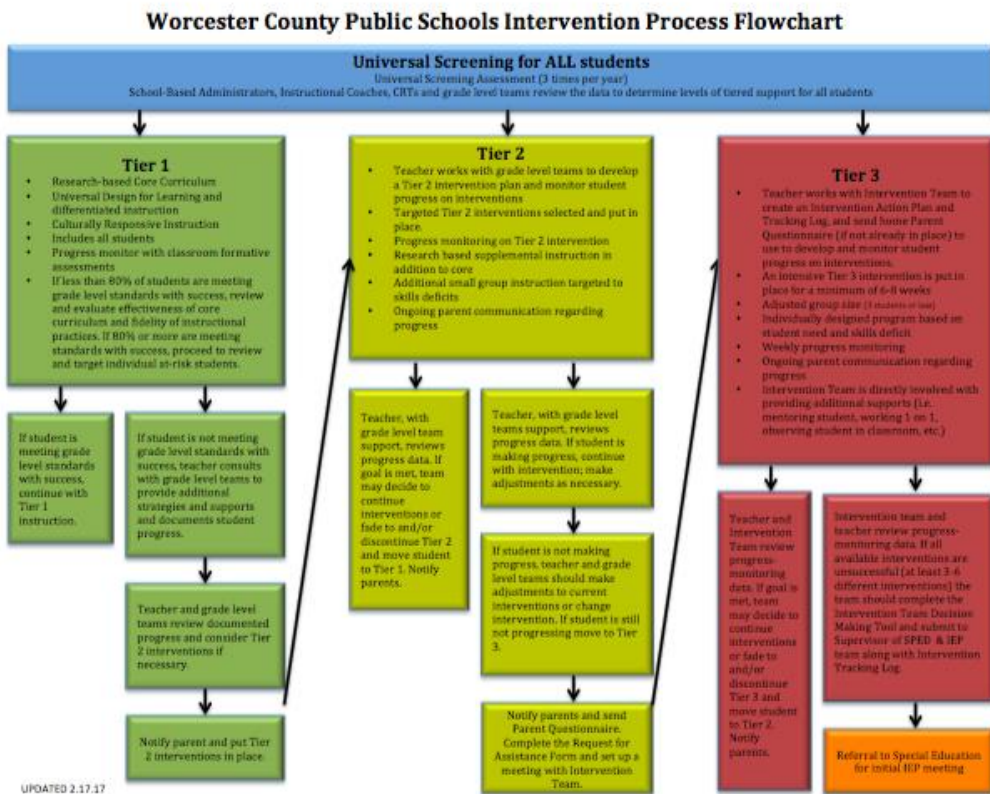
In the event that a student does not find success with Tier 1 Instruction, the classroom teacher works collaboratively with their grade level team to develop a Tier 2 classroom-based intervention plan. The Tier 2 intervention is the responsibility of the classroom teachers, grade-level team teachers, and/or assigned educational assistants. The Tier 2 intervention is extra instruction around a specific skill or standard, and aims to support the Tier 1 instruction the student already receives. The classroom teacher is responsible for communicating with parents and collecting data around the progress of the student. Progress monitoring conversations are ongoing through the course of a Tier 2 intervention and occur during Instructional Leadership Teams.

Tier 3 Interventions are necessary if a student is unable to find success with a Tier 2 intervention. Tier 3 is reserved for students who are generally two or more grade levels behind their peers. Tier 3 Interventions are handled



outside of the classroom, by a grade level Special Education Teacher, by Jen Spivey, Reading Resource Teacher. After the first twelve weeks of school, students are pulled out of their classrooms to receive this specific, systematic and research-based intervention. Tier 3 intervention groups hold no more than four students at a time. The interventionist is responsible for communicating with parents and collecting data around the progress of the student. Progress monitoring conversations are ongoing through the course of a Tier 3 intervention and occur during Instructional Leadership Teams and by request.

School Intervention Team discusses students whom are recommended by their classroom teachers. Based on the data the SIT receives, the team can recommend interventions and enrichments, as well as, provided suggestions for best Tier 1 and Tier 2 instructional practices. SIT is also responsible for monitoring interventions. In addition, the school guidance counselor, and SPED teacher offer interventions for students in need of Social Emotional Wellness lessons, or behavior modification structures. The team maintains an online interventions excel spreadsheet in One Drive for every student in the building. The excel spreadsheet includes important academic data for math and reading, such as Fountas and Pinnell Reading Level, fluency scores, iReady Diagnostic data, strengths & weaknesses in mathematics, and information about the child’s motivators. The spreadsheet will be updated quarterly or after assessment cycles.



## Cycle of Ongoing Continuous Improvement

### School Improvement & Project Teams:

Worcester County Public School’s Strategic Plan “**Forward View 2022**” serves as the foundation for Snow Hill Elementary School’s improvement plan. In the county plan, four areas of focus were adopted by stakeholders. The areas of focus include: **Academic Achievement**, **Communication and Collaboration**, **School Safety**, and **Organizational Effectiveness**. Snow Hill Elementary School’s Project Teams support the overarching goals of the county. The projects are:

### Snow Hill Elementary School Project Teams

<b>Academic Achievement</b>			<b>Organizational Effectiveness</b>		<b>School Safety</b>	<b>Communication and Collaboration</b>
<b>Literacy Team</b>	<b>Math Team</b>	<b>Attendance</b>	<b>Health and Wellness</b>	<b>Culture and Climate</b>	<b>School Safety</b>	<b>Parent Engagement</b>
<b>J. Spivey</b>	<b>C. West</b>	<b>L. Cray</b>	<b>S. Smith K. Baker</b>	<b>L. Cray</b>	<b>K. Baker</b>	<b>K. Belcher J. Elliott</b>
J. Tellish C. Sullivan A. Winterson D. Young L. Billings A. Giska J. Hickman	D. Davis B. Bledsoe A. Nock D. Duncan C. Bowen	W. Tignor E. Singer P. Rogers K. Eure G. Russell D. Stutzel	C. Haines K. Sprankle A. Tariq J. Baker D. Smith L. Cropper J. Gates	J. Elliott C. Ramseyer J. Tellish D. Stutzel A. Winterson C. Sullivan G. Russell M.A. Cooper K. Baker K. Belcher C. West J. Spivey	J. Elliott C. Ramseyer J. Tellish D. Stutzel A. Winterson C. Sullivan G. Russell M.A. Cooper K. Baker K. Belcher C. West J. Spivey	C. Outten N. Mumford C. Ramseyer B. Shockley-Lynch M. Byrd

Each team is responsible for creating and maintaining a project. In September a charter is composed. Project teams meet once a month to discuss action steps and to review the status of the project. At year’s end the projects will be evaluated. An Executive Summary and all School Improvement Plans are available for review, by parents and stakeholders via our school’s website [www.snowhillelem.org](http://www.snowhillelem.org) . A feedback form is also available on the school’s website for parents and stakeholders to provide input on all School Improvement initiatives.

