

**Snow Hill Elementary School**  
**School Improvement Plan Executive Summary**

Principal: Karen Marx

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**School Summary**

**STUDENT INFORMATION**

Grade Range: PreK-3

Percentage Hispanic: .3.4%

LEP Percentage: .01

Total Enrollment: 382

Percentage Black: 24.08%

SWD Percentage: 14%

Percent of Economically

Percentage White: 63.35%

Attendance Rate: 94%

Disadvantaged Students: 44%

Percentage Asian: 79%

Graduation Rate: n/a

Federal Accountability Status: Title 1

Percentage Native American: .26%

Dropout Rate: n/a

Percentage Multi-Racial: .078

**SCHOOL FACULTY AND ADMINISTRATION**

Number and Type of Administrators: 1 Principal, 1 Assistant Principal, 1 School Counselor

Number of General Education Teaching Faculty: 19

Number of Special Area Teachers: 4 (Media, PE, Art, Music)

Number of Special Education Teaching Faculty: 4

Number and Type of Itinerant Faculty: 2 (ELL Teacher and School Psychologist)

Number and Type of Coaches: 1 Literacy Instructional Coach; 1 Math Instructional Coach; 1 Technology Coach

Number of Teacher Assistants: 13

Number and Type of Specialized Teaching Staff: 1 Speech/ Language Pathologist

Number and Type of Resource Staff: 1 Reading Resource Teacher



**EXTENDED LEARNING OPPORTUNITIES**

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (PD, workshops, after school programs, etc.). Provide a simple description of the frequency, duration, and primary use of collaborative time. List teachers that meet together by type, during collaborative time (i.e., grade level teams, departments, etc.).

| Program/ Activity  | Audience  | Purpose  | Duration   | Frequency                               |
|--|---|--|------------|---|
| Academic Professional Learning Communities (Literacy & Math) | Grade level teams, principal, assistant principal, literacy coach, writing coach, reading resource teacher, and CRT | Discuss content area curriculum, expectations and share best instructional practices. In addition to Data Analysis (MCAP, HLA, SchoolPace, iReady, etc.) and RtI discussion; programs such as Origo 2.0, 100 Book, and Writer’s Workshop are also discussed. | 30 minutes | Math and Literacy PLCs both meet weekly |
| Behavior Intervention Professional Learning Communities      | Grade level teams, principal, assistant principal, guidance counselor, and CRT                                      | Discuss behavioral goals and expectations, Tier 2 and Tier 3 interventions, SEFEL, and PBIS initiatives.   | 30 minutes | Weekly                                  |
| Administrative Professional Learning Communities             | Grade level teams, principal, assistant   | Discuss administrative issues, Title I initiatives, and participate in Data  | 30 minutes | Weekly                                  |

|  | principal, and CRT  | Dives to drive instruction and support RtI goals.  |                               |            |
|--|---|--|-------------------------------|------------|
| Program/ Activity  | Audience  | Purpose  | Duration                      | Frequency  |
| Project Team Meetings (Literacy, Math, Technology, Parent Engagement & Communication, Faculty Communication/Wellness, PBIS, Tier 2/3 Intervention Support) | Each project team is led by a leadership team member, other members to include a rep from each grade level. | Compose project goals and action steps for the 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 |
| 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<br>September-June |
| C.A.R.E. Afterschool Academy                 | 2-3 students   | After school care and academic support for participating students. Dinner is served to students who participate.   | 2 hours per day  | school days<br>September-June |
| Program/ Activity                            | Audience   | Purpose  | Duration         | Frequency                     |
| 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 family events. | Varies           | each month                    |
| School Improvement Advisory Committee (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 Parent Advisory Committee (PAC)      | teachers, Title 1 specialist, parents, community members, administration | Provides an opportunity for stakeholders to have a voice in the Title 1 Parent Engagement 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                 | daily            | ongoing<br>September-June     |

|   |  |  |                  |   |
|---|--|--|------------------|---|
|   |  | another book bag of books is given to the student.   |                  |   |
| American Reading Company PD with coach                      | Kindergarten - Third grade and Special Education teachers, Reading Resource Coach, Instructional Literacy Coach, principal, CRT  | 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            | 2 times per year                              |
| Program/ Activity   | Audience   | Purpose  | Duration         | Frequency                                     |
| American Reading Company Intervention Toolkit PD with coach | Kindergarten - Second grade and Special Education teachers, Reading Resource Coach, Instructional Literacy Coach, principal, CRT | Teachers, etc. will be trained to implement the Intervention Tool Kits with students identified through School Pace. Monthly data tracking and discussion will occur on the first Monday of every month during Administration PLCs | ½ day            | PD- 3 times per year<br><br>PLC- once a month |
| iReady PD with coach  | First through third grade teachers, Instructional Literacy Coach, Reading Resource Teacher, Math Coach, principal, CRT           | Teachers, etc. collaboratively work with the iReady coach to discuss data and prepare to participate in Data Chats with students as well as to use the data to plan for enrichment instruction.                                    | 30 minutes (PLC) | 1 time per year                               |
| Wilson Foundations  | teachers in grades K & 2, SPED   | Teachers, coaches, etc. experience best instructional practices around   | Full Day         | ongoing                                       |

|  |  |   |               |                    |
|--|--|---|---------------|--------------------|
|  | teachers, Reading Resource teacher, Instructional Literacy Coach | Wilson Foundations through ongoing PD.  |               |                    |
| Title 1 Parent Engagement Events                   | Admin, 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     | ongoing            |
| Technological Proficiency Professional Development | All Faculty and Staff  | Faculty and staff receive training on frequently used technology programs such as Outlook Calendar, Office 365, Schoology and Class Dojo  | 30-45 minutes | 4-5 times per year |

FOCUS AREA

SUBJECT/FOCUS AREA: Goal 1: Academic Achievement: *Literacy* GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

**At Snow Hill Elementary School, all teachers will use all Literacy initiatives to increase the rigor of literacy instruction. Our work will help to ensure that instruction is data driven and student centered, so that all students will be on-grade level readers and writers. Our efforts will help to increase the number of students scoring a 4 or 5 on MCAP 2019 from 44% to at least 53% or greater on MCAP 2020.**

**STUDENT NEED:**



Students need focused instruction in order to enhance reading comprehension of informational texts and grade level literature. MCAP data shows that 43.8% of students are scoring at a 4 or 5 on the test (Spring, 2019). It is evident that written composition of literary analysis tasks and research simulation tasks pose a challenge for students. Additionally, according to MCAP data, students specifically struggle in the following areas:

- Vocabulary
- Figurative language
- How words, sentences, and paragraphs logically connect in literary texts
- Main idea/details in informational texts
- And fluent reading on grade level

**STRATEGIES:**

A sequential approach to teaching the MDCCRS will be the basis of all ELA instruction. An intentional focus on sequenced and standard-based instruction coupled with a focused look at the MDCCR writing standards, and the MCAP evidence tables of writing standards will help to guide writing instruction in response to text. Our instructional literacy coach, writing coach, and reading resource teacher, will support and work with teachers through weekly PLC meetings. During these meetings, these instructional leaders will collaborate with teachers to discuss best practices and analyze data from formal and informal assessments in order to determine how instructional needs, strategies, and resources can provide opportunities for academic success for all students. K-3 students will receive research-based reading instruction through the American Reading Company’s 100 Book Challenge. K-2 students identified as candidates for intervention through School Pace data will receive intervention through the ARC Intervention Toolkits that were procured through the District’s Early Literacy Initiative Grant. Kindergarten through Third grade students will receive core reading instruction through the UBD units from Centerpoint. iReady literacy instruction will be provided for targeted students during CARE Afterschool Academy. In addition, research-based curriculum such as the Lucy Calkins Writer’s Workshop for grades K-3, Wilson Foundations for K-2, and Raising a Reader in PreK-3 and PreK-4 are continuing to be implemented.

In order to encourage family members to support literacy instruction at home, Parent Engagement Events sponsored through Title I will occur including Lights on For Literacy, Math Game Night, American Education Week: Fall in Love with Writing, Community Reading Night at the Snow Hill Firehouse, and the Literacy Carnival.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.) Success will be measured through ongoing analysis of data from School Pace and quarterly diagnostics on fluency and accuracy. Monthly PLCs will be devoted to Data Dives to analyze School Pace data for students in grades K-2 who are receiving the targeted intervention from ARC. Weekly literacy PLCs will allow for opportunities to review student academic achievement and use data, assessments, rubrics, etc. to drive future instruction in reading and writing. Academic Intervention Team meetings will be held quarterly to identify and discuss Tier 2 and 3 academic students in order to develop and revise academic interventions and share progress monitoring. Furthermore, on-demand writings will be given prior to and at the conclusion of all writing units. Teachers and Instructional leaders will analyze county ELA interims results to identify areas of need for further instruction. iReady Reading Diagnostics will be administered in the Fall, Winter, and Spring in grades 1-3. Professional Development will be provided to K-3 and Special Education teachers on using iReady data to drive instruction. MCAP data will be analyzed by the School Improvement Team and third grade students will participate in MCAP practice tests.

**Location in School Improvement Plan: Goal 1: Literacy/Action Steps 1, 2, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16**

### FOCUS AREA

**SUBJECT/FOCUS AREA:** Goal 1: Academic Achievement: *Mathematics* **GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**GOAL(S):** (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

**At Snow Hill Elementary, all teachers will include Math Language Routines, Cooperative Structures and Every Pupil Response routines to continue the rigor, coherence and focus of mathematical instruction. The use of**

**our Evidence Tables, while planning instruction, will help help us to increase the number of students scoring a 4 or 5 on MCAP 2020. We will increase our 2019 score of 56% to at least 60% or greater on MCAP 2020.**

**STUDENT NEED:**

Snow Hill Elementary School students struggle with high levels of mathematical achievement. MCAP data shows that 56.8% of students are scoring at level 4 or 5. According to iReady diagnostic data, 11% of students grade 1-3 are performing on or above grade level based on the “Standard View” Report which reflects where the students should be at the end of the school year.

MCAP data shows that a specific area of focus needs to be building student’s conceptual skills with fluency. Students need to be provided with opportunities to learn research based and highly effective methods for recalling math facts readily in order to use efficient methods when determining a solution.

**STRATEGIES:**

During this school year, students will experience rigor, fluency and coherence through mathematics instruction including Origo 2.0, Number/Math talks, Menu Math, DreamBox, MCAP Mathematics homework for grades 2 and 3, “Read it, Replicate it, Solve it” activities, Clinical Interviews, and High Leverage Concepts. HLCs will be compared to iReady data and county Math Interims to show the correlations with MCAP. Our instructional math coach will continue to support and work with teachers through weekly PLC meetings. During these meetings, the coach and teachers will work together to analyze/discuss formative assessments to determine how instructional needs can be differentiated to provide academic success for all students. Professional Development will be provided for classroom teachers to use DreamBox Data to drive instruction. Professional Development will also be provided to K-3 and Special Education teachers on using iReady data to drive instruction. MCAP data will be analyzed by the School Improvement Team, and third grade students will participate in MCAP practice tests. The ultimate goal is to provide powerful learning experiences to engage all students in conceptual understanding of math skills.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

High Leverage Concepts will be given three times a year in the fall, winter and spring, with the goal of 100% proficiency by year's end. Additionally, Post Module Assessments from Origo 2.0 are gathered and analyzed. I-Ready Math Diagnostics will be administered in the Fall, Winter, and Spring, in grades 1-3. In addition, K-3 teachers will participate in a BETA test/study of the new Origo 2.0 Fidelity Tool which identifies specific planning, curriculum, and assessment criteria to be used daily during mathematics instruction. Administration will conduct informal/non evaluative walk-throughs based on this new fidelity tool.

**Location in School Improvement Plan: Goal 1: Mathematics/Acton Steps # 1, 2, 3, 4, 7, 10, 11, 13**

**FOCUS AREA**

**SUBJECT/FOCUS AREA:** Goal 1: Academic Achievement: *Technology* \_\_\_\_\_ **GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

**At Snow Hill Elementary, all teachers will be provided with Professional Development and other supports to be more proficient in County-wide Technology Initiatives in order to enhance the educational experience for all students.**

**STUDENT NEED:**

In the increasingly global and technology savvy world of their future, Snow Hill Elementary students need to be immersed in opportunities to become more proficient in technology. Worcester County has embraced several technology learning/management platforms and online tools designed to enhance instruction, student experience, and overall technological fluency.

**STRATEGIES:**

In order to assess the areas of need, Snow Hill Elementary School faculty will participate in both a school level and county level technology survey. Results from both surveys will be evaluated and Professional Development for the school year will be designed based on the results. In addition, these learning management platforms and data analysis tools will be discussed in weekly literacy, math, behavior, and administration PLCs. During PLC time, Professional Development on Dreambox, SchoolPace, and iReady will be provided by Internal Coordinators and Professional consultants. Several Snow Hill Elementary School administration and teachers will attend Schoology trainings which is a county wide initiative to embrace a k-12 learning management system designed to improve student performance and foster collaboration. SHES Technology Coach will provide PD 4-5 times during the year to review and train faculty and staff on frequently used technology platforms such as Outlook Calendar, Office 365, Schoology, and Class DoJo.

**MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)**

This proficiency will be measured by increased knowledge, confidence, and proficiency of technology as indicated the WCPS Technology Survey, a Snow Hill Elementary School survey, and feedback on evaluations from a variety of Technology Proficiency Professional Developments.

**Location in School Improvement Plan: Goal 1: Technology/ Action Steps # 1, 2, 3, 4, 5**

**FOCUS AREA**

**SUBJECT/FOCUS AREA: Goal 2: Communication and Collaboration: *Family and Parent Engagement***

**GRADE LEVEL: PreK-3 Families**

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. **(ONE subject area per page.)**

**Component #3A: Parent, Family, and Stakeholder Involvement developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)**

**#3B: Strategies to Increase Parent and Family Engagement (Section 1116)**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

**At Snow Hill Elementary School, all faculty and staff will work to increase satisfaction of families and community members through enhanced communication and initiatives to increase parent and family engagement in order to ensure 95% Parent Involvement in SHES activities and events.**

**STUDENT NEED:**

Parents are often “involved” but not necessarily “engaged.” Research shows that when parents are engaged in their child’s education, children reach higher levels of success. In order for parents to be engaged in their child’s learning opportunities, research indicates that effective and meaningful communication is key. Therefore, it is our goal to encourage parent engagement through many different avenues including through home/school communication such as the Eagle Express, Class DoJo, and the Title 1 Bulletin board. We also plan to provide multiple parent engagement activities throughout the year both in the school and within the community. Events and opportunities have been put in place to ensure engagement from parents that foster a sound understanding of the importance of education that will lead to pathways to college and career readiness.

Because SHES is a Title One School, the Parent and Community Engagement Project Team will focus on reaching all FARMS parents by planning outreach events in a community venue. We will discuss new ways to reach out to parents and continue to collect feedback on ways to increase parent/school collaboration.

**STRATEGIES:**

In order to improve home/ school communication, we will use Class DoJo, Eagle Express, backpack mail, School Messenger, and the Title 1 bulletin board to communicate weekly with families. During the school year, Parent Engagement events are planned, so that parents, and family members can participate in their child’s education. The focus of the PE events is determined by the data collected from the SCOPE survey as well as from Snow Hill Elementary surveys administered during the previous school year. The events revolve around Reading, Writing, Math, Science, and school readiness. The Parent Engagement events often include opportunities for families to share a meal and receive materials that can support at-home instruction, such as books & math manipulatives. In addition, we have implemented a SHES Wellness Project Team and Sunshine Squad focused on providing wellness opportunities, faculty events, and enhanced methods of communication to improve morale, faculty and staff attendance, and overall health and wellness.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Analysis of SY 2018-2019 SHES beginning of year and end of year family communication surveys, End of Year Parent Engagement effectiveness survey, and SCOPE survey have provided insight into parent/family perception of home/school communication as well as valuable information to help plan more effective Parent Engagement events and goal setting for SY 2019-2020. Success will also be measured through the participation numbers at each event, and by reviewing the evaluations completed by parents and family members at the conclusion of each Parent Engagement event. The expected outcome is that 95% of our children will have a parent or family member participate in at least one Parent Engagement event during the 2019-2020 school year. This data will be collected on a spreadsheet, and will be maintained by the Parent Engagement team, as well as the Title 1 Specialist. Progress points will occur after every Parent Conference night in October, January and March. A beginning of the year and end of the year faculty survey will be used to measure faculty wellness, attendance, and satisfaction with communication measures.

**Location in School Improvement Plan: Goal 2/ Action Steps # 1, 2, 3, 4, 9, 11**

**FOCUS AREA**

**SUBJECT/FOCUS AREA: Goal 3: School Safety: *Tier 1 Positive Behavior Intervention Supports (PBIS)***

**GRADE LEVEL: PreK-3**



Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #2: Schoolwide Reform Strategies that address school needs including a description of how strategies will:**

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111 [c] [2] to meet the challenging State academic standards; (1114(b)(7)(A)(i).
- b. Use methods and instructional schoolwide tiered model to prevent and address behavior; professional development and other activities for teachers

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

**At SHES, we will develop a consistent common language and procedures for schoolwide expectations and Tier 1 Behaviors in order to increase our Tier 1 students to at least 75%.**

**STUDENT NEED:**

Student safety is first and foremost of importance to SHES. It is imperative to help families and communities better understand the increased need for safety measures, to help teachers better understand their roles, responsibilities, and proper protocol in the event of an emergency, and to educate students of the proper code of behavior designed for their safety. Therefore, it is imperative for procedures to be in place, communicated, and practiced in order to provide the utmost environment for learning.

**STRATEGIES:**

At Snow Hill Elementary School, we believe that every experience is an opportunity to promote safe practices. The SHES Eagle Way Teaching Matrix will be updated to develop a consistent, common language for Tier 1 school-wide behavior expectations. The 2019-2020 Emergency Plan will be updated, reviewed by the Chief Safety Officer and communicated to all faculty and staff. An “Eagle Way Passport” will be developed and distributed and a school-wide assembly will be held at the end of the first week of school. Students and staff will participate in monthly lessons around school safety based on topics from our scheduled morning meetings. The schoolwide implementation of morning meeting POP (Pause, Own it, and Practice) lessons will continue through the 2019-2020 school year. The curriculum incorporates a variety of picture books paired with meaningful discussion which center around the themes of Social and Emotional Wellness. Monthly discussions will occur with grade level and specials teams to discuss behaviors, strategies for behaviors, and mental health. In addition, the implementation of all safety drills will occur with opportunity for feedback from participants, and a lockdown drill with law enforcement on sight will occur. School-wide and community-based initiatives will also take place during the 2019-2020 school year including: Fire Prevention Week; Safety Lessons; School Resource Officer; Safety Training; Safe Schools, and Fingerprinting. In addition, required emergency drills will be practiced such as Cafeteria Fire Drill, Fire Drill, Bus Drills, Lock Down, Shelter in Place, Severe Weather, and Reverse Evacuation Drills.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Students will be educated on the importance of school safety through literature, discussion, various safety drills, and a lockdown drill. Teachers will be provided with the Emergency Plan and important tools for proper implementation of safety drills and potential emergency situations. Parents and community members will be informed of safety goals and practices through multiple communication venues such as information being shared at Big Bash, Class DoJo, SHES website, Eagle Way Passport, school sponsored social media, and the Eagle Express.

**Location in School Improvement Plan: Goal 3: PBIS/ Action Steps # 1, 2, 3, 6, 7**

**FOCUS AREA**



to reach the needs of our Pre-Kindergarten students, we will use the SEFEL program. Staff members and students will be surveyed in order to assess feelings and gather data for planning future POP topics, to identify and create strategies and/or behavioral plans for Tier 2 and Tier 3 students, and to initiate counseling opportunities as needed. In addition, teachers will participate in ongoing Professional Development throughout the school year including Professional Development provided by the Worcester County Behavioral Health Coach on De-Escalating Behaviors for all teachers and Educational Assistants, SEFEL training for PreK and Kindergarten teachers, Implicit Bias and Cultural Sensitivity Training by the WCPS Student Service Specialist, and ACES Training through the school counselor.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured by the collection of data during morning meeting check-ins and teacher and student/staff surveys, analysis of Requests for Behavior Intervention Assistance, as well as weekly Behavior PLCs. The PBIS and Tier 2 and 3 Behavior Intervention Support team will meet monthly to discuss data and feedback. The success of the PLC sessions will be determined by the participation of teachers and their use of formative and summative data to guide instruction and lesson planning. Each Professional Development session will conclude with an evaluation. The data collected from the evaluations will measure the success of the PD and also determine our next steps. Evaluation summaries will be shared with the presenters of each PD, and follow up work will occur during weekly team and PLC meetings.

**Location in School Improvement Plan: Goal 3: Tier 2 & 3 Behavior Intervention Supports/ Action Steps # 1, 6, 7, 9**

FOCUS AREA

SUBJECT/FOCUS AREA: Goal 4: Student Attendance

GRADE

LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]  
Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

SHES will embody a total school environment that promotes student health and supports academic achievement through effective partnerships among families, schools, and communities in an effort to reach a student attendance rate 94% or higher.

STUDENT NEED:

Research shows that attending school regularly is critical to student's education and social skills development.

STRATEGIES:

SHES's Health and Wellness Plan will outline how information is shared with students, staff, and families about healthy choices, behaviors, and relationships. In addition, partnerships with local businesses and community organizations who can provide ongoing supports for our school's health and wellness efforts and initiatives will occur during the 2019-2020 school year.

Information regarding the importance of regular school attendance will be communicated to families, parents, and stakeholders in numerous ways including through the sharing of the Worcester County Attendance Policy. Attendance facts will be discussed at parent meetings and communicated through other venues such as DoJo, the Eagle Express, and our website. Attendance data will be analyzed and discussed at weekly Leadership Team meetings, and with grade level team meetings during PLC time in effort to support a school-wide approach. Teachers will contact parents via DoJo to discuss attendance concerns with families. Parents will be contacted when a certain number of days have been reached, and letters will be mailed home when students miss 4, 6, 11, and 14 days. Parents/guardians of students missing 14 days will be referred to Worcester County Students Services.

Health and attendance go hand in hand; therefore, in order to promote healthier choices, the number of opportunities for students to gain knowledge and availability of various healthy food choices will be increased through the Health Education curriculum, health literacy in the classrooms, information sent home through flyers and on social media, and other focuses on making healthier choices when it comes to food consumption. Opportunities for Physical Activity will be increased throughout the school day through the Physical Education curriculum and other opportunities for students to be active such as Hoops for Heart, Field Day, etc.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured weekly through leadership meeting analysis of student attendance through PowerSchool in addition to monthly data collection and celebration of students achieving perfect attendance that will occur throughout the school year. Incentives will be offered to recognize both students who have perfect attendance or have missed less than 5% of time during each term of the school year during our quarterly Recognition Rally.

**Location in School Improvement Plan: Goal 4: Student Attendance**

**Action Steps # 2, 3, 4**

**FOCUS AREA**

**SUBJECT/FOCUS AREA:** Goal 4: Health and Wellness/" Sunshine Squad"

**GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #2: Schoolwide Reform Strategies that address school needs including a description of how strategies will:**

- a. Use methods and instructional counseling, programs, behavioral models, professional developments, and transition strategies

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

At SHES, our goal is to implement strategic health and awareness activities and to strengthen and coordinate faculty and staff communication in an effort to create a total school environment that promotes school health and wellness, supports academic achievement, and builds partnerships among families, schools, and communities. By promoting positive health behaviors that will contribute to staff wellness, lifelong health, our goal is for faculty attendance to be at 85% or higher for SY 2019-2020.

**STUDENT NEED:**

There are important connections between health and learning. Research shows that health-related barriers limit students' ability and motivation to learn, and that improving access to healthy foods and physical activities in particular can positively influence the health of students and improve academic achievement. This is also true for teachers and support staff. A healthy staff who is provided with information, resources, and activities that promote wellness, positivity, and opportunities for healthy experiences will provide an optimal learning experience for our students.

**STRATEGIES:**

The SHES Health and Wellness committee (Sunshine Squad) will meet monthly to plan and review activities that boost morale and promote physical activity, health, and social emotional wellness for students and faculty/staff. In addition, there will be an increased effort to involve staff and community member involvement in physical activities and health services.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Health education will be increased through a number of venues, such as providing healthy options at Title 1 Events, Edible alphabet, Eagle Sprouts Garden Club, Red Ribbon Week, Dental Month, and information on alternative meals provided for staff and students. Opportunities for students to participate in physical activities throughout the school day include recess, Brain Breaks, Field Day/Water Day, quarterly sports assemblies, ACES, and Fun and Fitness Day. Staff and Community members will be encouraged to attend events that promote physical activities and health services such as the Claude Hall 5k, Community Garden, Biggest Loser competition, etc.

**Location in School Improvement Plan: Goal 4/ Health and Wellness/"Sunshine Squad"**

**Action Steps # 1, 3, 4, 8, 5 and in Goal 2: Action Steps # 11, 12**



FOCUS AREA

**SUBJECT/FOCUS AREA:** *Coordination and Integration of Federal, State, and local services and programs*

**GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #4: Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 111(d).1114(b)(5)**

**GOAL(S):** (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

*Snow Hill Elementary School will create and continue partnerships with outside agencies to better serve the needs of students and communities.*

**STUDENT NEED:**

*Involving outside agencies in our school-wide program is beneficial to student achievement and building school communities.*

**STRATEGIES:**

Partners of Snow Hill Elementary include: Haven House After School Academy, CARE Academy, Judy Center, Community Foundation of the Eastern Shore, Salisbury University, Worcester County Garden Club, Maryland Artist in Residence, Maryland Food Bank, Berlin Optimist Club, Elks Lodge, Lions Club of Snow Hill, Worcester County Health Department, Dollar General, Care First, Pepsi of Salisbury, Snow Hill Auto Body, Snow Hill Fire Company, Worcester County Library, Worcester County Rec Center, Captains Cove, Utz, Boy Scouts, Girl Scouts, Julia Purnell Museum, MD

4-H, Netstream Technologies, Baxter Enterprises of the Snow Hill McDonald's, Assateague National Park, Delmarva Shorebirds, Red Doors, Worcester County Rec and Parks, National Writing Project, WorWic Community College, the Discovery Center, Eastern Shore Lanes, Pocomoke YMCA, Furnace Town, Camp Pecometh, Crown Sports Center, Coast Kids, the Ward Museum, Maryland Coastal Bays, Tinkergarden, and Pocomoke River State Park (Shad Landing). The purpose of these relationships is to create a strong network of support for all SHES stakeholders: students, parents, family members, faculty and staff, and community organizations.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.) Success will be measured by increasing the number of collaboration opportunities with Federal, State and local agencies, as compared to the 2018-2019 school year. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the coordination efforts. Some events will be evaluated using a formal evaluation, on paper or online.