Executive Summary

The Comprehensive Data Analysis in Component 1 of Pocomoke Elementary School's Four Components was used to direct school improvement. The following Executive Summary documents outline how that data was used within our School Improvement Plans (or Charters)
Pocomoke Elementary School

School Improvement Plan Executive Summary

Principal: Mr. Joshua Hamborsky  
Website: www.pocomokeelementary.org
Address: 2119 Pocomoke Beltway, Pocomoke City, MD 21851  
Phone: 410-632-5130

School Summary:

STUDENT INFORMATION (11/12/20)

Grade Range: Pre-K - 3  
Total Enrollment: 429  
Percentage Black: 40.3%  
LEP Percentage: 3.26%
Percentage White: 43.6%  
SWD Percentage: 7.3%
Percentage of Economically Disadvantaged Students: 70.4%  
Percentage Hispanic: 7.0%  
Attendance Rate: 96.0%
Disadvantaged Students: 70.4%  
Percentage Asian: 0.9%  
Graduation Rate: N/A
Federal Accountability Status: ___  
Percentage Multiple Race: 7.9%  
Dropout Rate: N/A

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators: (2) - Principal, Assistant Principal
Number of General Education Teaching Faculty: (25) - Pre-K 3 (one), Pre-K 4 (four), Grades K-3 (twenty)
Number of Special Education Teaching Faculty: (5) – 4 Special Educators and 1 Speech Pathologist
Number and Type of Itinerant Faculty: (4)-School Psychologist, Occupational Therapist, Physical Therapist, Early Childhood Behavioral Health Coach
Number and Type of Coaches: (3) - Literacy Coach, Math Coach, Technology Coach
Number of Teacher Assistants: (13) Paraprofessionals
Number and Type of Specialized Teaching Staff: (6) - Art, Media, Physical Education, Music, English Language Learner (ELL), Reading Interventionist
Number and Type of Resource Staff: (4) Curriculum Resource Teacher/Title I Specialist, School Counselor, Family & School Connections Facilitator, Judy Center Home/School Facilitator, Judy Center Home Educator
Other Faculty Support: (9) - School Nurse, Bookkeeper, Secretary, School Resource Officer, Custodians, and Cafeteria Staff
**CURRICULUM OVERVIEW**

Provide simple descriptive list of the instruction programs your school offers by grade level. Include intervention programs and other academic programs in this section.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy Calkins Writer's Workshop</td>
<td>PreK - 3</td>
</tr>
<tr>
<td>American Reading Company's 100 Book Challenge</td>
<td>PreK- 3</td>
</tr>
<tr>
<td>American Reading Company’s Foundational Skills Tool Kit</td>
<td>K-3</td>
</tr>
<tr>
<td>Raising a Reader</td>
<td>PreK(3)</td>
</tr>
<tr>
<td>Wilson Fundations</td>
<td>PreK - 2</td>
</tr>
<tr>
<td>Understanding by Design (UbD) Literacy Units - (County</td>
<td>PreK - 3</td>
</tr>
<tr>
<td>Developed)</td>
<td></td>
</tr>
<tr>
<td>i-Ready Online Reading Instruction (Reading Intervention)</td>
<td>1 - 3</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Reading Program</td>
<td>PreK</td>
</tr>
<tr>
<td>Dibels (Reading Intervention)</td>
<td>K-1</td>
</tr>
<tr>
<td>Smarty Ants (Reading Intervention)</td>
<td>K-2</td>
</tr>
<tr>
<td>Achieve 3000 (Reading Intervention)</td>
<td>3</td>
</tr>
<tr>
<td>Origo 2.0 Math Program</td>
<td>PreK -3</td>
</tr>
<tr>
<td>John Tapper's Math Menu</td>
<td>PreK - 3</td>
</tr>
<tr>
<td>DreamBox Computer Math Program</td>
<td>PreK - 3</td>
</tr>
<tr>
<td>i-Ready Online Math Instruction Math (Intervention)</td>
<td>1 - 3</td>
</tr>
<tr>
<td>Do The Math Intervention (Math Intervention)</td>
<td>K - 3</td>
</tr>
<tr>
<td>Resource</td>
<td>Grade</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Bridges (Math Intervention)</td>
<td>K-3</td>
</tr>
<tr>
<td>Exemplars (Math Intervention)</td>
<td>K-3</td>
</tr>
<tr>
<td>STMath (Math Intervention)</td>
<td>K-3</td>
</tr>
<tr>
<td>TCI Science Alive</td>
<td>K - 3</td>
</tr>
<tr>
<td>TCI Social Studies Alive</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>
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.).

<table>
<thead>
<tr>
<th>Program/Activity</th>
<th>Audience</th>
<th>Purpose</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities (PLCs)</td>
<td>• Grade Level Communities</td>
<td>To analyze student performance data (formative/summative assessments &amp; teacher observation) and make instructional decisions to meet student needs and support school improvement initiatives</td>
<td>30 Minutes</td>
<td>5 times per week (with coaches)</td>
</tr>
<tr>
<td>Academic - Reading, Math, Writing, Technology, PBIS, SEFEL</td>
<td>• Instructional Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leadership Team</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Faculty PD Presentation:</td>
<td>• PES Faculty</td>
<td>To support faculty in building capacity and confidence in effective opportunities available to invite and engage parents as active partners in supporting academic and behavioral success of their child(ren)</td>
<td>60 Minutes</td>
<td>Minimum of 1 Time Annually</td>
</tr>
<tr>
<td>Focus: <em>Importance of Parent/Teacher Partnership in a Child’s Education</em></td>
<td>• Instructional Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Grade Level Community PD</td>
<td>• PES Classroom &amp; Special Education Teachers</td>
<td>To provide faculty with timely professional development addressing specific topics determined</td>
<td>30 Minute Collaborative Sessions</td>
<td>Monthly</td>
</tr>
<tr>
<td>Educational Assistant Professional Development Presented by Title I Specialist</td>
<td>To provide educational assistants with professional development that will focusing upon in –house student support systems/personnel and EA instructional role as determined by school’s Comprehensive Needs Assessment including therapy initiatives, EA role during targeted instruction, specialists’ services, 2020-2021 school wide academic/non-academic initiatives.</td>
<td>60 Minute Sessions</td>
<td>60 minutes per quarter</td>
<td></td>
</tr>
<tr>
<td>American Reading Company 100 Book Challenge PD with District Consultant</td>
<td>To build teacher capacity to fully implement all components of 100 Book Challenge effectively as designed in order for students to develop a love of reading, as well as, grade level reading proficiency.</td>
<td>2 hours</td>
<td>Quarterly</td>
<td></td>
</tr>
</tbody>
</table>
**Raising a Reader**

- **Pre-K 3 Students/Parents**
  - To initiate "library" exchange of books for families. Parents may regularly read to child (ren) and increase conversation, vocabulary and listening comprehension for students.  
  - **Daily**
  - October through May

<table>
<thead>
<tr>
<th>Program/Activity</th>
<th>Audience</th>
<th>Purpose</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Academy</td>
<td>Students in Grades 1 - 3</td>
<td>To encourage, engage and remediate students through academic and non-academic high interest academy sessions</td>
<td>Mon. - Thurs. 2 Hour Sessions</td>
<td>Quarterly</td>
</tr>
<tr>
<td>100 Book Challenge</td>
<td>Parents of Students in Grades PreK-3</td>
<td>To build parent capacity to regularly participate in the home components of 100 Book Challenge for the purpose of creating a passion for reading for their child(ren) and support for growth in achieving grade level reading proficiency</td>
<td>30 Minutes</td>
<td>Annually</td>
</tr>
<tr>
<td>Program/Activity</td>
<td>Audience</td>
<td>Purpose</td>
<td>Duration</td>
<td>Frequency</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Family/Child Outdoor Classroom Learning Experience (Title I-funded Parent &amp; Family Engagement Event)</td>
<td>• Parents and Students of Grades PreK-3</td>
<td>To provide parents/grandparents and students information about nutrition and eating healthy.</td>
<td>60 minute Event</td>
<td>October 2021</td>
</tr>
<tr>
<td>Family Math Night (Title I-funded Parent &amp; Family Engagement Event)</td>
<td>• Parents and Students in Grades PreK - 3</td>
<td>To provide parents and families opportunities to engage in their child(ren)'s education through fun, interactive math activities that can be easily replicated at home</td>
<td>90 Minute Event</td>
<td>October 2021</td>
</tr>
<tr>
<td>Parent Technology Training (Title I-funded parent professional development)</td>
<td>• Parents of CARE Academy participants</td>
<td>To provide parents opportunity to engage in their child(ren)'s education and build capacity to support their child(ren) in computer science skills: coding and robotics</td>
<td>60 Minute Event</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>Title I Annual Review Meeting</td>
<td>• Parents of students</td>
<td>To provide review and discuss the district's Parent &amp;</td>
<td>60 Minute Sessions:</td>
<td>Twice Annually</td>
</tr>
<tr>
<td>Event Description</td>
<td>Participants</td>
<td>Description</td>
<td>Time</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>(Title I-funded parent information event)</td>
<td>Parents of students enrolled in PES</td>
<td>To provide opportunity for parents to review, discuss and make future revisions for the school's Parent &amp; Family Engagement Plan, budget items, family activities and professional development focus for parents, faculty and staff</td>
<td>-Morning</td>
<td>Twice Annually</td>
</tr>
<tr>
<td>Parent Advisory Committee Meeting</td>
<td>Students and Parents of Grades PreK - 3</td>
<td>To provide parents and families opportunities to engage in their child(ren)'s education through fun, interactive reading activities that can be easily replicated at home using strategies to support phonemic awareness, phonics,</td>
<td>90 Minute Event</td>
<td>March 2022</td>
</tr>
<tr>
<td>(Title I-funded Parent &amp; Family Engagement Event)</td>
<td></td>
<td></td>
<td>120 Minute Session</td>
<td></td>
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<tr>
<td>Family Reading Night</td>
<td></td>
<td></td>
<td>March 2022</td>
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<tr>
<td>vocabulary and reading comprehension</td>
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</tbody>
</table>
FOCUS AREA

SUBJECT/FOCUS AREA: **English Language Arts**

GRADE LEVEL:

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)

*Students at Pocomoke Elementary School, across all student groups, will meet or exceed grade level expectations (performing at Levels 4 or 5) in English Language Arts (ELA) on the MCAP state assessment. Based upon 2018-2019 Spring MCAP results, 47.3% of students in 3rd grade performed at or above grade level. PES student performance well exceeded other district elementary schools, with similar demographics, on this assessment. This suggests that classroom instructional strategies and recommendations of our Intervention Team were successful in meeting the personalized learning needs of our students. In 2021-2022, we will move forward with increasingly more rigor within our Tier I instruction to assist each student in academic success through continued growth in ELA. This will support students performing at Level 3 to advance in performance to Level 4 or 5 through strengthening each child’s foundation of literacy which is necessary for both academic successes, as well as, a lifelong passion for learning through reading.*

### STUDENT NEED:

*Students must be provided equitable opportunity to engage with Maryland College and Career Ready English Language Arts Standards through rigorous Tier I instruction that includes differentiated (personalized) learning opportunities. Students will be encouraged to utilize technology and high-quality children’s literature, across a variety of genres and formats, in effort to increase student engagement in reading for learning and overall literacy skill proficiency.*

### STRATEGIES:

*Pocomoke Elementary School teachers will provide reflective, responsive Tier I ELA instruction across grade levels using Worcester County Public School's Understanding by Design (UbD) literacy units.*
These units are grade level specific, teacher developed and revised as necessary to address the Maryland College and Career Ready ELA standards. Classroom teachers will participate in weekly grade-specific PLC 30-minute sessions to analyze student performance data collected from summative, common formative and classroom-specific embedded formative assessments. This data will include i-Ready data, KRA data, Interim results, classroom assessments, Fundations assessments, 100 Book Foundational Toolkit small group data, 100 Book Challenge student logs, Writer's Workshop data and teacher observations. During collaborative PLC meetings, our literacy coach, reading interventionist, classroom teachers and special education teachers will examine data for trends over time, as well as, specific reading and writing standards with which students struggle. Teachers, with assistance from the literacy coach, will plan daily instruction that utilizes differentiated instruction through the Wilson Fundations Program (grades Pre-K-2), the American Reading Company's 100 Book Challenge (grades PreK-3), the American Reading Company's Foundational Skills Tool Kit (grades K-2), Raising a Reader (Pre-K 3), flexible grouping and motivational strategies to engage both the struggling "illiterate" reader, as well, the unmotivated "alliterate" reader. The literacy coach will work with teachers to plan and model lessons targeting specific learning needs of students demonstrating decreased or minimum growth in reading performance.

Our literacy coach will continue to support teachers across all grade levels in building capacity to implement Tier I writing instruction through Lucy Calkin's Writer's Workshop. Our literacy coach facilitates weekly professional development during each grade level's PLC to strengthen Tier I literacy instruction, clarify what targeted instruction entails given specific reading and writing standards, and reflect upon effective utilization of educational assistants during whole group and differentiated instruction opportunities. The literacy coach will also provide professional development for educational assistants to address their role in working with students both during Tier I instruction, as well as targeted instruction including Writer's Workshop, Fundations and 100 Book Challenge sessions.

Essential to our students' success in the partnership that we establish with parents as partners in their child's education. With support of our literacy coach and school-based Title I specialist, Pocomoke Elementary School hosts both a Title-I sponsored parent literacy workshop, as well as a Family Literacy Evening. Both events are designed to encourage a student passion for reading and establish parent confidence and capacity to support their child in achieving grade level literacy proficiency. The parent workshop presents research, program components and results of our 100 Book Challenge Program for parents of our kindergarten through third grade students. The Family Literacy Evening offers a night of engaging, interactive parent/child stations featuring reading strategies in support of grade level content standards including phonemic awareness, phonics, vocabulary and comprehension activities. Families will be provided manipulatives so that the evening's activities can be easily replicated at home and children's reading selections will be provided to expand upon in-home libraries.

**MILESTONE**: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)
Growth in English Language Arts for kindergarten students will be identified, in part, through the Kindergarten Readiness Assessment (KRA) administered each year in early fall. This assessment provides teachers information regarding literacy readiness of each early learner as they begin the kindergarten year. (Due to COVID-19 this data is not available for the 2020-2021 school year.) Additionally, the DIBELS screener will be administered in three times, Fall, Winter, and Spring, to identify students that demonstrate a need for intervention.

For students in grades one through three, growth in literacy skills will be monitored three times annually through the i-Ready online platform (an adaptive student assessment). i-Ready is used to predict expected student performance on state assessments including MCAP. Teachers may use this data source to identify critical areas of need, or beyond grade level performance, both of which will be addressed through differentiated instruction. i-Ready online instruction will be available to students in first through third grades. Participating in i-Ready Online Instruction provides student access to personalized ELA learning which is self-paced and customized based upon individual student performance on the i-Ready Online Diagnostic.

Worcester County Public Schools Interim Assessments, aligned with MCAP and created outside of the district, will again be administered online to evaluate student performance on grade level Maryland ELA College and Career Readiness Standards. Teachers will analyze Interim Assessment data after each administration and use this information to plan next steps in learning, form instructional groupings of Tier II and Tier III students requiring remediation/intervention, as well as, Tier I students who require enrichment.

Location in SIP: Academic Project Charter: Goal #1 Page 4-8 Reading, Action Steps: 1-10

FOCUS AREA

SUBJECT/FOCUS AREA: Mathematics
GRADE LEVEL: 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)]

<table>
<thead>
<tr>
<th>GOAL(S): (Identify areas in need of improvement based on student need) (using baseline data from the comprehensive needs assessment section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at Pocomoke Elementary School, across all student groups, will meet or exceed grade level expectations (performing at Levels 4 or 5) in Mathematics on the MCAP state assessment. Based upon 2018 -2019 Spring MCAP results, 74.32% of students in 3rd grade performed at or above grade level (levels 4 and 5 respectively). This suggested a difference of 6.98% from the projected target of 80.10%. To move forward in 2021 -2022, we will provide increasingly more rigorous Tier I instruction to assist each student in academic success through continued growth in mathematics with Origo 2.0 Curriculum components, as well as Dr. John Tapper's Math Menu, implemented fully and consistently for success in the Maryland College and Career Ready Math Content and Practice Standards. This will support students performing at Level 3 to advance in performance to Level 4 or 5 through strengthening foundation math skills and conceptual understanding.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>STUDENT NEED:</th>
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<tbody>
<tr>
<td>Students must be provided opportunity to engage with Maryland College and Career Ready Mathematical Content and Practice Standards through rigorous Tier I instruction that includes differentiated (personalized) learning opportunities. Modules of the Origo 2.0 Curriculum must be effectively and efficiently completed, adhering to scope and sequence guidelines. To be most effective, Dr. John Tapper’s Math Menu must be consistently utilized as targeted instruction designed to meet the individual learning needs of students in order for our children to reap the greatest academic benefits.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PES teachers will participate in grade-specific Professional Learning Communities (PLCs) for six 30-minute sessions of math support per month to analyze student performance data collected from summative, common formative and classroom-specific formative assessments. This data will include i-Ready data, KRA, HLA, Origo Assessments, Interim results, classroom assessments, the On-Going Assessment Project (OGAP) and teacher observations. During collaborative PLC meetings, the math coach, classroom teachers and special education teachers will examine data for trends over time, as well as specific math standards and</td>
</tr>
</tbody>
</table>
domains with which students struggle. Teachers, with assistance from our math coach, will plan daily instruction utilizing differentiated instruction through Math Menu, flexible grouping and motivating hands-on instructional strategies to engage and scaffold learning opportunities. Our math coach will work with teachers to plan and model lessons targeting specific learning needs of students demonstrating decreased/minimum growth in performance.

Teachers will be provided professional development during a grade level PLC to strengthen Tier I instruction, clarify what targeted instruction entails given specific math standards, clarify and review Dr. John Tapper's Math Menu, refine Math Number Talks, expand upon teacher ability to use common language for student work analysis through OGAP and reflect upon effective utilization of educational assistants during math whole group and differentiated instruction. Our math coach will also provide professional development for educational assistants to address their role in working with students both during Tier I instruction, as well as targeted instruction including Dreambox, Number Talks and Math Menu sessions. Educational Assistants will be provided support in the encouragement of multiple math problem-solving strategies (concrete, representational and abstract- CRA), how to encourage learning risk-taking, perseverance in problem-solving and use of calming strategies during potential episodes of student frustration.

Dreambox, an online math program that provides adaptive instruction for students in grades Pre-K through third, will be provided for a minimum of 60 minutes per week. This program supplements classroom instruction in support of student growth in conceptual understanding of mathematics.

Family Math Night will extend invitations to parents and students in grades Pre-K – 3 to enjoy an evening of math fun including interactive station activities that align with grade level Maryland College and Career Readiness Standards. Strategies will be demonstrated that support student growth in foundational skills and conceptual understanding of mathematics. Parents will be provided written information on specific strategies and manipulatives to replicate the activities at home to support their child’s grade level mathematical proficiency.

Next steps include: implementation of Tier 2 and 3 interventions; implementation of number talks based on formative assessments, administered during math blocks to develop efficient, accurate and flexible computational thinking; continuous strengthening of Tier 1 core instruction; utilization of CRA formatives to determine next steps for core and menu instruction; Implementation of Math Menu based on formative assessments and classroom performance will target instruction according to individual students' academic level. We will target assistance in mathematical deficiencies through After School Academies; offer teacher
PD opportunities through PLC’s; and offer Title 1 family engagement opportunities to support student growth in mathematical proficiency (Math Night)

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

Mathematical growth for kindergarten students will be identified, in part, through the Kindergarten Readiness Assessment (KRA) administered each year in early fall. This assessment provides teachers information regarding the mathematical understanding that our early learners have developed regarding foundational skills. Due to COVID-19 restrictions the KRA was not administered for the 2020-2021 school year. Mathematical growth for kindergarten students will be identified, in part, through the i-Ready adaptive assessment three times during the school year, October, January, and May.

For students in grades one through three, mathematical growth will be monitored three times annually through the i-Ready online platform. I-Ready, an adaptive student assessment, has proven to be a predictor of student performance on state assessments such as MCAP. Teachers may use this data source to identify critical areas of need, or beyond grade level performance, both of which will be addressed through differentiated instruction. I-Ready online instruction will be available to students in grades one through three. Participating in i-Ready Online Instruction provides student access to personalized Mathematics learning which is self-paced and customized based upon individual student performance on the i-Ready Online Diagnostic.

High Leverage Assessments will be administered three times annually to identify that students have met the minimum level of mathematical understanding for grade level requirements. Teachers will use these to determine placement on Additive/Multiplicative/Fractional OGAP Framework.

Grade level teacher communities will meet each week in their PLCs to monitor student progress in each standard through the OGAP Formative Assessment Cycle for Mathematics giving careful examination to common formative assessment data. Regular data review will determine if students are achieving grade level expectations across the standards, with a systematic intervention process in place to address Tier II students requiring Core Instruction (plus more), as well as Tier III students needing Core Instruction (plus more ... plus more).

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)

Through collaborative relationships, staff, families and our community will experience timely and honest communication about school and district initiatives, activities and performance. Our goal is to streamline and increase parent participation in Parent and Family Engagement activities through the ClassDojo application.

STUDENT NEED:

As a Title I School, the majority of our families financially struggle to meet the most basic needs. Research suggests that parent engagement in their child (ren’s) education results in increased student academic performance. Effective, timely communication is essential in having families become engaged in activities that support their child (ren’s) learning. We seek to provide all families with opportunities to establish relationships rooted in trust and mutual respect within an atmosphere where they recognize that everyone cares and believes in their child (ren). We extend to all families, clearly communicated expectations and procedures, to create a secure environment that addresses the physical and emotional well-being of every individual.

STRATEGIES:
In addition to posting school announcements on ClassDojo, PES will continue to maximize a variety of formats to establish communication with parents and families regarding opportunities for them to become engaged in their child(ren’s) education including: School Messenger, PES school website, PES electronic calendar, WCPS-authorized social media/apps, home visitations, paper invitations, reminders and stickers. PES will host monthly Family Parent & Family Engagement Events for families to partner with faculty in becoming a part of their child (ren’s) education. In addition to monthly School Improvement Advisory Committee Meetings, PES will host two Parent Advisory Committee Meetings and three sessions of the Title I Annual Review Meeting to encourage parent participation in school improvement decisions through input regarding our Parent and Family Engagement Plan/Budget, Partners in Learning Compact, Parent and Family Engagement Activities, and professional development activities for faculty, staff and parents. Results collected from the September-issued parent feedback form on these items will be reviewed and discussed by our Leadership Team. PES will administer and analyze the results of the WCPS’s Parent Survey, the School-Based Communication and Safety Survey and the WCPS’s Communications Survey. We envision the re-establishment of a PTA under the guidance of the State of Maryland.

MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.) Success of Communication will be determined through an increase in the number of parents that share their satisfaction with PES school/home communication as indicated in the results of the School-Based Parent Communication Survey (SCOPE). The Parent Advisory Committee will meet to determine events, budget and documents reflective of parent surveys. PES will promptly analyze parent evaluation and feedback opportunities accompanying all Parent & Family Engagement Events, as well as other business partnership grant-sponsored family events. We will administer and promptly analyze the results of the WCPS’s Parent Survey, the PES Safety Survey, the PES Mobile App Communication Survey and the WCPS' Communication Survey. Feedback information will be utilized to plan next steps in providing effective communication and to encourage parent and family engagement in their child(ren’s) education. Success will also be determined by the percentage of families that teachers were able to communicate with through ClassDojo.

Location in SIP:
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 #5: School wide Reform Strategies that address school needs including a description of how strategies will:**

a. Provide opportunities for all children, including each of the student groups of students as defined in Section 1111 © (2) to meet the challenging State academic standards; [1114(b)(7)(A)(i); 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)*

*With 70% of our students receiving Free and Reduced Meals Services, a significant majority of our students are experiencing the stress of familial poverty and the possible substance abuse, crime and illness that sometimes accompanies communities of economic hardship. PES will strive to provide a safe learning environment with physical safety a first and primary concern, followed by social/emotional student support and encouragement to make positive behavioral choices. Equitable access to student academic, developmental and social emotional supports will be progress-monitored for effectiveness across all student groups.*

**STUDENT NEED:**

*The Comprehensive Needs Assessment indicated that in the last year, school wide positive student referrals have decreased significantly as indicated in data from 2015/16 (67 referrals), 2016/17 (78 referrals), 2017/18(157) referrals, and 2018/19(60) referrals. Although positive referrals dramatically increased in 2017/18, disciplinary office referrals have indicated slight increase from the previous year: 2015/16 (10), 2016/17 (9), 2017/18 (13), and 2018/19 (16). This data reflects both bus and campus referrals. Trends indicate that a primary location for behavioral infractions is the classroom over the last four years, followed by the school bus. Pocomoke Elementary School students will be provided Tier I behavioral instruction and support through PBIS. It is imperative that students be provided rigorous, differentiated instruction that is highly engaging and designed to meet individualized learning needs to support academic success and reduce frustration and inappropriate behavioral choices. Safety will continue to be a major emphasis of Pocomoke Elementary School in providing a safe, nurturing learning environment.*

**STRATEGIES:**
Teachers at Pocomoke Elementary School utilize techniques of Positive Behavior Intervention and Support (PBIS) for students in grades 2 and 3, as well as Social Emotional Foundations for Early Learners (SEFEL) for students in grades Pre-K -1 to support positive behavioral choices.

Tier I instruction includes yearly introduction, role play and review of our three school rules: Respect Self, Respect Others, and Respect Property.

The PES Intervention Team is available to meet with teachers who summit a “Request for Assistance” regarding student behavioral or academic concerns. An action plan of interventions will be created, along with periodic check-in meetings to progress monitor student progress.

The Partners in Learning Compact, a signed commitment of responsibility toward student success on behalf of students, parents, teachers and administrators will be explained by teachers with signatures requested in both September and January of this school year.

The PES Student Handbook will be provided for every student and family outlining school process information including attendance, discipline and school safety information.

PES will utilize the WCPS Behavioral Specialist and the Early Childhood Behavioral Health Coach, the Mental Health Dept. School Based Wellness Services, School Psychologist and School Counselor, as well as outside agencies as needed in meeting the individualized behavioral needs of students.

Faculty and staff at PES celebrate positive student behavioral choices through positive office referrals that result in school wide student recognition on morning announcements, a positive phone call to the parent from our Assistant Principal and the written positive referral provided to the parent.

Faculty and staff utilize Kindness Cash as rewards for positive behavioral choices which may be exchanged for school store items or school functions.

Presence of our resource officer throughout the school day and during morning arrival and dismissal provides assurance that building safety measures are effectively implemented.

PES will administer the School Safety Survey to Faculty, Staff and Parents one time annually.

Based upon the Comprehensive Needs Assessment of disaggregated data, the Leadership Team, as well as the Instructional and PBIS Teams, will regularly review and utilized student academic and disciplinary data to guide next steps to close any achievement gaps across student groups.

The PES School Safety Plan which outlines specific processes for various potentially dangerous occasions: fire, bomb, inclement weather, intruder, etc. will be reviewed by faculty and staff and utilized according to need.

Administration, faculty, staff and students will regularly engage in drills to practice prescribed safety procedures for potentially dangerous situations.
Custodial staff monitor the condition of our PES building and campus to ensure safety for all students and adults. They report any safety concerns to building administrators and proper WCPS district personnel as needed.

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

Student success will be measured monthly during a review of positive office referrals and disciplinary data resulting in office referrals.

Safety success will be determined through the review of the results and feedback from our School Safety Survey administered to faculty, staff and parents.

**Location in SIP:**

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**FOCUS AREA**

**SUBJECT/FOCUS AREA:** Coordination and Integration of federal, state, 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)

*PES will expand upon partnerships with local organizations to support our Title I school. With 72% of our students receiving Free and Reduced Meals Services, a significant majority of our families need*
additional support beyond academics. PES will continue partnerships with outside agencies to better meet the needs of students and families within the Pocomoke Community.

STUDENT NEED:

Involving outside agencies within a school-wide program is beneficial to both fueling student achievement and building school communities. Approximately two thirds of our students live in homes of poverty. It is imperative that we seek support of outside agencies in our efforts to meet the needs of the whole child, including non-academic support which oftentimes includes meeting basic survival needs. Students at Pocomoke Elementary School are in need of assistance with mental health, hygiene, physical health, clothing and opportunities to learn about the community in which they live.

STRATEGIES:

PES coordinates with federal, state and local agencies to meet the needs of all of our students and families in our Title I school.

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

Success will be measured by number and satisfaction of organization and agency partnerships and parent satisfaction as indicated through survey data collected from each Parent & Family Engagement event and activity.

Location in SIP:

FOCUS AREA

SUBJECT/FOCUS AREA: School-Wide Reform Strategies

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: School wide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the student groups of students as defined in Section 1111(c)(2) to meet the challenging State academic standards; [1114(b)(7)(A)(i); 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)
Our goal is that every student will be academically successful and experience continuous growth through intentional support strategies targeting the academic, social/emotional and physical well-being of every child. Formative and summative diagnostic data will be used to determine the best instructional practices necessary in meeting the individualized learning needs of every student.

**STUDENT NEED:**

PES students are in need of having teachers that are totally responsive to their academic needs. They will continue to grow in the areas of reading and math as teachers use timely diagnostic data to make the best instructional decisions for each student.

**STRATEGIES:**

Implement Tier 2 and 3 interventions; Offer PD opportunities; Provide targeted assistance in reading deficiencies through the After School Academies; Offer Title 1 family engagement opportunities to support student growth in reading proficiency (Family Literacy Night, One School/One Book, 100 Book Challenge, Family Reading Day, Raise a Reader, Writer's Workshop, etc. Math Menu will support the personalized, learning needs of both struggling and advanced learners through targeted instruction. We will provide family learning opportunities through Family Nights that feature the subjects of Reading, Math and Science. Parents will learn strategies that they can use at home with their children. We will partner with outside agencies such as W. C. Health Department, Lion and Ruritan Clubs and AGH to provide services enabling children to be successful.

PES will utilize our satellite Judy Center resources, the WCPS Behavioral Specialist, the PES Home/School Liaison and our Early Childhood Behavioral Health Coach, in addition to outside agencies, to provide assistance to children and their families as needed. By addressing the needs of the whole child, our students will experience continued growth academically.

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

Administer, and analyze reading and math results, revealed from the i-Ready Diagnostic Assessment administered 3 times annually; Administer and analyze the County Interim Assessments; Administer and analyze the Independent Reading Level Assessment (IRLA); Administer and analyze the HLA and KRA assessments; Review and reflect upon the Intervention Team Requests for Assistance and success of recommended interventions; Review and reflect upon monthly disciplinary referrals as recorded in SWIS including bus and school campus referrals.

**Location in SIP:**