Harford County Public Schools
School Performance and Achievement Plan:
2019-2020

William S James Elementary School

School Performance and Achievement Plans are created annually, reviewed quarterly and revised as needed. As part of the review and revision process, School Improvement Teams evaluate the implementation of strategies to determine the effect on student performance and classroom instruction.

School Performance Teams are directed to complete this School Performance and Achievement Plan to guide activities during the 2018-2019 school year. The School Performance and Achievement Plan should be electronically submitted to SharePoint by close of day **October 30, 2019.**

WILD ABOUT LEARNING
WILD ABOUT WSJ

Harford County Public Schools
Board Strategic Plan
2019 -2020

Vision:

We will **inspire** and **prepare** each student to **achieve** success in college and career.

Mission:

Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

Core Values:

• We empower each student to achieve academic excellence.

• We create reciprocal relationships with families and members of the community.

• We attract and retain highly skilled personnel.

• We assure an efficient and effective organization.

• We provide a safe and secure environment.

Long Term Goals:

Goal 1: Prepare every student for success in postsecondary education and career.

Goal 2: Engage families and the community to be partners in the education of our students.

Goal 3: Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

Goal 4: Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.
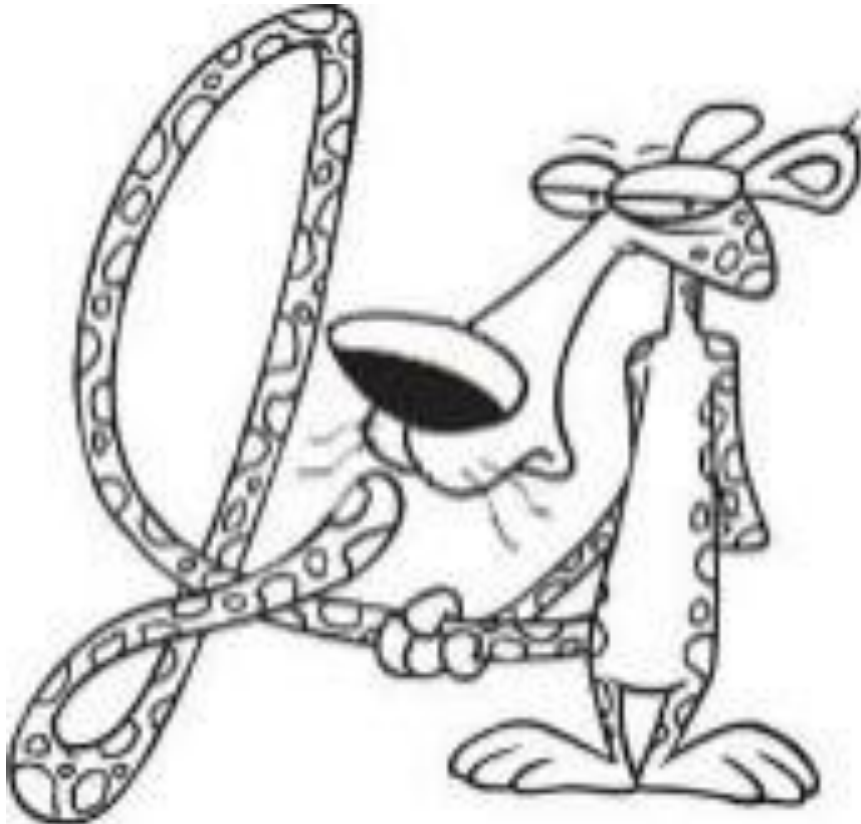
We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan will be reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Master Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.

A school defines its destination through its vision and mission. The school's destination falls under the umbrella of the system vision and mission. Schools can determine how effective a vision and mission is being implemented through data collection and by revisiting the following questions:

Mission Statement: Lead the Learning. Live the Learning. Love the Learning.

Vision Statement: At William S. James Elementary, we inquire, collaborate, communicate, and persevere to be passionate thinkers and respectful citizens. We are responsible for reaching our fullest potential so that we are prepared to contribute to our global society in the 21st century.

Needs Assessment

Continuous school performance and achievement planning begins with asking questions that can be answered with demographic data. Specifically – **Who are the students? Who are the faculty and staff? Who is the community?** It is important to understand how student and community populations have changed over time, as these changes are indicators of student needs for the future. Staff longevity within the system and plans for retirement might lead to establishing different types of school performance and achievement plans, as would staff experiences, certification, and levels of education. Demographic changes can also help to explain results.

List significant changes in demographics, funding, staffing, and/or the school community that will affect the school in 2019 - 2020.

William S James Elementary			
Changes in demographics, funding, staffing, and/or school community			
Type of Change	**Describe the nature of the change,** *if one has occurred*	**Contributing Factors**	**Describe how the change is being addressed in the 2019-2020 School Improvement Plan**
• Increases or decreases in student enrollment or class size	• Two additional SE self-contained classrooms, 2 SE teachers, 8 new para-educators • Student enrollment has increased. K - 5 • 4th grade class size approx. 30 • Kindergarten class size = 25+ • Additional Paraeducator - general ed • Additional Paraeducator - SE	• Regional Special ED program - STRIVE was brought to WSJ. • New development in community. • Multi-Families	• Targeted students are receiving small group instruction, supported reading and interventions when appropriate
• Increases or decreases in student demographics (FaRMS, English language learners, special education, 504, attendance, mobility, etc.)	• Two additional SE self-contained classrooms, 2 SE teachers, 8 new para-educators		•

● Staffing (transfers, levels of experience, new staff, reductions, TELL Survey data)	● Addition of 2nd grade teacher due to class size ● 6 non-tenured teachers/staff (3 - 2nd year, 2 - 1st year) ● 20 new staff members	With the addition of a regional SE program, we have a high number of new staff members. Staff includes special educators, para-educators and related service providers.	● Non-tenured teachers will be supported by reading specialist, TIC and admin. A mentor has not been assigned to support.
● School Community (business openings/closings, new housing, mobility, community initiatives)	● New community of single-family homes and townhomes.		● n/a
● Homeless Families	n/a	●	●
● School Culture (student and adults)		●	●
● Behavior	● Increase in behavior referrals from previous year.	●	●
● Attendance	● Increase in number of chronically absent students.	●	● Monthly meetings with the School Counselor and PPW to address attendance concerns.

Needs Assessment Continued

Elementary and Middle Schools

School Overview	2016-2017	2017-2018	2018-2019	2019 - 2020
Enrollment	413	407	452	480
Attendance	95.7%	95.%		
# Referrals	13	29		
# Suspensions		18		
% FaRMS	17.7%			
% Sp Ed	10.0%	10%	10%	
% EL		n/a		
# Teachers/Certificated Staff	20	18/34	18/27	
% and # of First Year Teachers/Certificated Staff		3	2/27 7%	
% and # of Second Year Teachers/Cert. Staff		3	3/27 11%	
% and # of Third Year Teachers/Cert. Staff		0	3/27 11%	
% ≥ 20 years		18%	7/27 26%	

State Assessment Data
(will be inserted here)

Goal #1 - Academic: All students will achieve at high standards or make significant academic growth, as established by the Harford County Public Schools and state performance level standards, in all content areas.

High Leverage Strategy: Formative Assessment

Required Objective 1: Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used for Identified Students	*KLA Kindergarten* *F&P Grade 1* **RI Grades 3,4,5** *F&P Grades 2-5 Below Grade level Students*	*KLA Kindergarten* **RI Grades 2, 5** *F&P Grades 1-5 Below Grade level Students* **F&P Kindergarten Targeted Students**	*KLA Kindergarten* **RI Grades 3, 4** **F&P Grades K, 1, 2** *F&P Grades 3, 4, 5 Below Grade level Students* **RI Grades 1, 2, 5 Students** *exceeding grade level expectations*
Goal Setting: All Students	**N/A**	**GOAL:** 75% of targeted and below grade level students will meet or exceed the expected growth	**GOAL:** 90% of students taking F&P will meet or exceed the expected growth 80% of students taking RI will meet or exceed the expected growth.
Goal Setting: Identified Student Group(s) (If applicable)		75% of special education students will meet or exceed their expected growth rate.	90% of special education students taking F&P will meet or exceed the expected growth 80% of special education students taking RI will meet or exceed the expected growth.
Actual Progress (Data)	*Baseline Data from Spring 2019:*	*Mid-Year Data*	*End-Year Data*

	KLA Kindergarten F&P Grade 1 **RI Grades 3,4,5 - 79%** F&P Grades 2-5 (Below Grade level Students)	Overall: Kindergarten: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	Overall: Kindergarten: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:
Did your school meet the goal?	**N/A**		*Click here to enter text.*
Next Steps (required if mid-year goal was not met)	**N/A**		*Click here to enter text.*

Cont'd Required Objective 1: Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Classroom teachers will be part of the HCPS Early Adopters for Calkins Units of Study (Reading) for the 2019-2020 school year.	All students	All teachers ILT	• Supported collaborative planning focused on reading instruction. • Intentional focus on independent reading and appropriate level text • Opportunities for lesson studies • Long range planning
Teachers and Literacy Leader monitor ongoing student performance and collaboratively plan instruction to meet the needs of all learners.	All students	RELA Vertical Team ILT	• Support, structures and time provided as needed to collaborative teams.

			• Focused planning sessions led & supported by literacy leader and teacher leader 1/month
Required Action/Strategy: Technology Connections Students will use technology to access online & application-based tools for literacy-based tasks.			• technology collaboration and county-based PD opportunities
Required Action/Strategy: Rigorous Instruction for All Students Teachers will use formative assessment data to determine small group needs. Focused small groups and conferring will occur daily within the reading workshop block.	All Students	All teachers	• CFIP meetings to identify needs and drive instructional decisions
Tier 2 Instructional Interventions Strategies/Actions	**Intended Population Impacted**	**Personnel Responsible**	**Professional Development Required**
Additional small group intervention.	Select targeted students	All reading teachers	• Planning with literacy leader to create specific, skill-based intervention for targeted students.
SIPPs	Selected students	Special Ed Literacy Leader Paras	• Collaborative planning between special educators, literacy leader, paraeducators to discuss student progress • Common Planning Time
Departmentalization	Grades 4 – 5	Grades 4 and 5 Teachers	• Weekly opportunities for collaboration with content alike peer

Tier 3 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
FUNdations/Wilson Reading Intervention	Special Education and selected targeted students	Special Ed	• Informal PD with Special Ed office as needed
iStation	Targeted students	Literacy Leader	• Contact with iStation rep • Data monitoring • Support para educators

Required Objective 1a: (ELEMENTARY ONLY) Increase student achievement in Writing for all students as measured by an increase in formative and summative assessment scores.

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used for Identified Students	On-Demand Assessments Four Units Grades 1-5 - Overall category	On-Demand Assessments Four Units Grades 1-5 - Overall category	On-Demand Assessments Four Units Grades 1-5 - Overall category
Goal Setting: All Students	**GOAL:** *Narrative Unit - 75% of targeted students will maintain grade level expectations or show growth in the overall category as measured by the writing progression.*	**GOAL:** *Information Unit - 75% of targeted students will maintain grade level expectations or show growth in the overall category as measured by the writing progression.*	**GOAL:** *Opinion Unit - 75% of targeted students will maintain grade level expectations or show growth the overall category as measured by the writing progression.*

Goal Setting: Identified Student Group(s) (If applicable)	Sampling of students in K - 5 Each teacher will select 9 students as a sampling. Special education will select students with writing goals.	Sampling of students in K - 5 Each teacher will select 9 students as a sampling. Special education will select students with writing goals.	Sampling of students in K - 5 Each teacher will select 9 students as a sampling. Special education will select students with writing goals.
Actual Progress (Data)	*Narrative Unit - % of targeted students who showed growth in the overall category:* Overall: Grade 1: Grade 2: 62% Grade 3: 81% Grade 4: 96% Grade 5: 85% SE:	*Information Unit - % of targeted students who showed growth in the overall category:* Overall: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*Opinion Unit - % of targeted students who showed growth in the overall category:* Overall: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:
Did your school meet the goal?		*Click here to enter text..*	*Click here to enter text..*
Next Steps (required if mid-year goal was not met)		*Click here to enter text.*	*Click here to enter text.*

Cont'd Required Objective 1a: (ELEMENTARY ONLY) Increase student achievement in Writing for all students as measured by an increase in formative and summative assessment scores.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Teachers will implement four units of the Lucy Calkins writing program.	All students	All teachers	• CFIP meetings to identify needs and drive instructional decisions • Collaborative planning meetings with the literacy leader • Analysis of writing samples within and across grade levels to "norm" expectations • Long Range Planning
Teachers will use formative assessment data to determine small group needs. Focused small groups and conferring will occur daily within the reading workshop block.	All Students	All teachers ILT	• Small group and conferring PD - literacy leader, Kris Scarry
Teachers will utilize data-based demonstration notebooks to drive instruction in small groups and conferring.	All Students	All teachers	•
			•

Required Objective 2: Increase student achievement in Mathematics for all students as measured by an increase in formative and summative assessment scores.

Data Collection

Timeframe	Beginning of Year Baseline Data		Mid-Year Data Checkpoint		End of Year Checkpoint	
Assessment Used for Identified Students	enVision Benchmark Assessment Topics 1 – 4		enVision Benchmark Assessment Topics 1 – 8		enVision Benchmark Assessment Topics 1 – 12	
Goal Setting: All Students	**GOAL:** Students in grades 1-5 will meet or exceed county averages of proficiency.		**GOAL:** Students in grades 1-5 will meet or exceed county averages of proficiency.		**GOAL:** Students in grades 1 - 5 will meet or exceed county averages of proficiency.	
Goal Setting: Identified Student Group(s) (If applicable)	*Special Educations students will meet or exceed county averages for proficiency for special ed subgroup*		*Special Educations students will meet or exceed county averages for proficiency for special ed subgroup*		*Special Educations students will meet or exceed county averages for proficiency for special ed subgroup*	
Actual Progress (Data)	*Baseline Data: WSJ Data Overall:* 60% Grade 1: 87% Grade 2: 71% Grade 3: 66% Grade 4: 40% Grade 5: 34% SE: 51%	*Baseline Data: HCPS Data Overall:* 55% Grade 1: 77% Grade 2: 78% Grade 3: 55% Grade 4: 43% Grade 5: 23% SE: 29%	*WSJ Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*HCPS Data Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*WSJ Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*HCPS Data Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:
Did your school meet the goal?	**N/A**		*Click here to enter text.*		*Click here to enter text.*	
Next Steps (required if mid-year goal was not met)	**N/A**		*Click here to enter text.*		*Click here to enter text.*	

Cont'd Required Objective 2: Increase student achievement in Mathematics for all students as measured by an increase in formative and summative assessment scores.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Teachers will utilize a variety of formative assessment techniques to monitor and track student progress.	All students	All teachers ILT	• CFIP • Supported collaborative planning focused on math instruction.
Number talks - teachers will incorporate Number Talks into daily instruction to build number sense.	All students	Math Vertical Team	• Number Talks book study
Differentiated Instruction	All students	All teachers ILT	• Strategically planning for various needs • Utilizing materials in "black box" • Utilizing small group instruction
Required Action/Strategy: Technology Connections Students will use technology to access online & application-based tools for mathematics tasks.	All students	All teachers	• technology collaboration and county-based PD opportunities
Required Action/Strategy: Rigorous Instruction for All Students Teachers will use formative assessment data to determine small needs groups. Small needs groups will be part of the daily math lesson.			• CFIP meetings to identify needs and drive instructional decisions • Collaborative planning meetings with the reading specialist, gifted and talented teacher, and/or instructional facilitator

Tier 2 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Students will participate in research-based interventions based on individual learning needs. Possible interventions may include: • Dream Box • Do the Math	Identified Students	ILT All teachers Paras	• Periodic time for analyzation of data resulting in need for instruction
Departmentalization	Grades 4 – 5	Grades 4 and 5 Teachers	• Weekly opportunities for collaboration with content alike peer

Required Objective 3: Increase science achievement for all students as measured by *student application* of the Science and Engineering Practices, *integrated with the Disciplinary Core Ideas and the Cross Cutting Concepts*.

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used For Identified Students	SEP: Asking Questions Rubric *Earth/Space Science Unit* Notebooks to assess quality of Student Generated Questions (October)	SEP: Asking Questions Rubric *Physical Science Unit* Notebooks to assess quality of Student Generated Questions (February)	SEP: Asking Questions Rubric *Life Science Unit* Notebooks to assess quality of Student Generated Questions (April)
Goal Setting	N/A	GOAL	GOAL:
Actual Progress (Data)	*Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:
Did your school meet the goal?	N/A	*Click here to enter text.*	*Click here to enter text.*
Next Steps (required if mid-year goal was not met)	N/A	*Click here to enter text.*	*Click here to enter text.*

Cont'd Required Objective 3: Increase science achievement for all students as measured by *student application* of the Science and Engineering Practices, *integrated with the Disciplinary Core Ideas and the Cross Cutting Concepts*.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Teachers will incorporate the NGSS Science and Engineering Practices (SEPs) into daily instruction and formatively assess students' use of the practices.	All students	All teachers ILT	- Collaborative Team Planning to work on SEPs as needed - PD Resource: *Helping Students Make Sense of the World Using Next Generation Science & Engineering Practices*
Teachers will utilize a variety of formative assessment techniques to monitor and track student progress.	All students	All teachers ILT	•

Tier 2 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Departmentalization	Grades 4 – 5	Grades 4 and 5 Teachers	Weekly opportunities for collaboration with content alike peer

Required Objective 4: Increase student achievement in Social Studies for all students as measured by an increase in formative and summative assessment scores.

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used for Identified Students		Teachers will integrate reading standards into Social Studies units.	
Goal Setting	N/A	GOAL: All teachers will integrate reading standards into a minimum of one social studies units.	GOAL: All teachers will integrate reading standards into a minimum of two social studies units.
Actual Progress (Data)		*Overall:* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: SE:	*Click here to enter text..*
Did your school meet the goal?	N/A	*Click here to enter text..*	*Click here to enter text.*
Next Steps (required if mid-year goal was not met)	N/A	*Click here to enter text.*	*Click here to enter text..*

School Performance Teams will track data three times per year to measure growth and progress. It is advised that teams use only one or two assessment measures to determine mid-year and end-of-year progress for each objective. However, it is the expectation that teams use a variety of assessments to track individual student growth.

Cont'd Required Objective 4: Increase student achievement in Social Studies for all students as measured by an increase in formative and summative assessment scores.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Teachers will utilize a variety of formative assessment techniques to monitor and track student progress.	All students	All teachers ILT	• Collaborative planning
Integrate RELA standards into SS lessons.	All students	All teachers SS Vertical team	• Collaborative planning
Develop a master list of literature to support social studies units.	All teachers	SS Vertical team	• Vertical team meeting time

Tier 2 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Departmentalization	Grades 4 – 5	Grades 4 and 5 Teachers	Weekly opportunities for collaboration with content alike peer

Required Objective 5: Increase student achievement in Unified Arts for all students as measured by an increase in formative and summative assessment scores.

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used		End of quarter PBIS incentive day. Special Areas will increase positive behavior	Number of incentive days. Number of students who earn the reward.
Goal Setting	Baseline:	**GOAL:** Host a PBIS incentive day for student who have demonstrated PBIS school-wide PRIDE initiatives.	**GOAL:** Host a total of 4 PBIS incentive days for student who have demonstrated PBIS school-wide PRIDE initiatives.
Actual Progress (Data)		*Click here to enter text..*	*Click here to enter text..*
Did your school meet the goal?	**N/A**	*Click here to enter text.*	*Click here to enter text..*
Next Steps (required if mid-year goal was not met)	**N/A**	*Click here to enter text.*	*Click here to enter text..*

School Performance Teams will track data three times per year to measure growth and progress. It is advised that teams use only one or two assessment measures to determine mid-year and end-of-year progress for each objective. However, it is the expectation that teams use a variety of assessments to track individual student growth.

Cont'd Required Objective 5: Increase student achievement in Unified Arts for all students as measured by an increase in formative and summative assessment scores.

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Develop and share the special area PBIS incentives with all students.	All students	Special Area teachers	- Collaborative time for unified arts team to plan. - Plan quarterly
Increase of Caught Being Exceptional Referrals	All students	All teachers	

Tier 2 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Implement EOY incentive for all nominees who have maintained positive behavior throughout the year.	Nominated students who exhibit PRIDE behavior daily.	UA team	Collaborative time for unified arts team to plan.

Required Objective 6: Increase student ability to demonstrate English proficiency. (Scores on WIDA Access 2.0 and checklists may be utilized to track progress throughout the year) N/A for WSJ

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used			

for Identified Students			
Goal Setting: **All Students**	N/A	**GOAL:** *Click here to enter text.*	**GOAL:** *Click here to enter text.*
Goal Setting: **Identified Student** **Group(s)** (If applicable)			
Actual Progress (Data)	*Click here to enter text.*	*Click here to enter text.*	*Click here to enter text..*
Did your school meet **the goal?**	N/A	*Click here to enter text.*	*Click here to enter text.*
Next Steps (required if **mid-year goal was not** **met)**	N/A	*Click here to enter text.*	*Click here to enter text.*

School Performance and Achievement Teams will track data three times per year to measure growth and progress. It is advised that teams use only one or two assessment measures to determine mid-year and end-of-year progress for each objective. However, it is the expectation that teams use a variety of assessments to track identified student groups and individual student growth.

Cont'd Required Objective 1a: EL Proficiency

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
			•
			•

Goal #2 – School Quality: Ensure that all students are educated in school environments that are safe, caring, and conducive to learning.

Objective 1: School Climate (Survey data may be utilized to track progress.)

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used	Informal and formal behavior reports	Informal and formal behavior reports	Informal and formal behavior reports
Goal Setting	N/A	**GOAL:** Formal behavior referrals will decrease by 25%.. 15% of students will receive a positive behavior referral	**GOAL:** Formal behavior referrals will decrease by 50%. 30% of students will receive a positive behavior referral
Actual Progress (Data)	*Baseline Data 2018 - 2019 SY* Level 3 Referrals - 90	*Mid-Year Data* Suspensions -	*Click here to enter text.*
Did your school meet the goal?	N/A	Click or tap here to enter text.	*Click here to enter text.*
Next Steps (required if mid-year goal was not met)	*Click here to enter text.*	*Click here to enter text.*	*Click here to enter text.*

Cont'd Objective 1:

Tier 1 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
Implementation of PBIS strategies.	All students	All staff	● Staff training on PBIS strategies

		PBIS Vertical Team	• Implementation of informal behavior report • Implementation of buddy classroom for cool down techniques. • Focus on positive behavior referrals
Continue implementation of HOUSES to build community of students across grade levels, to hold others accountable, create friendships, and create a support system other can rely on.	All students and staff	House Leaders Admin	•

Tier 2 Instructional Interventions Strategies/Actions	Intended Population Impacted	Personnel Responsible	Professional Development Required
SuperFlex Intervention	Targeted students	All teachers Admin	• Training to implement SuperFlex program for new school counselor
Individual and Small Group Social Skills Lessons	Targeted Students	School Counselor School Psychologist	•
Increase use of Buddy Classroom	Targeted Students	All teachers	•
Check in Check Out System	Targeted Students	School Counselor	•

Objective 2: Increase student attendance by increasing the percent NOT chronically absent. (Chronic Absenteeism data)

Data Collection

Timeframe	Beginning of Year Baseline Data	Mid-Year Data Checkpoint	End of Year Checkpoint
Assessment Used	Chronically Absent Students from 2018 - 2019	Chronically Absent Students	Chronically Absent Students
Goal Setting: All Students	**N/A**	**GOAL:** Decrease % of chronically absent students	**GOAL:** *Click here to enter text.*
Actual Progress (Data)	*Click here to enter text.*	*Click here to enter text.*	*Click here to enter text.*
Goal Setting: Identified Student Group(s) (If applicable)			
Did your school meet the goal?	**N/A**	*Click here to enter text.*	*Click here to enter text.*
Next Steps (required if mid-year goal was not met)	*Click here to enter text.*	*Click here to enter text.*	*Click here to enter text.*

School Improvement Plan at a Glance
2018-2019

Separate Document

Professional Development Calendar
2018-2019
Separate Document