



WCPS STRATEGIC VISION: FORWARD VIEW 2022

Our Vision

All students will be empowered to become life-long learners, ready to embrace the future and contribute positively to their community.

Our Mission

The mission of Worcester County Public Schools is to cultivate a safe, student-centered, educational environment in which our diverse community of learners develops positive relationships and is prepared for an ever-changing world.

1

GOAL ONE.

All students will be academically successful and experience continuous growth by engaging in a rigorous instructional program preparing them for a competitive, culturally diverse world.

2

GOAL TWO.

Through collaborative relationships, staff, families, and our community will experience timely and honest communication about district initiatives, activities, and performance.

3

GOAL THREE.

Every Worcester County Public School will be a safe and secure learning environment that creates and maintains a culture of respect and positivity with the intention of promoting the well-being of every student.

4

GOAL FOUR.

Worcester County Public Schools will maximize organizational effectiveness through professional learning, continuous growth and participative leadership while maintaining integrity, transparency, and a commitment to professionalism.



SCHOOL IMPROVEMENT PLAN

Snow Hill Elementary

VISION: Every child will learn to read, write, and make-meaning across all content levels at grade level or above.

MISSION: Our team will maximize individual student achievement by enhancing teacher expertise, analyzing data, and implementing best practices to improve literacy instruction and learning.

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Goal 1: Academic Achievement

LITERACY SCHOOL IMPROVEMENT PLAN

Team Name	The Page Turners
Team Members	Matthew Record – (Principal), Erica Matlock (Assistant Principal), Kelly Macomber (CRT), Lisa Billings (Literacy Coach), Connie West (Instructional Math Coach), Jen Spivey (Reading Resource Teacher), LaVerne Cray (School Counselor), Beth Shockley-Lynch (Math and Science Interventionist), Amy Gallagher (Central Office)
Team Vision Statement	Every child will learn to read, write, and make-meaning across all content levels at grade level or above.
Team Mission Statement	Our team will maximize individual student achievement by enhancing teacher expertise, analyzing data, and implementing best practices to improve literacy instruction and learning.
Needs Assessment	<ul style="list-style-type: none"> We need growth in Tier 1 (iReady reports SHES Tier 1 % lower than County Tier 1 % SY 2018-2021) There are consistencies amongst Schoolpace/ DIBELS/ iReady data.
Root Causes Analysis	A lack of leadership expectation and communication has caused a lack of consistent core program implementation across classrooms in SHES.
Annual SMART Goal – Student Outcomes	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Annual SMART Goal – Implementation Fidelity	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Area(s) of Focus	Integrity of Tier 1 literacy program implementation (are teachers using each of the components)



Cycle #1: [July-November 2021]

Team Performance SMART Goal(s):	By the end of Cycle 1, our Literacy Team will increase from a self-rating of Target Improvement to a self-rating of on track in the area of Performance Monitoring during SIP Team Literacy meetings.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s):	In Cycle 1 we will identify the number of students on or above grade level on iReady literacy in 1 st , 2 nd , and 3 rd grades and KRA literacy data in kindergarten, from a 40-50% range to a above a 50% range across grade levels in literacy (when compared to last year).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Implementation Fidelity SMART Goal(s):	By November 2021 we will collect baseline data on the implementation and integrity of the tier 1 literacy programs using the literacy checklist.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Action Steps

Activity	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
Align school day instructional resources with afterschool resources	The Pageturners; CARE Academy teachers; Haven House teachers; E. Matlock	Fall 2021	100 Book Materials Fundations IReady Instructional Seats	Completed	
Create a process for using the Literacy checklist with teachers.	The Pageturners (Literacy Teams)	Fall 2021	Literacy Checklist		
Implement Literacy checklist and collect baseline data	The Pageturners (Literacy Teams)	Fall 2021	Literacy Checklist		
Introduce the Dynamic Team Process and Literacy SIP to all stakeholders	M. Record The Pageturners	Fall 2021	Powerpoint SIP plan		
Collect iReady data	The Pageturners	October 2021		Completed	

Data Collection Plan

Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes



Implement Literacy checklist and collect baseline data	The Pageturners (Literacy Teams)	Fall 2021	Literacy Checklist		



MATHEMATICS SCHOOL IMPROVEMENT PLAN

Team Name	Solution Squad
Team Members	Matthew Record – (Principal), Erica Matlock (Assistant Principal), Kelly Macomber (CRT), Lisa Billings (Literacy Coach), Connie West (Instructional Math Coach), Bridgette Bledsoe (2 nd grade teacher), Mia Byrd (Kindergarten teacher), Will Tignor (1 st grade teacher), Nyokia Mumford (3 rd grade teacher)
Team Vision Statement	As an enthusiastic team we will support and encourage the use of various and appropriate resources to communicate, instruct and assess in order to foster risk-taking, confident problem-solvers who show independence and growth in mathematical skills in the SHES community.
Team Mission Statement	We will support student growth using evidence-based practices, formative assessments and differentiated learning experiences through the use and implementation of transparent and effective communication with the SHES community, instructional resources, and various data sources.
Needs Assessment	<p>Culture of consistent and specific feedback</p> <p>Accountability of specific expectations</p> <p>Collective accountability around student achievement</p> <p>Maximizing student growth</p>
Root Causes Analysis	Our responses show that there was an inconsistency in Tier 1 instructional practices and a need for a culture of feedback in classrooms.
Annual SMART Goal – Student Outcomes	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Annual SMART Goal – Implementation Fidelity	N/A (will update in November)
Area(s) of Focus	



Cycle #1: [July-November 2021]

Team Performance SMART Goal(s):	By the end of Cycle 1, our team will improve our activity completion, technology optimization and performance monitoring from an "O" to an "H" rating through our scheduled PLC meetings.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s):	By the end of cycle 1 (November 2021) at least 80% of students will score 75% or higher on Origo post assessments and Origo 1 st quarter assessments.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Implementation Fidelity SMART Goal(s):	By the end of cycle 1 (November 2021) we will collect baseline data using the county Integrity Tool to assess the implementation of Tier 1 instructional practices in K-3 classrooms.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Action Steps

Activity	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
Complete the Integrity Tool 3 times per year	K - 3 rd grade teachers C. West (Math Coach)	October 2021 January - February 2022 April - May 2022	County Integrity Tool	Not Started	
Implement the Origo post assessments and quarterly Origo assessments	K-3 teachers C. West (Math Coach)	September - November 2021	Origo Formative and Quarterly Assessments (digital or hard copy)	Not Started	
Work on defining a culture of feedback by collaborating with grade level teams	M. Record (Principal) E. Matlock (Asst. Principal) Math Team (Solution Squad)	September - November 2021		Not Started	
Review the Integrity Tool monthly at PLC meetings	M. Record (Principal) E. Matlock (Asst. Principal) C. West (Math Coach)	September - November 2021	Integrity Tool	Not Started	
Solution Squad team members help facilitate math planning at each grade level	Solution Squad C. West (Math Coach)	September - November 2021	Grade level meetings Origo Resources PLC Planning Form	Not Started	



Data Collection Plan						
Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes	
Implement the Origo post assessments and quarterly Origo assessments	K-3 teachers C. West (Math Coach)	September – November 2021	Origo Formative and Quarterly Assessments (digital or hard copy)	Started	Implement the Origo post assessments and quarterly Origo assessments	
Review the Integrity Tool monthly at PLC meetings	M. Record (Principal) E. Matlock (Asst. Principal) C. West (Math Coach)	September – November 2021	Integrity Tool	Started	Review the Integrity Tool monthly at PLC meetings	



GOAL 3: SAFETY

SAFETY SCHOOL IMPROVEMENT PLAN

Team Name	Smooth Operators
Team Members	Matthew Record – (Principal), Erica Matlock (Assistant Principal), Kelly Macomber (CRT), Lisa Billings (Literacy Coach), Connie West (Instructional Math Coach), Jen Spivey (Reading Resource Teacher), LaVerne Cray (School Counselor), Beth Shockley-Lynch (Math and Science Interventionist), Amy Gallagher (Central Office) Julie Hickman (2 nd grade teacher) Kim Lilly (3 rd grade teacher) Mia Byrd (K teacher) Jeff Postell (Physical Education Teacher)
Team Vision Statement	We will foster a vibrant, inclusive environment that supports the academic, social, physical, and emotional needs of all SHES stakeholders.
Team Mission Statement	Our team will use high quality professional learning and collaboration to guide the implementation of effective safety practices that seek feedback from and communicate consistently with stakeholders, value data and ensure its validity, identify areas of need, and celebrate our successes.
Needs Assessment	<p>Based on IPI data</p> <p>Areas we scored a 0 or 1 across 2 years of data numbers 11-23</p> <ul style="list-style-type: none"> • systems for rewarding students • strategy for collecting discipline data has been developed • New and returning staff trained • Parents have been informed about PBIS • Behavior expectations are posted throughout the building • A system for identifying students who need advanced tier support has been developed
Root Causes Analysis	<p>There was a lack of communication of a plan for the Initiation Phase for Positive Behavior Expectations.</p> <p>Based on the results of the root cause analysis develop a communication strategy to improve our identified outcomes of expectations (faculty and staff), behaviors, system for collection of positive behavior data, roles of staff within the building, meeting logistics.</p>



<p>Annual Child/Student Goal – Student Outcomes (Behavior/ Disproportionality)</p>		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>Annual Child/Student Goal – Student Outcomes (Attendance)</p>		
<p>Annual SMART Goal – Implementation Fidelity</p>		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>Area(s) of Focus</p>		



Cycle #1: [July-November 2021]

Team Performance SMART Goal(s):	By the end of Cycle 1, our team will improve the technology optimization by decreasing the number of targeted improvement ratings on the High-Performance team Rating Scale, from 50% (4/8) to 25%.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s): (Behavior/Disproportionality)	Know, understand and practice the expected behaviors in reference to the Eagle Way Matrix	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s): (Attendance)		
Implementation Fidelity SMART Goal(s):	By November 2021 we will collect baseline data on Implementation Phases Inventory (IPI) using the IPI (11-23) checklist.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Action Steps					
Activity	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
Teach and implement the school wide matrix		September			
Opportunities for clarification around expectations and Class DoJo		Monthly			
Communicate monthly expectations		Monthly			
Establish a system to collect data		September			
Identify roles of staff members		September			

Data Collection Plan



Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes