

**Snow Hill Elementary School**  
**School Improvement Plan Executive Summary**  
**2021-2022**

Principal: Mr. Matthew Record  
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**School Summary:**

**STUDENT INFORMATION**

Grade Range: PreK3 – 3<sup>rd</sup> Grade  
Total Enrollment: 365 students  
Percentage Hispanic: 21/6%  
Percentage LEP: 1/.00%  
Percentage African American: 91/26%  
Percentage Caucasian: 208/58%  
Percent Asian: 5/.01%  
Percentage Native American: 1/.00%  
Percentage Multi-Racial: 29/8%  
Percentage of Economically Disadvantaged Students (FARMS): 51%  
Percentage Special Education: 55/15%  
Graduation Rate: NA  
Federal Accountability Status: Title I

**SCHOOL FACULTY AND ADMINISTRATION**

Number and Type of Administrators: 1 Principal, 1 Assistant Principal, 1 School Counselor, 1 CRT/Title I Specialist  
Number of General Education Teaching Faculty: 20  
Number of Special Area Teachers: 4 (Media, PE, Art, Music)  
Number of Special Education Teaching Faculty: 3  
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  
Number of Teacher Assistants: 10  
Number and Type of Specialized Teaching Staff: 1 Speech/ Language Pathologist, 1 Occupational Therapist  
Number and Type of Resource Staff: 1 Reading Interventionist Teacher, 1 Math Interventionist, 1 Social Worker (shared with PES)

## **CURRICULUM OVERVIEW**

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

<b>Program</b>	<b>Subject</b>	<b>Grade Level</b>
Understanding by Design (UBD) Literacy Units	Literacy	K-3
Lucy Calkins Writers Workshop	Literacy/Writing	K-3
American Reading Company's 100 Book Challenge	Reading	PreK4-3
American Reading Company's Foundational Skills Toolkit	Reading Intervention	K-3
Raising a Reader	Reading	PreK3
i-Ready Online Instruction	Mathematics	1-3
i-Ready Online Instruction	Reading	1-3
Smarty Ants	Reading Intervention/Enrichment	K-2
Wilson Foundations	Reading Intervention and Tier 1 Instruction	K-2
DIBLES	Fluency, Phonics, Oral, and Reading	K 1-3 Intervention
Origo 2.0	Mathematics	PreK-3
Dr. John Tapper's Math Menu	Mathematics Intervention/Enrichment	PreK-3
ST Math	Mathematics	PreK-3
Dreambox	Mathematics	K-3
Do the Math	Mathematics Intervention/Enrichment	K-3
Bridges	Mathematics Intervention/Enrichment	K-3
Exemplars	Mathematics Intervention/Enrichment	3
Mystery Science Curriculum	Science	1-3
TCI Social Studies Alive Curriculum	Social Studies	2-3
SEFEL	Social Emotional Wellness	PreK
POP Curriculum	Social Emotional Wellness	K-3
MCAP Instructional Tasks	Math & Reading	3

## 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.).

<b>Program/Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Duration</b>	<b>Frequency</b>
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
Administrative Professional Learning Communities	Grade level teams, principal, assistant principal, school counselor, and CRT	Discuss administrative issues, Title I initiatives, and participate in Data Dives to drive instruction and support RtI goals.  In addition, monthly topics are discussed including: Attendance, Technology, Behavioral goals and expectations, Tier 2 and Tier 3 Interventions, SEFEL, and PBIS initiatives	30 minutes	Weekly
Project Team Meetings (Literacy, Math, Safety, 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, after school	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
Title I Professional Development	teachers and staff	Title I PD is presented by Title I Specialist, and teacher leaders to teachers and Educational Assistants	At least 6 sessions for teachers and 4 for EAs	year round

Judy Center	families of children age birth to 3	Provides resources and supports to families within our community with pre-school aged children who do not attend our school, yet, ages birth to 3. Family fun nights are also offered.	ongoing	year round
Haven House Afterschool Program	Pre-K and K students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
Afterschool Academy	2nd-3rd students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
Parent Teacher Organization	parents, students, teachers	Coordinates fundraising opportunities for the school 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 I Parent and Family Advisory Committee (PAC)	teachers, Title I 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
American Reading Company PD with coach	PreK-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
American Reading Company Intervention Toolkit PD with coach	Kindergarten - Third 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 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.	1/2 Day	ongoing
Wilson Foundations	teachers in grades K & 2, SPED teachers, Reading Resource teacher, Instructional Literacy Coach	Teachers, coaches, etc. experience best instructional practices around Wilson Foundations through ongoing PD.	Full Day	ongoing
Title I 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

## 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 literacy initiatives with fidelity 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.**

**STUDENT NEED:**

Students need strong Tier I instruction in order to provide them with necessary foundational literacy skills. 20% of students grade 1-3 are performing on or above grade level based on the "Standard View" iReady Diagnostic Report.

Areas of Need:

Phonological Awareness, High Frequency Words, How words, sentences, and paragraphs logically connect in literary texts , comprehension, and fluent reading on grade level

**STRATEGIES:** Teachers will collect baseline data for each student using formative and summative assessments and the literacy checklist. Student needs will drive individualized instruction, equitable conferencing, and tier 2 instruction.

**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-3 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. 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 1-3 and Special Education teachers on using iReady data to drive instruction. Cycle 2 Goal-The percent of students in 1st, 2<sup>nd</sup>, and 3<sup>rd</sup> grades on or above grade level on iReady Diagnostic 1, will increase by decreasing half of the "yellow band" (one grade level below) on iReady Diagnostic 2.

1<sup>st</sup> - 11% to 53% on grade level, 2<sup>nd</sup> 14% to 42% on grade level and 3<sup>rd</sup> 35% to 49% on grade level.

**Location in School Improvement Plan: Literacy Cycle #2**

## 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 School, all teachers will use consistent delivery of mathematical practices and initiatives to increase the rigor of Mathematics instruction. Our work will help to ensure that instruction is data driven and student centered so that all students will be on-grade level mathematicians.

### **STUDENT NEED:**

Snow Hill Elementary School students struggle with high levels of mathematical achievement. According to iReady diagnostic 1 data, 7% of students grade K-3 are performing on or above grade level.

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, Menu Math, DreamBox, Math Language Routines, ST Math, Do the Math, Bridges, and High Leverage Concepts. HLCs will be compared to iReady data and county Math Interims to differentiate instruction to meet each student's need. 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 formative assessments to determine how instructional needs can be differentiated to provide academic success for all students. The ultimate goal is to provide powerful learning experiences to engage all students in conceptual understanding of math skills.

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

iReady Diagnostic 3 - Each grade level, K-3, will score 60% on level on the final diagnostic.

Origo Post Tests- At least 80% of students will score 75% or higher on Origo unit assessment

Data collected from Tier 2 Math Menu instruction using Fidelity Implementation Tool will show growth when compared to cycle 1 to show growth and implementation integrity with the goal higher than 50% and happening 80% of the time.

**Location in School Improvement Plan: Mathematics Cycle #2**

## FOCUS AREA

**SUBJECT/FOCUS AREA: 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)**

To provide information, strategies and resources to Snow Hill Elementary students and families.

**STUDENT NEED:**

Communication between school and home benefits students creates a connection to supports academic success and overall well being.

**STRATEGIES:**

There are multiple ways parents and families can communicate with school and classroom teachers. SHES uses a variety of communication such as, back pack mail, Class Dojo, Social Media-Facebook, school website and direct correspondence with teachers through zoom, phone calls and email. SHES invites parents to participate in School Improvement Advisory Committee, Title I Parent Advisory Committee, PTO, and Parent and Family Engagement Events. We encourage parents to attend parent conferences and provide feedback on school surveys.

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

Success will be measured by participation and satisfaction of participants for each collaborative event. Events will be evaluated using a formal evaluation, on paper or online. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the communication efforts.



**FOCUS AREA**

**SUBJECT/FOCUS AREA: Goal 3: Safety**

**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 Snow Hill Elementary School, all teachers will follow and communicate Tier I school-wide behavioral expectations. SHES will improve Tier 2 PBIS practices as measured by the PBIS Tiered Fidelity Inventory. We will decrease the number of office referrals for male students. Students in the targeted Tier 2 COVID group will improve in attendance and academic outcomes.

**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. With the challenges that this particular year has provided it is imperative, perhaps now more than ever, 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. Teachers will follow and communicate Tier I school-wide behavioral expectations. Teachers and educational assistants will receive professional development on best practices in behavior management with the School Counselor and the Worcester County Behavioral Coach. 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 2021-2022 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 student behaviors, strategies for behaviors, student attendance, and mental health.**

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

**PBIS team will collect data on attendance, behavior, referrals, etc. and record them in our PBIS Action Plan.**  
**By the end of Cycle 2 SHES will improve Tier 2 PBIS practices from 61% to 80% as measured by the PBIS Tiered Fidelity Inventory.**  
**By the end of Cycle 2, We will decrease the number of office referrals for male students from 12 in Cycle 1 to 6 in Cycle 2.**  
**By the end of Cycle 2, 50% of the students in the targeted Tier 2 COVID group will improve in attendance and academic outcomes.**

**Location in School Improvement Plan: Safety**

## 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:** Students and families living in poverty often need assistance in many areas such as free and reduced meals, mental health, health, vision, and dental services. Many families need help with meeting basic needs such as safe and affordable housing, heat, clothing, and transportation. 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, Judy Center, Community Foundation of the Eastern Shore, Maryland Food Bank, Berlin Optimist Club, Elks Lodge, Lions Club of Snow Hill, Worcester County Health Department, Dollar General, Care First, Snow Hill Fire Company, Worcester County Library, Worcester County Rec Center, Netstream Technologies, Coast Kids. 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 participation and satisfaction of each agency and the participants. Events will be evaluated using a formal evaluation, on paper or online. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the coordination efforts.