



ESTD

1954

Buckingham

Elementary School

Title I
Four Components
S.Y. 2021-2022

Buckingham Elementary School

Mission Statement

The mission of Buckingham Elementary School is to build a student-centered, safe environment in which our diverse family of learners develops relationships, meets high expectations, and is prepared to be a productive citizen in an ever-changing world.

Belief Statements

We believe that:

- Our students are unique in their needs, thought processes, and learning styles and are motivated in different ways.
- A balanced curriculum best meets the needs of the whole child.
- The student, family, educators, and community, must be involved in the educational process.
- Every child wants to succeed, can succeed, and is accountable for his or her success.
- All students are entitled to a socially, emotionally, and physically safe learning environment.
- Consistent rules and discipline, positive values, and social skills are necessary for all individuals.
- It is important to accept and respect each student and teacher as an individual of worth and dignity.
- A positive self-image and self-respect are critical to becoming productive citizens in an ever changing world.

Motto:

I am Buckingham!
I am a Respectful Student

I promise to:

Be ready to learn
Expect the best of Myself
Show Respect
Together for Success at BES!

Profile of a BES Graduate



Buckingham Elementary School's Profile of a Graduate

A BES Graduate has a rigorous academic foundation, strong character, and is...



an effective communicator.

A Buckingham graduate clearly communicates both orally and in writing; respectfully and actively listens to others; and engages in courageous conversations to increase awareness of equality. BES graduates understand how to appropriately utilize technology to communicate.



a collaborative team member.

BES graduates work effectively with others using a variety of tools to achieve group goals; respects the contributions of others; work for the benefit of the group; and positively contributes to the team.



a compassionate citizen.

BES graduates are empathetic to their fellow classmates, they exhibit care and concern for other students; are inclusive and embrace differences; are culturally aware; are trustworthy, dependable, and respectful.



a life-long learner.

BES graduates approach life with wonder and curiosity; seek opportunities to be creative; possess the ability to embrace change; and are academically prepared to pursue and attain futures beyond what they can imagine.

TITLE I Components	Pages in School Improvement Plan where this component is addressed – goals, activities etc.
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)]	
2. School-wide reform strategies (1114(b)(7)(A)(i))	
3. A. Parent, Family, and Stakeholder Engagement 1114(b)(2) B. Strategies to Increase Parent and Family Engagement (Section 1116)	
4. Coordination and Integration of Federal, State, and local services and programs (Section 111(d).1114(b)(5))	

Component One



Comprehensive Needs Assessment

School Snapshot

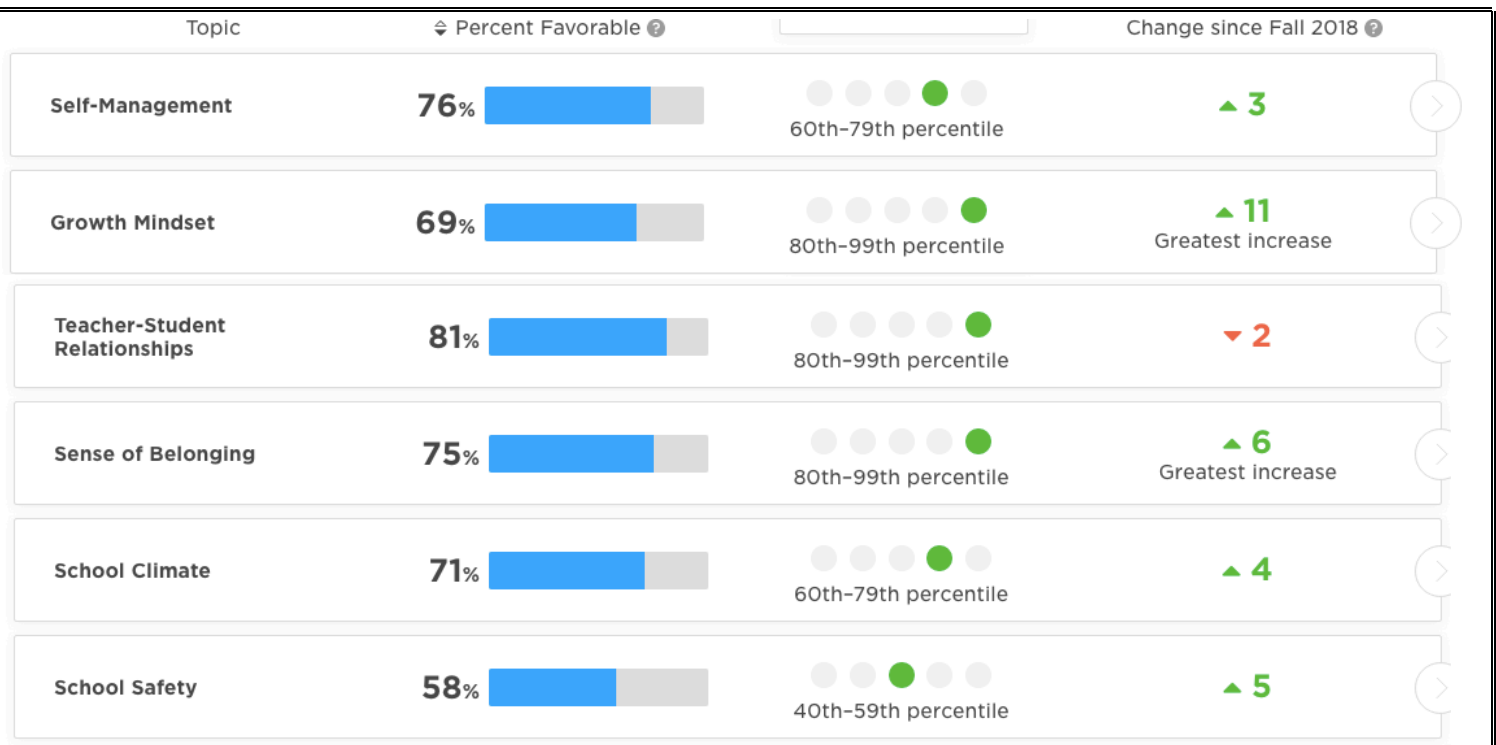
Buckingham Elementary serves the small town of Berlin, Maryland as well as the surrounding areas of northern Worcester County. This elementary school has students ranging in age from three to ten years old. It serves approximately 487 students in grades Pre-Kindergarten 3 through Grade 4. Buckingham Elementary School was selected as a National Title I School of Distinction in 2017 in Category 1, for two consecutive years of outstanding academic performance. Although BES has gained national recognition for stellar academics and reputation, there are numerous challenges our school faces with our students and families.

Demographics & Student Attendance

Buckingham Elementary School is a school-wide Title I elementary school where 51% of students qualify for free or reduced meals. With a population of almost 500 students, 43 are classified as Hispanic and the EL population is 3.5%. The percent of student with disabilities is 10.7%. The school is predominantly white (271 students) with a significant African American student population (116 students). 54 students are of 2 or more races. Daily student attendance at BES is consistent with an average of about 96%.

Culture and Climate- Scheduled 11/18/21

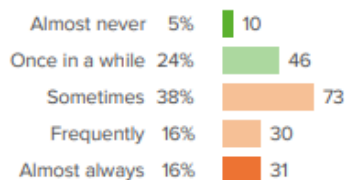
WCPS students in Grades 3 and 4 were surveyed on Social Emotional Learning and School Climate through a digital platform called Panorama in December 2019. Students were asked questions regarding Safety, Climate, Teacher/Student Relationships, Sense of Belonging, Growth Mindset, and Self-Management. Data from this survey yielded important information about our school culture and climate for our School Improvement Safety team. The following shows an overview of the results:



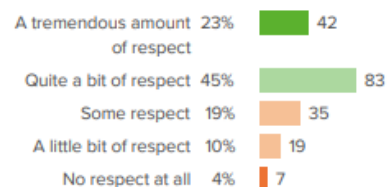
There is much growth to celebrate to celebrate since the pilot Panorama survey administered in Fall 2018. Panorama reports self-management and growth mindset data down to individual students. Students that rated themselves below average on the self-management and/or growth mindset domains met with the Assistant Principal to discuss their survey data and reflect on ways for self-improvement.

Below are specific areas of concern regarding Peer-Peer relationships. This data, along with the comprehensive data from the survey, continues to be examined by the Social Emotional School Improvement Team as the development of school improvement action steps continues to evolve.

Q.1: How often are people disrespectful to others at your school?



Q.3: How much respect do students at your school show you?



Data Driven Decision Making and Instruction

Assessments are an integral part of the curriculum development at Buckingham Elementary. Assessment-driven data is used to plan and guide instruction. This data is also used to identify advanced and at-risk students. Individual learning plans are developed collaboratively by staff to address students' specific needs. County assessments given at Buckingham were developed by an outside agency, Center Point, with alignment to Maryland Comprehensive Assessment Program (MCAP) and the Maryland College and

Career Readiness Standards (MDCCRS). Teachers are actively involved in the analysis of assessment results and use the results to plan instruction and address students based on individual need. Grade level teachers, resource teachers, EL teachers, special education teachers, and coaches meet daily as Professional Learning Communities (PLC) to review data, discuss instructional implications, review current interventions, and plan for future interventions and instruction. Daily PLC meetings are held for each grade level to discuss data with resource teachers, English Language (EL) teachers, Special Education teachers, Reading and Math Instructional Coaches, the Curriculum Resource Teacher (CRT) and Administration to analyze data trends and determine actions to close gaps. Administration and the CRT analyze school trends and historical data to guide professional development and school improvement plan decision-making. All student groups are analyzed including African-American, EL, FARMS, Hispanic, and Special Education.

A continual monitoring process identifies students having difficulties through the Multi-Tiered System of Supports (MTSS) process where individual student Plans for Success are developed and regularly updated. Monthly data meetings are held during PLC meetings to monitor student progress and evaluate the effectiveness of interventions. Students are identified for participation in evidenced-based intervention programs through testing data and teacher recommendations. Quarterly MTSS meetings allow for collaboration among key personnel in an effort to review interventions and strategies, while also updating the Plans for Success. Special education teachers collaborate with classroom teachers throughout the school year. Classroom accommodations are identified and implemented. BES is an inclusive school in all grade levels, Pre-Kindergarten 3 through Grade 4.

Disaggregated Data Review

Data is reviewed and disaggregated utilizing an ESSA Reporting Protocol in the beginning of the year, after each iReady diagnostic, and each interim. This data is also recorded in our School Improvement Plan. The iReady diagnostic universal screener provides a method of progress monitoring for all students in Grades 1-4.

Understanding Contributing Factors and Root Causes

The root cause of most challenges at Buckingham stem from generational and situational poverty. Many of our disadvantaged students lack the supports at home, in comparison to their peers, when it comes to their basic needs and academic support. The needs of our disadvantaged students is what qualifies Buckingham as a Title I School. Free and Reduced Meal programs, including breakfast in the classroom and free lunch for all students (through a Co-vid

grant), provide support in meeting the basic needs of our students: however it is the people who make the key difference at Buckingham Elementary School. The collaborative, family-like nature of the staff ensures that the best interest of students is kept at the forefront of planning for success.

The Title I Literacy and Mathematics Instructional Coaches facilitate and lead classroom teachers through instructional cycles that include a variety of formative assessments, which leads to teacher reflection and growth. On-going Professional Development (PD) from WCPS Instructional Coaches and consultants build teacher capacity. Additionally, Buckingham has interventionists that provide evidence-based interventions for individual and small, targeted groups of students. English Language Learner Support services help our non-native English speakers. Parent Engagement events, funded by Title I, allow parents to become more involved and educated about their child's academic experience.

BES is a Positive Behavioral Intervention and Supports (PBIS) School. Wrap around services for students contribute to Buckingham's academic success. These include the counseling services provided to our students by our school counselor and county behavioral coach. Buckingham also utilizes county-based partnerships with the Worcester County Health Department, Chesapeake Health, and other surrounding mental health service providers to provide comprehensive services to students needing access. Additionally, there is a registered school nurse on site to assist with our students' medical needs.

Our Before/After School Academy is provides both academic support for students in Grades 2-4. To accommodate a late arrival time at Buckingham, we offer one hour before school in order to accommodate the needs of families. Another hour is offered afterschool where dinner is served to all students.

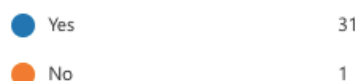
Family and Community Involvement & Surveys

Families are actively involved within the school, attending academic conferences and non-academic family involvement events. **Last year, even with Co-Vid safety protocols in place, 381 families attended Title I events virtually. 609 families attended a virtual parent conference.** Worcester County Public Schools conducted an evidence-based SCOPES Communication Survey with parents in the Spring of 2018. This survey is provided every 3 years. 92% of the 316 respondents indicated overall satisfaction with general communication from the school and district. One of the consistent areas for improvement was between teacher and parents. As a result, our 2019-2020 Communication and Collaboration School Improvement team began implementation of a school-wide platform for digital communication, Class Dojo. This program allows families to access messaging in their native language. Within our Communication and Collaboration School Improvement charter one of our action steps was to

create and conduct a survey for parents to share information with us about Class Dojo. Within this survey parents shared that they feel more connected to their child's classroom teacher and Class Dojo is a preferred method of communication for our parents as well.

2. Do you feel more aware of what is happening in your child's classroom as a result of using Class Dojo?

[More Details](#)



3. Has Class Dojo helped foster a positive relationship between you and your child's teacher?

[More Details](#)



By addressing this need within our 2019-2020 Communication and Collaboration School Improvement plan, our parents feel more connected within our school.

An annual Worcester County Public Schools Parent Survey is conducted annually in November. Last year's survey revealed a high level of satisfaction in almost all aspects of our school from the 245 parents that responded. The data table is available in our Communication and Collaboration School Improvement documentation. Almost all aspects surveyed yielded a 90% or greater satisfaction rating. Areas for improvement include World Languages, Classroom Space Availability, and Parking. This year Buckingham has begun partnering with the Berlin Police Department on parking for large community events, in addition to opening up our back field for overflow parking. The county projects beginning planning and construction of a new Buckingham Elementary School in 2025 which should remedy the classroom space and parking issues for our growing community.

Title I at BES sends out an annual survey, in a family's native language, to parents about the major documents for Parent and Family Engagement

including the Parent and Family Engagement Plan, the Compact, and the Parent and Family Engagement Budget. Surveys (both in English and Spanish) are accessible digitally through Class Dojo, on our BES website, in bookbag mail with report cards, and on our social media feeds. Parents are encouraged to review the documents and provide feedback. Ninety-nine families returned the survey this year with limited comments and feedback. Specific feedback is shared within Component 3, on page 87. The results from the survey indicate overall satisfaction with the Title I Parent and Family Engagement program at BES.

School data is made available to diverse parent groups during the Title I Annual Review meetings, School Improvement Advisory Committee (SIAC) meetings, and Parent Advisory Committee (PAC) meetings. Each of these meetings provide opportunities for all parents across student groups to provide input. Data gathered from iReady diagnostic assessments, classroom formative assessments, and county interim assessments is shared with parents at parent conferences, where teachers discuss these results and share strategies to help parents work with their children in areas of improvement. In addition to quarterly report cards and other classroom performance updates from the teacher (as necessary), parents also receive formal written reports of MCAP scores at the beginning of the school year (when given in the Spring.) Several initiatives are in place at Buckingham to recognize student achievement while building self-esteem and confidence socially and academically, such as BES Student of the Month, Positive Office Referrals, and an Awards Ceremony at the end of the year.

Behavior and Discipline Data

2019-2020 was a year of positive growth for behavior and discipline at Buckingham Elementary. During the 2019-2020 school year, there were 0 suspensions, also known as removals from classroom. Twenty-three discipline referrals were documented in the PowerSchool database from September 2019-March 13, 2020 (Discipline referrals ceased due to our school closure). Using average monthly referrals (3.5 referrals) for that time period and projecting for the three months during the closure, BES decreased the number of referrals from 130 in 2018-2019 to 33 in 2019-2020.

Several factors contributed to these positive results, including intermittent virtual and blended learning, increased mental health support at home/school, Behavior PLCS facilitated by our School Counselor, and the implementation of Second Step curriculum that addresses social-emotional needs. Additionally, our school utilized the district-initiated CIST Team (Comprehensive Intensive Student Team) to help with extreme discipline concerns. This team consists of district staff specializing in communication, behavior/mental health, and instruction who

observe and then coach school-based staff on best practices for struggling students. The BES Safety School Improvement Team will spend time disaggregating the data by student groups to look for trends and disproportionality in order to create relevant action steps.

2021-2022 Quantitative Data of Student Performance Overview

Buckingham Elementary School's 2021-2022 Comprehensive Needs Assessment includes lagging data from 2019 MCAP, Kindergarten Readiness Assessment (KRA) given in October 2019, and our Spring iReady diagnostic administered in May 2021. School closures caused by CoVid-19 did not allow for the MCAP assessment in 2020 or 2021. We will receive MCAP diagnostic results for students in Fall 2021 to determine prior grade level learning gaps.

The iReady data is analyzed in a disaggregated format in order to determine the school's needs. This data is explicitly reviewed by administration, teachers, and school improvement teams three times a year for on-going continuous reflection and improvement. The following data analysis was used to determine 2021-2022 School Improvement Cycle 1 goals and action steps. A similar data analysis is repeated in November 2021 for Cycle 2, and March 2022 for Cycle 3, utilizing appropriate data points.

Mathematics

The data charts below provide a summary of student performance on the Mathematics MCAP assessment. MCAP identifies students as “Meeting” or “Exceeding Expectations” by achieving a Level of 4 or 5.

During the 2019 administration of MCAP Grade 3 Math, 63.7% of students at BES Met or Exceeded Expectations on MCAP, outperforming the state average and increasing our school's success by 5%. This is a great celebration! However, we still have much growth to make, in particular our African-American students, students that have IEPs, and students qualifying for FARMS.

The following table outlines our goals for growth for Grade 3 as defined by the Every Student Succeeds Act (ESSA).

Test	2017 Number of Test Takers	Group	2017 Performance Baseline	Gap	Target	2030 Goal	Annual Growth	2018 Growth Target	2018 Number of Test Takers	2018 Performance	Progress Towards Target	2019 Growth Target	2019 Number of Test Takers	2019 Performance	Progress Towards Target	2020 Growth Target	2020 Number of Test Takers	2020 Performance	Progress Towards Target	2021 Growth Target
3 Math	94	All	52.1%	47.9%	24.0%	76.1%	1.8%	53.9%	88	58.0%	4.1%	55.8%	91	63.7%	7.9%	57.6%				59.5%
	27	Afr Amer	22.2%	77.8%	38.9%	61.1%	3.0%	25.2%	21	28.6%	3.4%	28.2%	22	45.5%	17.3%	31.2%				34.2%
	45	White	68.9%	31.1%	15.6%	84.5%	1.2%	70.1%	47	72.3%	2.2%	71.3%	46	69.6%	-1.7%	72.5%				73.7%
	11	Hispanic	54.5%	45.5%	22.8%	77.3%	1.8%	56.3%	11	45.5%	-10.8%	58.0%	10	60.0%	2.0%	59.8%				61.5%
	10	Asian	60.0%	40.0%	20.0%	80.0%	1.5%	61.5%	*		-61.5%	63.1%	1	100.0%	36.9%	64.6%				66.2%
	*	2+ Races		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	12	75.0%	67.3%	11.5%				15.4%
	51	FARMS	35.3%	64.7%	32.4%	67.7%	2.5%	37.8%	47	42.6%	4.8%	40.3%	46	54.3%	14.0%	42.8%				45.3%
	*	SpEd		100.0%	50.0%	50.0%	3.8%	3.8%	13	0.0%	-3.8%	7.7%	8	0.0%	-7.7%	11.5%				15.4%
	*	LEP		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	50.0%	42.3%	11.5%				15.4%

During the 2019 MCAP, 52.4% of students in Grade 4 Math Met or Exceeded Expectations, and again students at BES outperformed students in the state average. However, Hispanic, Black or African-American, FARMS, and students with IEPs are student groups that leave room for growth.

The following table outlines our goals for growth for Grade 4 as determined by ESSA.

Test	2017 Number of Test Takers	Group	2017 Performance Baseline	Gap	Target	2030 Goal	Annual Growth	2018 Growth Target	2018 Number of Test Takers	2018 Performance	Progress Towards Target	2019 Growth Target	2019 Number of Test Takers	2019 Performance	Progress Towards Target	2020 Growth Target	2020 Number of Test Takers	2020 Performance	Progress Towards Target	2021 Growth Target
4 Math	89	All	47.2%	52.8%	26.4%	73.6%	2.0%	49.2%	91	53.9%	4.7%	51.3%	84	52.4%	1.1%	53.3%				55.3%
	25	Afr Amer	36.0%	64.0%	32.0%	68.0%	2.5%	38.5%	25	28.0%	-10.5%	40.9%	21	42.9%	2.0%	43.4%				45.8%
	42	White	66.7%	33.3%	16.7%	83.4%	1.3%	68.0%	47	66.0%	-2.0%	69.3%	44	65.9%	-3.4%	70.5%				71.8%
	12	Hispanic	8.3%	91.7%	45.9%	54.2%	3.5%	11.8%	12	58.3%	46.5%	15.4%	9	22.0%	6.6%	18.9%				22.4%
	*	Asian		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	4	75.0%	67.3%	11.5%				15.4%
	*	2+ Races		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	66.7%	59.0%	11.5%				15.4%
	46	FARMS	28.3%	71.7%	35.9%	64.2%	2.8%	31.1%	52	32.7%	1.6%	33.8%	49	34.7%	0.9%	36.6%				39.3%
	*	SpEd		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	13	7.7%	0.0%	11.5%				15.4%
	*	LEP		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	18.0%	10.3%	11.5%				15.4%

Almost all student groups met or exceeded the projected growth during 2019. Our hope is to maintain this upward trajectory and create more success for African American and Caucasian students.

Taking a slightly closer look at overall performance below, Grade 3 at BES demonstrated consistent performance across all domains which exceeded the state average, however the data reveals that all aspects of Mathematics instruction still need to be strengthened.

Fourth Grade math data demonstrated excellent performance, in fact, exceeding the district average in half of the domains in addition to exceeding the state average. Kudos to fourth grade teachers and students! However, we will continue to improve performance in Major Content.

STUDENT ROSTER

Grade 3



BUCKINGHAM ELEMENTARY
WORCESTER COUNTY
MARYLAND
SPRING 2019

MATHEMATICS Grade 3 Assessment, 2018–2019

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
STATE AVERAGE	741	34 26 40	35 23 42	35 17 48	31 21 48
DISTRICT AVERAGE	762	13 20 68	13 16 70	21 15 65	15 16 68
SCHOOL AVERAGE	760	15 22 63	20 16 64	26 9 65	22 11 67

STUDENT ROSTER

Grade 4



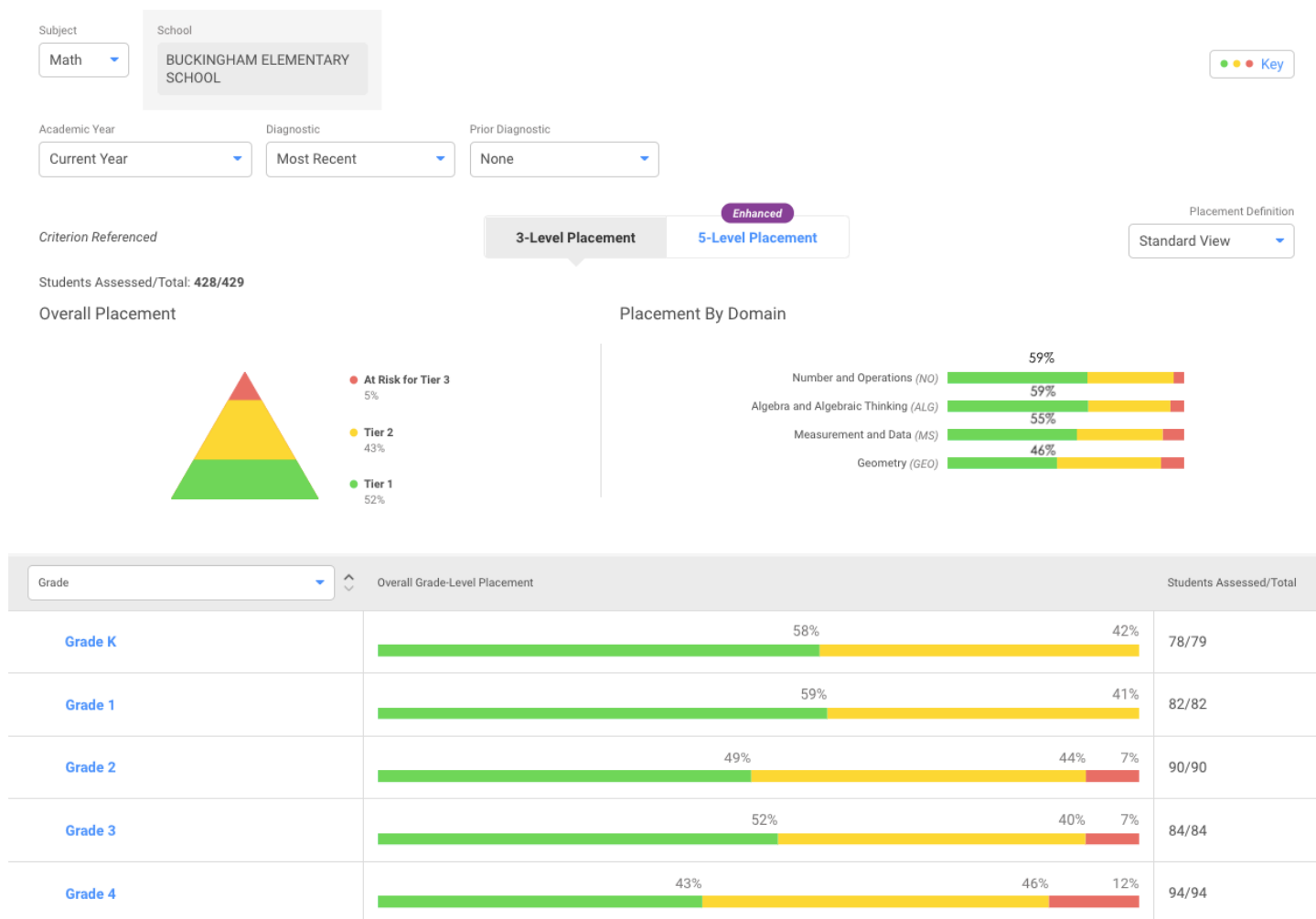
BUCKINGHAM ELEMENTARY
WORCESTER COUNTY
MARYLAND
SPRING 2019

MATHEMATICS Grade 4 Assessment, 2018–2019

STUDENT	MATH OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
STATE AVERAGE	739	37 26 38	36 26 38	36 23 41	39 19 43
DISTRICT AVERAGE	753	22 23 56	23 23 54	21 25 54	26 15 59
SCHOOL AVERAGE	748	31 21 48	29 17 55	21 24 55	35 14 51

In addition to MCAP data in grades 3 and 4, students in grade 1-4 take the iReady Universal Screener. .

With the cancellation of 2020 MCAP, our primary data source for the 2021-2022 school year will be our Universal Screener, iReady. iReady provides an adaptive assessment for students that is aligned to the MDCCRS. It has been proven to predict student performance on state assessments, including MCAP. Our most recent school wide data to begin the 2021-2022 school year is from Spring 2021.



MSDE released a Recovery of Learning plan to determine critical standards for learning after the school closures due to CoVid. Measurement & Data and Geometry were not included as critical standards. This change and the Scope and Sequence of our math program, Origo, had an impact on those scores. Our current domain data lags about 10-20% below our averages in historical data, another result of school closures. Finally, school closures had a significant effect on Grade 4 achievement. Without complete instruction on multiplication in the Spring of 2020 in Grade 3, fourth graders struggled in math throughout the 2020-2021 school year. Sadly, these effects may continue for

that group of students. After meeting with each grade level team to review this data, BES decided to continue to work on Numbers and Operations, as the foundation for which all math relies.

WCPS has used detailed data analysis to determine “Breakpoint” scores on Winter Diagnostic scores to predict the number of students that would statistically achieve a Level 4 or above on MCAP. In Grades 3 and 4, a scale score of 442/446, respectively, on the Winter iReady indicates a proficient score. Disaggregated data allows us to examine Grade 3 student groups:

Grade 3 iReady Spring Math 2021	Count of Students Achieving Breakpoint Score of 442	Percentage on Track to Score Level 4 or 5 on MCAP
	51/83	61%
Gender		
Male	28/46	61%
Female	24/37	65%
Ethnicity		
American Indian (1)	N/A	
Asian (2)	1/1	100%
African American (3)	4/16	25%
Hawaiian/Pacific Islander (4)	N/A	
White (5)	34/44	77%
Two or More (6)	6/12	50%
Hispanic (7)	7/10	70%
Educational Services		
SWD	1/5	20%
EL	6/8	75%
FARMS	24/48	50%
Gifted and Talented	Not coded correctly in PM	

Celebrations for our EL and Hispanic student groups, continuing to exceed our overall average for the second year in a row! Our FARMS and Two or More student groups have 50%, which is not too far from the overall average. We will continue to need to find strategies to address the needs of our African American and SWD student groups.

Using WCPS "Breakpoint" scores to determine the number of students that would statistically achieve a Level 4 or 5 on MCAP, we will examine Grade 4 student groups.

Grade 4 iReady Spring Math 2021	Count of Students Achieving Breakpoint Score of 466	Percentage on Track to Score Level 4 or 5 on MCAP
Overall	Count	Percentage
	34/94	36%
Gender		
Male	12/42	29%
Female	22/52	42%
Ethnicity		
American Indian (1)	N/A	
Asian (2)	2/2	100%
African American (3)	1/26	3.8%
Hawaiian/Pacific Islander (4)	N/A	
White (5)	25/48	52%
Two or More (6)	4/10	40%
Hispanic (7)	2/8	25%
Educational Services		
SWD	2/11	18%
EL	0/2	0%
FARMS	7/52	13%
Gifted and Talented	Not coded correctly in PM	

This data is alarming and shows the effects of CoVid closures. Several students groups have small *n* sizes, making it very difficult to compare this data. Clearly, this group needs a lot of additional math support.

Supporting Data updates from Fall 2021 KRA results coming soon

Increasing research underscores the importance of solid early childhood instruction and intervention. The following data reports from our Kindergarten Readiness Assessment (KRA).

First we look at the overall achievement of incoming Kindergartners in October 2019. 63.6% of our Kindergarten students Demonstrated Readiness for Kindergarten across 4 domains: Mathematics, Physical Development, Social Development, and Language & Literacy. 29.5% of our incoming Kindergartners were measured as Approaching Readiness, and 6.8% of students measured as Emerging Readiness. Current research shows that without proper intervention, this data will remain consistent when these students complete Grade 3 MCAP. It is important that we take early action to address the needs of the 34% of students to increase student achievement.

Kindergarten Readiness Assessment 2019



Overall KRA Score

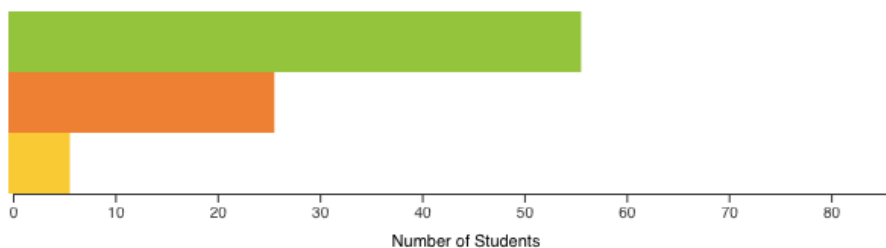
Domain report

HOW TO READ THIS CHART

CHART TYPE



All Students



- 56 (63.6%) **Demonstrating Readiness**
- 26 (29.5%) **Approaching Readiness**
- 6 (6.8%) **Emerging Readiness**

Examining the Math Domain of the KRA, we can look for trends across student groups.

KRA- Math Domain October 2019	Count of Students Achieving Breakpoint Score of 270	Percentage Demonstrating Readiness for Kindergarten
Overall	52/82	63.4%
Gender		
Male	19/36	52.7%
Female	33/46	71.7%
Ethnicity		
American Indian (1)	--	--
Asian (2)	1/1	100%
African American (3)	8/20	40%
Hawaiian/Pacific Islander (4)	--	--
White (5)	36/44	81.8%
Two or More (6)	1/5	20%
Hispanic (7)	6/12	50%
Educational Services		
SWD	3/5	60%
EL	3/8	37.5%
FARMS	19/44	43.2%
Gifted and Talented	--	--

This data shows strengths among the Female and White student groups, while African American, Multi-Racial, EL, FARMS, Hispanic, and Male student groups show areas for growth. Often our EL students make significant growth in early childhood grades. We tend to see the discrepancy between Males and Females lessen as students grow and mature as well. Unfortunately, the other student groups reflect the same trends that we see in iReady data in older grades.

Mathematical Strengths

Buckingham's strength is the consistency across Mathematical Domains. There was a predicted 50% learning loss in mathematics due to CoVid closures, and we are only seeing 10-20%. This data suggests that instruction has continued to be comprehensive. The data demonstrates that we have been successful in increasing the achievement of the FARMS and EL student groups. These are major celebrations after lots of efforts through the EL and Title I teams!

Mathematical Areas for Growth

Moving forward in 2021-2022 we will maintain our focus on Numbers and Operations. Without this solid foundation, students will continue to experience difficulty with math concepts of increasing rigor.

Strategies

We will continue to adhere to the Recovery of Learning plan that has been adopted from MSDE, and the resulting WCPS scope and sequence plan that addresses the high leverage concepts needed for the current grade and previous grade level.

Our Title I Mathematics Coach is an essential component of our success in mathematics, leading grade level teams through data analysis. Teachers will participate in a Professional Learning Community (PLC) for 30 minutes each week to analyze data using Origo Data, High Leverage Assessment (HLA) Data, Interim Data on the data platform Performance Matters, i-Ready reports, and classroom observation and formative assessment. During PLC time, classroom teachers, resource teachers, special education teachers and coaches will look for trends in data and target the math standards/domains that students are struggling with the most. Teachers will also use this time for planning differentiated instruction with strategic groups.

Dreambox is an online program with diagnostic and adaptive instruction that students are using for the fifth year in a row. Students will work for one hour a week during special areas time to refine their conceptual understanding of mathematics. This program supplements the core Origo instruction. Students will also have additional time during Math Menu to work on Dreambox and iReady Math Instruction. An continued emphasis of student engagement within Dreambox will need to be a focus for this year to increase students' proficiency with Numbers and Operations. Teachers will assign lessons to students in the Numbers and Operations domain from years past to fill gaps for each student.

Dr. John Tapper's Math Menu will continue to be refined in its implementation. As teachers become more familiar with the Recovery of Learning Plan, Origo, and the Ongoing Assessment Project (OGAP), targeted differentiated instruction will be enhanced and executed through Math Menu. OGAP will allow teachers to group students by their growth along a mathematical numeracy progression, creating small group instruction for students addressing their needs in Numbers and Operations. The Math Instructional Coach will create coaching cycles with grade level teachers to help model and create materials for this purpose.

Selected teachers throughout the building will continue to pilot and implement Specially Designed Instruction (SDI). This approach uses specific instructional strategies that align with student IEP goals and data. The classroom teacher and Special Education teacher co-plan to maximize instruction for students with disabilities. For example, station rotation allows for students to receive instruction in small groups. Regular, on-going, embedded professional development provided by Dr. Marilyn Friend will increase the effectiveness of this approach.

This year we will have two Title I Parent Engagement events featuring Mathematics, specifically in regard to fact fluency and numbers and operations. Our first event will occur in conjunction with American Education Week: Back to Basics, where grade level Math Flashcards will be provided for families to support their child's learning. By popular demand, BES will also host a Math Bingo Night that will reinforce grade level concepts with fact fluency and numbers and operations. In addition to the event, teachers will begin to send home brief math homework for families to engage with their child and learn about the math curriculum in real time. The math homework will be a reflection and extension of the day's lesson and activities using the Origo curriculum. Challenging concepts will be paired with a video on our school-wide communication platform, ClassDojo, that explains the concept to families and students alike. This will build parent capacity so that families will feel more able to support their child with math.

Progress Monitoring

Student growth will be monitored three times a year using our Universal Screener, iReady, in the Fall, Winter, and Spring. Teachers can use this data to pinpoint specific areas of need for differentiated and/or personalized instruction.

Student progress by standard will be carefully and consistently measured using common formative assessments and Origo Module Trackers. Data will be collected and analyzed throughout the year to ensure students are meeting

grade level expectations. Some of this data will use the OGAP framework to determine student progress, and some of this data will be collected using iReady Standards Mastery assessments.

The new WCPS Interim assessment will assess a variety of MDCCR Standards. The Interim will be administered in the Winter and Spring on the online platform, Unify. Grade level PLCs will carefully analyze data after this assessment to form instructional groupings for remediation or enrichment prior to MCAP.

Student grade level requirements will be assessed three times a year on High Leverage Assessments (HLA). These brief assessments will determine if students have met the minimum level of understanding in math, often around basic numbers and operations. These assessments will be initially be used to identify students for math interventions. BES will debut our Math Interventionist, in conjunction with grade level Special Education teachers, to begin implementing the Math Interventions of Do the Math and Bridges.

Our Math Instructional Coach will conduct Clinical Interviews with a few selected students through our Multi-Tiered Systems of Support (MTSS) process and SDI approach.

More information about strategies to improve mathematics performance are included in our Math School Improvement Plan.

English Language Arts (ELA)

During the 2019 ELA MCAP administration, 65.9% of students Met or Exceeded Expectations on MCAP at BES in Grade 3, surpassing both the State and District Average. A huge celebration was 5 out of 6 students qualifying for EL services Met or Exceeded Expectations!

The following table outlines our goals for increasing achievement as outlined by ESSA. This table outlines how incremental growth across all student groups can make huge improvements for Buckingham Elementary School's academic performance. It is very clear that we have growth to make in the Special Education student group, in addition to FARMS and African American.

Test	2017 Number of Test Takers	Group	2017 Performance Baseline	Gap	Target	2030 Goal	Annual Growth	2018 Growth Target	2018 Number of Test Takers	2018 Performance	Progress Towards Target	2019 Growth Target	2019 Number of Test Takers	2019 Performance	Progress Towards Target	2020 Growth Target	2020 Number of Test Takers	2020 Performance	Progress Towards Target	2021 Growth Target
3 ELA	94	All	51.1%	48.9%	24.5%	75.6%	1.9%	53.0%	88	48.9%	-4.1%	54.9%	91	65.9%	11.0%	56.7%				58.6%
	27	Afr Amer	37.0%	63.0%	31.5%	68.5%	2.4%	39.4%	21	19.0%	-20.4%	41.8%	22	59.0%	17.2%	44.3%				46.7%
	45	White	62.2%	37.8%	18.9%	81.1%	1.5%	63.7%	47	59.6%	-4.1%	65.1%	46	67.4%	2.3%	66.6%				68.0%
	11	Hispanic	45.5%	54.5%	27.3%	72.8%	2.1%	47.6%	11	36.4%	-11.2%	49.7%	10	60.0%	10.3%	51.8%				53.9%
	10	Asian	50.0%	50.0%	25.0%	75.0%	1.9%	51.9%	*		-51.9%	53.8%	1	100.0%	46.2%	55.8%				57.7%
	*	2+ Races		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	12	75.0%	67.3%	11.5%				15.4%
	51	FARMS	29.4%	70.6%	35.3%	64.7%	2.7%	32.1%	47	34.0%	1.9%	34.8%	46	54.3%	19.5%	37.5%				40.3%
	*	SpEd		100.0%	50.0%	50.0%	3.8%	3.8%	13	0.0%	-3.8%	7.7%	8	0.0%	-7.7%	11.5%				15.4%
	*	LEP		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	83.0%	75.3%	11.5%				15.4%

Students in Grade 4 also performed well in comparison to the State average with 56.0% of students Meeting or Exceeding Expectations on the 2019 MCAP ELA assessment. Our students receiving EL services showed an increase in performance from the prior year. African-American, FARMS, and students qualifying for Special Education Services continue to demonstrate room for growth.

The following table outlines our goals for increasing student achievement across all student groups, as outlined by ESSA. The decline in achievement by White students was also observed this year in Grade 4 ELA, and will be monitored carefully.

Test	2017 Number of Test Takers	Group	2017 Performance Baseline	Gap	Target	2030 Goal	Annual Growth	2018 Growth Target	2018 Number of Test Takers	2018 Performance	Progress Towards Target	2019 Growth Target	2019 Number of Test Takers	2019 Performance	Progress Towards Target	2020 Growth Target	2020 Number of Test Takers	2020 Performance	Progress Towards Target	2021 Growth Target
4 ELA	89	All	57.3%	42.7%	21.4%	78.7%	1.6%	58.9%	91	59.3%	0.4%	60.6%	84	56.0%	-4.6%	62.2%				63.9%
	25	Afr Amer	40.0%	60.0%	30.0%	70.0%	2.3%	42.3%	12	48.0%	5.7%	44.6%	21	28.6%	-16.0%	46.9%				49.2%
	42	White	81.0%	19.0%	9.5%	90.5%	0.7%	81.7%	47	66.0%	-15.7%	82.5%	44	65.9%	-16.6%	83.2%				83.9%
	12	Hispanic	16.7%	83.3%	41.7%	58.4%	3.2%	19.9%	12	58.3%	38.4%	23.1%	9	44.0%	20.9%	26.3%				29.5%
	*	Asian		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	4	100.0%	92.3%	11.5%				15.4%
	*	2+ Races		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	66.7%	59.0%	11.5%				15.4%
	46	FARMS	37.0%	63.0%	31.5%	68.5%	2.4%	39.4%	52	40.4%	1.0%	41.8%	48	41.7%	-0.1%	44.3%				46.7%
	*	SpEd		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	13	7.7%	0.0%	11.5%				15.4%
	*	LEP		100.0%	50.0%	50.0%	3.8%	3.8%	*		-3.8%	7.7%	6	40.00%	32.3%	11.5%				15.4%

Taking a closer look at MCAP ELA data from 2019, students demonstrated strength in written expression at both grade levels. This has been a trend for several years. Grade 3 demonstrated room for growth in Informational Reading while Grade 4 demonstrated room for growth in Literary Reading.

STUDENT ROSTER

Grade 3



BUCKINGHAM ELEMENTARY
WORCESTER COUNTY
MARYLAND
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment, 2018–2019

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE AVERAGE	738	46	38 19 43	37 26 38	40 17 44	29	48 8 43	46 14 40
DISTRICT AVERAGE	757	53	23 18 60	22 23 55	25 20 55	35	26 8 66	32 14 53
SCHOOL AVERAGE	760	54	18 22 60	22 26 52	21 20 59	36	23 8 69	31 12 57

STUDENT ROSTER

Grade 4



BUCKINGHAM ELEMENTARY
WORCESTER COUNTY
MARYLAND
SPRING 2019

ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2018–2019

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE AVERAGE	742	47	34 24 42	32 25 42	35 21 44	32	31 25 44	37 26 37
DISTRICT AVERAGE	756	52	24 23 53	21 24 55	29 19 53	36	17 20 64	27 22 51
SCHOOL AVERAGE	752	50	29 26 45	24 23 54	32 19 49	35	21 18 61	29 24 48

Subject

Reading

School

BUCKINGHAM ELEMENTARY SCHOOL

Key

Academic Year

2020 - 2021

Diagnostic

Final Diagnostic

Prior Diagnostic

None

Criterion Referenced

3-Level Placement

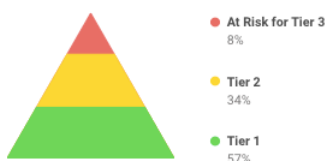
Enhanced
5-Level Placement

Placement Definition

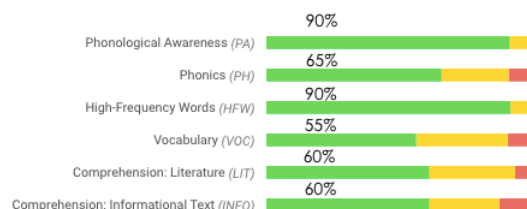
Standard View

Students Assessed/Total: 374/429

Overall Placement



Placement By Domain



Grade K	<div><div></div><div></div></div> <div>67%33%</div> <div>24/79</div>
Grade 1	<div><div></div><div></div></div> <div>65%35%</div> <div>82/82</div>
Grade 2	<div><div></div><div></div><div></div></div> <div>51%42%7%</div> <div>90/90</div>
Grade 3	<div><div></div><div></div><div></div></div> <div>68%17%15%</div> <div>84/84</div>
Grade 4	<div><div></div><div></div><div></div></div> <div>46%41%13%</div> <div>94/94</div>

At the conclusion of the 2020-2021 school year, only 57% of students placed in Tier 1. There was significant number of students scoring in the Tier 2 range, demonstrating some learning loss due to Co-Vid closures. Phonological Awareness and High Frequency Words domains were areas of success (90%). Phonics (65%), Vocabulary (55%), and Comprehension (60%) were areas with room for growth.

Grade 3 iReady Spring 2021 ELA	Count of Students Achieving Breakpoint Score of 524	Percentage on Track to Score Level 4 or 5 on MCAP
	43/82	52%
Gender		
Male	23/45	51%
Female	21/37	57%
Ethnicity		
American Indian (1)	N/A	
Asian (2)	1/1	100%
African American (3)	4/16	25%
Hawaiian/Pacific Islander (4)	N/A	
White (5)	29/44	66%
Two or More (6)	4/11	36%
Hispanic (7)	6/10	60%
Educational Services		
SWD	0/5	0%
EL	4/8	50%
FARMS	44/82	54%
Gifted and Talented	Not coded correctly in PM	

A closer look at our ESSA student groups, using WCPS' Breakpoint score of 524 shows a slightly more optimistic view, projecting 52% of students on track to demonstrate success on MCAP. We can celebrate that our Hispanic student group and FARMS student groups exceed the grade level average! However, African American, Two or More, and Students with disabilities show room for growth. 52% is not acceptable for overall achievement, but it is exciting to see some of the achievement gaps closing.

Grade 4 iReady Spring 2021 ELA	Count of Students Achieving Breakpoint Score of 544	Percentage on Track to Score Level 4 or 5 on MCAP
	53/94	56%
Gender		
Male	12/42	29%
Female	22/52	42%
Ethnicity		
American Indian (1)	N/A	
Asian (2)	2/2	100%
African American (3)	13/26	50%
Hawaiian/Pacific Islander (4)	N/A	
White (5)	31/48	65%
Two or More (6)	5/10	50%
Hispanic (7)	2/8	25%
Educational Services		
SWD	3/11	27%
EL	0/2	0%
FARMS	23/52	44%
Gifted and Talented	Not coded correctly in PM	

Looking at the student groups using WCPS' Breakpoint score of 544, we see differences across student ethnicity groups, but the *n* size varies greatly for each group. The student group showing the greatest need is Students with Disabilities. This particular group of students is graduating to Berlin Intermediate School for Grade 5, but we will continue to need to explore new ways of supporting Grade 4 Students with Disabilities as we have seen this trend before.

Supporting Data updates from Fall 2021 KRA results coming soon

As aforementioned, 63.6% of Kindergartners at BES demonstrated readiness on the KRA. Taking a close look at the "Language & Literacy" domain we see a vast difference in the performance of Females versus Males student groups. We also see that White and Asian student groups demonstrate readiness almost two-fold compared to other student groups, including African

American, Two or More, and Hispanic. All student groups receiving services show room for growth. This data is alarming, and certainly indicates a need to address literacy in our Pre-Kindergarten and local early childhood programs.

KRA- Language & Literacy October 2019	Count of Students Achieving Breakpoint Score of 270	Percentage of Kindergartners Demonstrating Readiness
Overall	41/82	50%
Gender		
Male	14/36	38.9%
Female	27/46	58.7%
Ethnicity		
American Indian (1)	--	--
Asian (2)	1/1	100%
African American (3)	6/20	30%
Hawaiian/Pacific Islander (4)	--	--
White (5)	28/44	63.6%
Two or More (6)	2/5	40%
Hispanic (7)	4/12	33.3%
Educational Services		
SWD	2/5	40%
EL	0/8	0%
FARMS	16/45	35.6%
Gifted and Talented	--	--

Additional On-going Formative Assessment

The American Reading Company's 100 Book Challenge is our framework for instructing students during the Independent Reading Block. This formative assessment tool provides on-going data of student growth. The American Reading Company's 100 Book Challenge is our framework for instructing students during the Independent Reading Block. This formative assessment tool provides on-going data of student growth. The American Reading Company's 100 Book Challenge is our framework for instructing students during the Independent Reading Block. This formative assessment tool provides on-going data of student growth. The American Reading Company's 100 Book Challenge is our framework for instructing students during the Independent Reading Block. This formative assessment tool provides on-going data of student growth.

Student Reading Levels

Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency	At-Risk	Proficient or Above	Upcoming Target <i>(not calculated for past dates)</i>
Pre-K	Oct 1, 2020 2020 / 2021																								
Pre-K	Jun 15, 2021 2020 / 2021																								
K	Oct 1, 2020 2020 / 2021	77	15	21	34	6		1														21 27.3%	34 44.2%	7 9.1%	
K	Jun 15, 2021 2020 / 2021	79		1			17	10	30	17	2	1	1									18 22.8%	10 12.7%	51 64.6%	
1st	Oct 1, 2020 2020 / 2021	71	47		1		5	9		7		2										15 21.1%		9 12.7%	
1st	Jun 15, 2021 2020 / 2021	82					1	1		28	27	18	5	2								2 2.4%	28 34.1%	52 63.4%	
2nd	Oct 1, 2020 2020 / 2021	81	70							6	3	1	1											9 11.1%	2 2.5%
2nd	Jun 15, 2021 2020 / 2021	89							1	5	8	19	30	24	2							14 15.7%	19 21.3%	56 62.9%	
3rd	Oct 1, 2020 2020 / 2021	69	63							2		2	1	1								2 2.9%	3 4.3%	1 1.4%	
3rd	Jun 15, 2021 2020 / 2021	83	1								4	5	14	35	24							9 10.8%	14 16.9%	59 71.1%	
4th	Oct 1, 2020 2020 / 2021	89	72							1	1	1	2	6	3	3						3 3.4%	8 9.0%	6 6.7%	
4th	Jun 15, 2021 2020 / 2021	93											5	25	43	19	1					5 5.4%	25 26.9%	63 67.7%	
Total	Oct 1, 2020 2020 / 2021	387	267	21	35	6	5	10		16	4	6	4	7	3	3						41 10.6%	54 14.0%	25 6.5%	
Total	Jun 15, 2021 2020 / 2021	426	1	1			18	11	31	50	41	43	55	86	69	19	1					48 11.3%	96 22.5%	281 66.0%	

This chart shows the growth of students from October 1, 2020 to June 15, 2021. You can see students went from 6.5% to 66% Proficient or Above level for the Independent Reading Level! What amazing growth! Student data is tracked and monitored in the SchoolPace platform on an individual, class, grade, and school level daily.

ELA Strengths

According to MCAP 2019, Buckingham's strength in ELA is Written Expression. This is due to our continued implementation of Writer's Workshop. Another area of strength in iReady data appears to be Phonological Awareness, and High Frequency Words. High Frequency Words are known as Power Words in the ARC program, and are a huge focus in the primary grades.

ELA Areas for Growth

Buckingham's biggest area for growth is Vocabulary, which has been the case for the last few years. Additionally, students need to support for growth in Comprehension in both Literature and Informational Text. Phonics will be an area of specific focus with Foundations.

Strategies

All grade levels will deliver ELA instruction using Worcester County Public School's Understanding by Design (UbD) literacy units as Tier 1, Core Instruction. Throughout the course of the school year these units of study address all of the Maryland College and Career Ready Standards (MDCCRS). These units are revised each summer by grade level representatives from each school in the county in conjunction with the outside consulting group, Center Point. Formative assessments are embedded throughout the units to ensure teachers can monitor student understanding. Rich, collaborative dialogue about instructional techniques and student data during PLCs are key components of student success.

Our Title I Literacy Coach is an essential component of our success. Instruction following Lucy Calkin's Writer's Workshop continues to show Written Expression is our greatest strength on 2019 MCAP ELA. It is important for coaching around Writer's Workshop through our school's Literacy Coach to continue.

Additionally, our Literacy Instructional Coach will be supporting building foundations of literacy in Grades PreK-4 as we continue implementing the American Reading Company's (ARC) 100 Book Challenge. This program teaches independent reading at an early age. Teachers conference one-on-one with students regularly to instruct and monitor student progress in a personalized way. Students progress through levels of reading based on skills, strategies, and standards they master along the way. Independent reading, conferencing, and reading at home are the three pillars of this program.

Similarly, Foundations phonics is continuing to be implemented in Pre-Kindergarten through Second Grade. This systematic, explicit phonics instruction is an essential part of our Tier I instruction in grades PreK-2.

Our Pre-Kindergarten literacy curriculum is being revamped using ARC's 100 Book Challenge, Fountas & Pinnell Interactive Reading, and Pre-Kindergarten Foundations. These are new programs to Pre-Kindergarten that will be implemented with on-going, intensive professional development. These programs mirror the programs already in place in K-4, so this foundation will allow our students to be more ready for Kindergarten. We have already begun to see the effects from last year's students that were first taught with these programs.

Buckingham Elementary has also been selected as part of a pilot through John's Hopkins' University (JHU) for a Pre-Kindergarten 3 half-day program. Our Pre-K 3 teacher will work closely with JHU to implement the Early Literacy Assessment as a formative means of assessing and instructing students.

Last year a selected group of teachers and Special Education teachers piloted Specially Designed Instruction (SDI). These co-teaching teams are learned together through intensive on-going professional development about the nuances of designing instruction in a co-teaching classroom. Special Educators practiced their new skills for meeting the needs of students during UbD instruction.

Progress Monitoring

School-wide student growth is formally measured three times a year using iReady diagnostics, the Universal Screener, that provides an adaptive assessment for students that is aligned to the MDCCRS.

ARC includes an online data platform, School Pace, to help monitor student growth in a variety of ways on a daily basis. Our Title I Literacy Instructional Coach works with teachers to review the data from their students in regard to Tier I instruction and the Independent reading block. The CRT helps guide the groupings of students for interventions. Foundational Skills Tool Kits (FSTK) were purchased through the Early Literacy Initiative (ELI) Grant. The FSTK are used by classroom teachers as the Tier 2 intervention in Grades K-4. An interventionist and Special Educators work with small groups of students to implement Foundations as an intervention.

Student progress by standard is carefully and consistently measured through the formative assessments embedded in the UbD units and through iReady Standards Mastery Assessments. These assessments are brief quizzes on a

specific standard or two. Data will be collected and analyzed throughout the year to ensure students are meeting grade level expectations.

County Interim assessments assess a variety of MDCCR Standards. These assessments are aligned with MCAP and were written by an outside agency, Center Point. The Interims are administered twice a year through an online platform, Unify. Grade level PLCs analyze data after each of these assessments to make instructional decisions.

Quarterly Multi-Tiered System of Supports (MTSS) Meetings are held to review individual student progress and to discuss action steps collaboratively for some of our students that struggle the most.

More information about strategies to improve mathematics performance are included in our Math School Improvement Plan.

Strengths at Buckingham Elementary School

Perhaps the greatest strength at Buckingham Elementary School is the pervasive feeling of community throughout the staff, students, families, and outside community members that translates into a fierce network of support. Every student is celebrated, honored, and treated as an individual with unique strengths and needs. Wrap around services for individual students are embedded into our everyday, weekly, and quarterly processes as needed. From school-based counseling, weekend backpack meals, academic interventions, mentoring, before and after school programs, interpretation, transportation, childcare, holiday support, clothing donations, home visits... we leave no stone left unturned to meet the needs of our students. While we strive to ensure all Maslow's basic needs are met, teachers pair these efforts with rich, engaging instruction in a positive and warm environment. Our students grow and thrive in this network of support.

Need at Buckingham Elementary School

As families flock to our area and enrollment steadily increases, physical space and additional staffing are needed at Buckingham Elementary School. A new school building is projected to begin in a few years. At this time, educational assistants that support classrooms have been repurposed in order to meet the needs of some of our students with IEPs and high needs. Having educational assistants also available in classrooms is an important piece of the puzzle to provide on-going classroom support, facilitate small group instruction, and provide individualized remediation as needed. Finally, the addition of a full time Behavioral Health Coach would help triage extreme behaviors and offset the volume of students for our school counselor.

On-going, Continuous Improvement

The Comprehensive Needs Assessment drives the School Improvement Process. Buckingham Elementary School's School Improvement team met in July 2021 to review 2020-2021 data and determine strengths and areas for growth. Areas for growth drove the conversation for School Improvement, and the team began drafting plans for the 2021-2022 school year. The BES Leadership Team continuously analyzes data to identify school trends and areas of need in order to develop and implement the School Improvement Plan as well as to provide Professional Development to faculty and staff that is relevant, authentic, and meaningful.

Component Two



Schoolwide Reform Strategies

Buckingham Elementary School's School Improvement Plan

In Worcester County Public Schools, the Dynamic Impact approach through John's Hopkins University (JHU) is used to facilitate the school improvement process. The major components of Dynamic Impact include (1) forming a high performance team that develops a shared vision and mission statement to drive the work, (2) conducting a comprehensive needs assessment and root cause analysis using multiple and varied data sources, (3) developing student outcome and implementation fidelity/integrity goals (both annual and cycle goals), (4) implementing a targeted action plan specific to achieving identified goals, and (5) consistent reflection upon team performance as well as student outcome and implementation integrity data in order to update and adjust action plans as necessary. Dynamic Impact organizes school improvement actions into short-term cycles, promoting an ongoing process where high performing teams implement practices and programs as intended, consistently reflect upon performance, build positive momentum based upon successes, and/or adjust mid-course, if necessary.

- Cycle 1 Timeframe: July 2021 – November 2021
- Cycle 2 Timeframe: December 2021 – March 2022
- Cycle 3 Timeframe: April 2022 – June 2022

Buckingham Elementary School Improvement Teams and Plans for School Year 21-22 are listed below:

Literacy Mathematics Safety

This school improvement plan will focus on student growth and will be evaluated by the team at the end of each cycle to monitor success and decide if the goal of each project was met. Consultants from JHU will guide teams through the process and provide feedback on-going feedback on the plan.

BES School Improvement Leadership Teams

The following people serve on the School Improvement Teams that lead the plans at BES. Each member rotates into different roles on the team each month. Each member is also responsible for communicating SIP information to a grade level team to make sure all stakeholders are invested in the School Improvement Plan.

Literacy	Math	Safety
Dr. Christina Welch (Principal)	Julie Hanenfeld (Math Instructional Coach)	Deshon Purnell (Assistant Principal)
Alison Giska (Literacy Instructional Coach)	Elizabeth Glover (Math Interventionist)	Staci Aperance (School Counselor)
Laura Arenella (Curriculum Resource Teacher)	Gloria Scafone (Grade 4 Teacher)	Cassie McElfish (PreK Teacher)
Ramona Smith (Reading Interventionist)	Stacey Bredenberg (Grade 2 Teacher)	Caitlin Bunting (School Librarian)
Amanda Hammond (Grade 2 Teacher)	Susan Gray (Grade 1 Teacher)	Anna Simulis (Behavior Coach)

School Improvement and Family Involvement

Families learn about our School Improvement Process and Plans at our Title I Parent Advisory Committee meetings and our School Improvement Advisory Committee Meetings. Families are invited to provide input and feedback about the plans. They are also posted on our school's website for families to access at any time, with a form provided for any feedback.

Executive Summary

The Comprehensive Data analysis in Component 1 of BES' Four Components was used to guide school improvement. The following Executive Summary documents outline how that data was used within our School Improvement Plans.



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



ESTD

1954

Buckingham
Elementary School

Buckingham Elementary School

MISSION: The mission of Buckingham Elementary School is to build a safe, student-centered, environment in which our diverse family of learners develops relationships, meets high expectations, and is prepared to be a productive citizen in an ever-changing world.

Goal 1: Academic Achievement

LITERACY SCHOOL IMPROVEMENT PLAN

Team Name	Literacy Basecamp	
Team Members	Chris Welch, Principal, Laura Arenella, CRT, Ali Giska, Literacy Coach, Ramona Smith, Interventionist, Amanda Hammond, 2 nd Grade Teacher	
Team Vision Statement	All students will develop a love of reading and writing through balanced and meaningful learning experiences in order to foster independence and empower them to own their learning.	
Team Mission Statement	Using principles of High Performing Teams, the Literacy Team will develop collective efficacy by participating in reflective and honest conversations to improve instructional practices that increase student achievement.	
Needs Assessment	<p>iReady-Tier 2 groups across grade levels are higher than 15-20%/Tier 1 groups less than 80%</p> <p>*Comprehension and Vocabulary (Areas of need) occur during Ubd block</p> <p>*Possible discrepancy between WIDA scores and performance on MCAP (WIDA scores available soon)</p> <p>*Significant growth across classrooms in DIBELS</p>	
Root Causes Analysis	The culture of BES does not foster productive struggle for adult and student learning.	
Annual SMART Goal – Student Outcomes	By June 2022, 70% of our students in grades 1-4 will fall in Tier 1 during Window 3 of iReady diagnostic administration, showing a growth of 14% from Window 3 iReady diagnostic administration in June 2021.	<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	Ubd Implementation and Planning/ Productive Struggle	

Cycle # 1: August — November 2021

Team Performance SMART Goal(s):	By the end of Cycle 1, our team will improve our performance monitoring rating on the High Performance Teaming Rating scale from a "T" to an "O."	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s):	By November 2021, we will use Window 1 iReady data to establish baseline data in the areas of vocabulary and comprehension.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Implementation Fidelity SMART Goal(s):	By November 2021, we will collect baseline data in the area of planning and implementation of UbD units using the implementation 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
1. Back to School Week: Overview and Highlight Meeting	Core Team	September 4, 2021	Visual Aids, FAQ sheet, Plan, and highlight the process to determine plan	Complete	Each participant will receive a copy of the plan and will have an opportunity to give feedback. Need to distribute hard copy at next staff overview meeting.
2. Core Implementation Literacy Monthly Meetings	Core Team	September-October		Complete	Planning a Productive Struggle PD. Part 1: What is productive struggle? Part 2: What does it look like in instruction?
3. Teacher Implementation Checklist (PreK-4)	Literacy Coach	End of October		Complete-Distributed and teachers reflected on current practice to obtain accurate baseline data	Teachers will reflect on current practice using checklist/ Use results to set goals for next cycle./ Literacy Coach will upload data into Teams
5. Backwards Mapping PLC for UbD Unit	Literacy Coach, Principal, Interventionist, CRT	September	Protocol, Unit, texts	All teams have used the process at PLC to plan one or more parts of their 2 nd UbD Unit	Will look at student work in upcoming PLCs and use to drive station rotation. This will be on-going throughout the school year as we continue through the UbD units

Data Collection Plan

Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
UbD Implementation Checklist	Literacy Coach	End of October	Checklist	Completed by 10/1	Possible data source for cycle 2 An additional survey will be given prior to 11/9—pushed back to cycle 2
iReady Data from Window 1	CRT	September/October 2021		Completed Window 1 10/22	
UbD Tasks	Literacy Coach	October 2021 and ongoing	Tasks	Still in progress	
Productive Struggle Survey	CRT			Initial survey given- 09/29	Will give the survey again at a later date

MATHEMATICS SCHOOL IMPROVEMENT PLAN

Team Name	Mathematics Basecamp	
Team Members	Chris Welch (Principal), Julie Hanenfeld (Math Coach), Liz Glover (Math Interventionalist), Susan Gray (Grade 1 Teacher), Stacey Bredenberg (Grade 2 Teacher), Gloria Scafone (Grade 4 Teacher)	
Team Vision Statement	We will strengthen teachers' capacity to deliver high quality mathematics instruction with integrity and purpose to meet the needs of all students.	
Team Mission Statement	Teachers will immerse themselves in professional development and in-depth collaborative planning through peer accountability and collective efficacy to improve student math outcomes.	
Needs Assessment	<p>iReady Tier 1 percentage is low, grades k-4 are not hitting the 80 % target</p> <p>iReady Tier 2 percentage exceeds 15%-20%, grades K-4 Tier 2 percentage for Spring 2021 are all in the 40% range</p> <p>iReady Tier 3 percentage is on target, spring placement for Tier 3 is 5% or less for the school overall</p> <p>BES performed below county average in areas that were not deemed critical standards, Geometry and Measurement and Data</p>	
Root Causes Analysis	Purposeful planning and preparation of math instruction is overlooked which impacts student achievement.	
Annual SMART Goal – Student Outcomes	<p>By June 2022, 70% of our students in grades K-4 will achieve Tier 1 placement on the Spring iReady administration showing a growth of 18% from the Spring 2021 iReady administration.</p> <p>By June 2022, 70% of our students in grades K-4 will fall in Tier 1 for Math during Window 3 of iReady diagnostic administration, showing a growth of 18% from Window 3 iReady diagnostic administration in June 2021.</p>	<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	Build teacher capacity in planning and preparation using county planning protocol.	

Cycle #1: August - November 2021

Team Performance SMART Goal(s):	By the end of Cycle 1, our team will improve our Performance Monitoring rating on the High Performance Teaming Rating scale from a "O" to an "H".	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s):	By November 2021, we will use fall iReady data to establish baseline data for student Tier placement.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Implementation Fidelity SMART Goal(s):	By November 2021, through the use of the county planning protocol and math fidelity checklist, we will collect baseline data in the area of planning and preparation of math instruction using individual teacher reflection for Module 1.	<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
1 Communicate expectations for math instruction need to outlined and communicated, including parts and time allotments	C. Welch J. Hanenfeld L. Arenella	August 30, 2021	Instructional Commitment	Completed as of 10/25	Expectations distributed at the back-to-school meeting; Scheduling conflict; Rescheduled for date TBD Completed in PLC
2 Establish/review types of planning	J. Hanenfeld	First Math PLC	Planning Protocol/Fidelity Checklist	Completed as of 9/21	Introduced at opening SIP meeting with grade level teams
3 Module 1 reflection of teacher planning	J. Hanenfeld	By end of September	Reflection checklist	Completed as of 9/16	Needs to be created electronically; (completed using paper and pencil); Completed the fidelity checklist; will circle back using data
4 Modeling planning protocol process with Module 2 and Module 3	J. Hanenfeld	During PLC in September/October/November	Origo Teacher plans of Lessons and menu math Math Data from Module 1 and fall iReady	In progress as of 10/25	Additional time may be needed beyond the regular PLC time to ensure the planning process stays ahead of unit completion (may need to use Friday Flex PLC time for additional time) Will start week of 9/20 plus one additional PLC in October
5 Reflect on Module 2 and 3 planning	Grade Level Teams J. Hanenfeld	October/November	Reflection checklist	To be completed on November 4 during team planning	Review data from checklist to drive future PD; Refining goal
6 Team plans Module 4	Grade Level Teams J. Hanenfeld	November/December	Origo	Not started	TBD based on revised checklist and planning vs teaching focus

			Teacher plans of Lessons and menu math Math data from Module 3		
7 Reflect on Module 4 planning	Grade Level Teams J. Hanenfeld	November/December	Reflection checklist	Not started	Compare to baseline data and determine next steps for PD
8 Self Reflection on Menu Integrity Checklist	Grade Level Teams J. Hanenfeld	October	Menu Reflection Checklist	In progress	To be revisited in later Modules to guide planning of menu and measure growth
9 iReady Consultant Reviews Prerequisite Reports PD	Grades 3 and 4 J. Hanenfeld L. Arenella	October 27	Devices Upcoming Module Resources	Upcoming	Half Day for each grade level; incorporating planning component
Data Collection Plan					
Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
iReady Grade Level Tiered Data Fall 2021	L. Arenella J. Hanenfeld	September /October		In progress	
Planning Reflection Checklist	J. Hanenfeld	September October November		In progress	
Formative Assessment Trackers	Classroom Teachers	September October November	Module Formative Assessment Trackers For Modules 1-3	In progress	

GOAL 3: SAFETY

SAFETY SCHOOL IMPROVEMENT PLAN

Team Name	Safety Base Camp	
Team Members	Staci Aperance (School Counselor), Deshon Purnell (Assistant Principal), Anna Simulis (School Social Worker), Caitlin Bunting (Media Specialist), Cassie McElfish (PreK Teacher)	
Team Vision Statement	We are a dynamic, determined team who will cultivate a safe and inviting school community by building positive relationships between students, staff, families, and our community partners in order to increase academic success and social emotional competency.	
Team Mission Statement	Using principles of High Performing Teams, our team will consistently participate in reflective and honest conversations with students, staff, families, and our community partners to promote a safe, equitable, and positive school environment.	
Needs Assessment	<p>-The addition of mental health services and awareness throughout the entire school and county has helped decrease the amount of referrals.</p> <p>-Multiple changes of administration affected the relationships between students, parents, and staff.</p> <p>-African American males are disproportionately referred to the office.</p> <p>-Difficult to identify in all classrooms if tier 1 prevention strategies are used with fidelity.</p>	
Root Causes Analysis	Tier 1 prevention strategies are not consistently used and monitored with fidelity.	
Annual SMART Goal – Student Outcomes (Behavior/Disproportionality)	By June 2022, all student groups will be less than 3.0 risk ratio and special ed less than 2.0 risk ratio.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Annual SMART Goal – Student Outcomes (Attendance)	By June 2022, we will reduce our percentage of students who are chronically absent from 18.0% to 15.0% or below.	<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	Implementation, Communication, and understanding of Tier 1 strategies	

Cycle #1: August - November 2021

Team Performance SMART Goal(s):	By the end of Cycle 1, our team will improve our Performance Monitoring rating on the High Performance Teaming Rating scale from a "O" to an "H".	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s): Behavior/Disproportionality	By November 2021, all student groups will be less than 5.0 risk ratio and special ed less than 4.0 risk ratio.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Student Outcomes SMART Goal(s): Attendance	By November 2021, we will have less than 18% of our students with 5 or more days absent.	<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 to assess the implementation of Tier 1 supports at Buckingham Elementary School as measured by the PBIS TFI.	<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
Create TFI survey for teachers to complete	School Counselor and Core Team	October 2021	Microsoft Forms, TFI	completed	
Back to School Week: Overview and Highlight Meeting	Core Team	September 4, 2021	Visual Aids, Plan, and highlight the process to determine plan	completed	Each participant will receive a copy of the plan and will have an opportunity to give feedback.
Core Implementation Safety Monthly Meetings	Core Team	Monthly-60 minutes			
Monthly Staff Collaborative/Informational Meetings	Core Team	Monthly-30 minutes			
Review attendance data from Powerschool monthly at team meetings	Core Team	Monthly-30 minutes			
Attendance based social media reminders for families	Anna	Quarterly	Canva, social media, attendance protocol information	ongoing	
Survey teachers for best practices for addressing attendance concerns with families(add to TFI survey)	Core Team	October 2021	Microsoft Forms, TFI	completed	
Robo Call to families with multiple absences	Administration	Monthly-10 minutes	powerschool	ongoing	

Bus behavior chats by Principal with all buses, first weeks of school and quarterly	Administration	quarterly		completed	
Organize "Games with Grown-ups" program for game facilitators on the playground	Deshon				
Expectation and norms meeting with recess monitors/reteach restorative approaches to use on playground	Administration and Staci				
Implementation of Bus Bucks and Curb Cash	PBIS team/faculty and staff				
PBIS pop-up attendance events on half-days					
Data Collection Plan					
Data Source	Person(s) Responsible	Timeframe	Resources Needed	Status (Not Started, In Progress, Complete)	Notes
TFI Survey	Staci PBIS Team	September/October	Microsoft Forms TFI		
Powerschool-Attendance	Deshon	monthly			
SWIS-Behavior/Dispro.	Deshon Staci	monthly			

Buckingham Elementary School

School Improvement Plan Executive Summary

Principal: Dr. Christina Welch

Website: www.buckinghamelementary.com

Address: 100 Buckingham Road, Berlin, MD 21811

Phone: 410-632-5300

School Summary

STUDENT INFORMATION (11/15/21, PowerSchool)

Grade Range: PreKindergarten 3- Grade 4 Percentage Hispanic: 8.8% (43)

Total Enrollment: 487

Percentage Black: 23.8% (116)

Percent of Economically

Percentage White: 55.6% (271)

Disadvantaged Students: 51% (248)

Percentage Asian: 1.2% (6)

Federal Accountability Status:

Percentage Native American: 0% (0)

Percentage of Multi-racial: 11% (54)

LEP Percentage: 3.5% (17)

SWD Percentage: 10.7% (52)

Attendance Rate: N/A

Graduation Rate: N/A

Dropout Rate: N/A

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators: 4- Principal, Assistant Principal, Curriculum Resource Teacher, School Counselor

Number of General Education Teaching Faculty: 25

Number of Special Education Teaching Faculty: 6

Number and Type of Itinerant Faculty:

Number and Type of Coaches: 3- Literacy and Math (Title I); Behavioral Health

Number of Teacher Assistants: 15

Number and Type of Specialized Teaching Staff: 8- 0.5 Physical Therapist, 1 Occupational Therapist, 2.5 English Learner Teachers, 1.5 Speech Therapist, 0.5 School Psychologist, 2 Wellness Providers (from Health Department and Chesapeake Health)

Number and Type of Resource Staff: 2 Interventionists (Reading & Math)

Other Faculty Support: School Nurse, 4 Special Areas Teachers

CURRICULUM OVERVIEW

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

Program	Grade Level
Raising a Reader	PreK-3
Understanding by Design Literacy Units	PreK-4
Lucy Calkins Writers' Workshop	PreK-4
American Reading Company Independent Reading	PreK-4
American Reading Company's Foundational Skills Tool Kits	K-3
Origo 2.0 Math	PreK-4
John Tapper's Math Menu	PreK-4
Mystery Science	K-2
TCI Science Alive	3-4
TCI Social Studies Alive	2-4
Wilson Foundations	PreK-2
iReady Online Math Instruction	1-4
Dreambox	PreK-4
ST Math	PreK-4
Smarty Ants	PreK-2
Do the Math (Intervention)	K-4
Bridges (Intervention)	K-4

EXTENDED LEARNING OPPORTUNITIES

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

Program/Activity	Audience	Purpose	Duration	Frequency
Academic Professional Learning Communities (PLCs) (Literacy, Math, BES Admin, Behavior)	Grade level teams, instructional coaches, leadership team	To collaborate on instructional planning, analyze student data, and support school initiatives.	30 minutes	4 days a week
American Reading Company PD with District Consultant	Grades PreK-4, Literacy Coach, leadership team	To develop full understanding and implementation of the 100 Book Reading Challenge.	3 hours	3 times a year
American Reading Company Foundational Skills Toolkit PD with District Consultant	Grade 3, Literacy Coach, leadership team	To develop full understanding and implementation of the ARC Foundational Skills Intervention Tool Kit.	3 hours	2 times a year
Foundations PD	Grades K-2	To provide support in upcoming instructional units and new materials (Geodes)	90 minutes	Monthly
Title I Parent Engagement Events (Back to Basics Week; One School, One Book; Science Night; Math Bingo Night; National Night Out)	PreK-4 students, parents	To provide opportunities for parents to be involved in their child's academic success	Varies	Varies
Before & After School Academy	Students Grades 2-4, parents	To remediate students in academic content, specifically reading and math	2 hrs, Monday-Thursday	Quarterly Sessions

FOCUS AREA

SUBJECT/FOCUS AREA: Academic Achievement: Literacy

GRADE LEVEL: K-4

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)

By June 2022, 70% of our students in grades 1-4 will fall in Tier 1 during Window 3 of iReady diagnostic administration, showing a growth of 14% from Window 3 iReady diagnostic administration in June 2021.

STUDENT NEED:

Students need comprehensive Tier 1 instruction in a balanced literacy program. Struggling readers need intensive, explicit intervention to remediate foundational literacy skills. The School Improvement Plan outlines how to determine teacher capacity within parts of the literacy instructional block. The greatest area of need was within Understanding by Design Units, specifically Station Rotation which is small group work. The instructional coach will build capacity within this area by working through a Coaching Cycle with teachers to uncover the intricacies of this part of the day, and use analyzed data to plan to meet the needs of students at this time. PLC time will be dedicated to looking briefly at formative data and then developing lesson plans/activities to conduct with students during the station rotation time.

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

During Cycle 1 of the Literacy School Improvement Plan, Buckingham established baseline data of teacher capacity and current student levels. These goals were met as of November 9, 2021.

During Cycle 2 of the Literacy School Improvement Plan, Buckingham will work to increase teacher capacity and therefore comfort with that Station Rotation instruction. Teachers will self-reflect on the number of times there are able to conduct Station Rotations (standards based remediation) in Term 2. Student growth from the first ELA Interim (November) to the second ELA Interim (February) will demonstrate growth of specific standards taught in station rotation.

Cycle 3 will be determined based on the data results from Cycle 2.

Location in SIP- Refer to Cycle 1 Literacy SIP (above) and Cycle 2 (in draft)

FOCUS AREA

SUBJECT/FOCUS AREA: Academic Achievement: Mathematics

GRADE LEVEL: K-4

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)

By June 2022, 70% of our students in grades K-4 will fall in Tier 1 for Math during Window 3 of iReady diagnostic administration, showing a growth of 18% from Window 3 iReady diagnostic administration in June 2021.

STUDENT NEED:

Students need to learn grade level concepts while also filling in gaps in learning from Co-Vid closures. They will need consistent differentiated instruction.

STRATEGIES:

In Cycle 2 of Math School Improvement, teachers will begin using their formative assessment trackers to identify students that need remediation with specific standards. As they establish groups for reteaching, they will design activities and lessons during PLC to meet those needs during Math Menu. They will also assign strategic lessons to students in iReady and Dreambox that will help fill in learning gaps from previous grade levels.

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

In Cycle 1 we established baseline data for students and teachers in regard to their planning fidelity checklist. These goals were met.

In Cycle 2, teachers will begin to use formative assessment data points strategically for differentiated instruction. Cycle 3 goals will be determined based on the outcomes of Cycle 2.

Location in SIP- Refer to Cycle 1 SIP (above) and Cycle 2 SIP (in draft)

FOCUS AREA

SUBJECT/FOCUS AREA: Safety

GRADE LEVEL: PreK-4

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 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)

(Disproportionality) By June 2022, all student groups will be less than 3.0 risk ratio and special ed less than 2.0 risk ratio.

(Behavior/Discipline) By June 2022, we will reduce our percentage of students who are chronically absent from 18.0% to 15.0% or below.

STUDENT NEED:

Students need Tier 1 behavior strategies taught and implemented with fidelity and consistency.

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

In Cycle 1, Tier 1 behavior and attendance strategies were put into place to establish baseline data and norms.
In Cycle 2, more attention will be given to Tier 2 action steps for both behavior and attendance.
Cycle 3 goals will depend on the data and outcomes from Cycle 2.

Location in SIP - Refer to Cycle 1 SIP Plan and Cycle 2 SIP Plan (in draft)

FOCUS AREA

SUBJECT/FOCUS AREA: Coordination of local services and programs

GRADE LEVEL: PreK- 4

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)

BES will utilize a variety of local organizations to help serve our Title I school. With 51% of our students receiving Free and Reduced Meals, more than half of our families need additional support beyond academics.

STUDENT NEED:

Involving outside agencies in to the school-wide program is beneficial to student achievement and building school communities. Students and families living in poverty often need non-academic support, particularly when meeting students' basic needs. Students at BES need assistance with health, hygiene, mental health, clothing, and enriching experiences that teach them about their community.

STRATEGIES:

BES collaborates with federal, state, and local agencies to meet the needs of all 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 participation and satisfaction of each individual collaborative group and their continued participation, along with the continued participation of our families.

Location in SIP - This is not an action step in our SIP, but is included in our School-wide Title I Plan. Additionally, the following graphic was provided virtually to families in lieu of our Wellness Expo.



WORCESTER COUNTY WELLNESS AND COMMUNITY RESOURCES



**Infants and Toddlers birth-3
Child Find ages 3-5**
early intervention services
410-632-5033



Big Brothers, Big Sisters
Youth programs, mentorship
410-543-2447



Worcester Youth and Family
therapy, CASA, Family
Connections, Youth Programs
410-641-4598



**WCPS Special Education Family
Services Support Coordinator
and Advocate**
Jessica Tawes, 410-703-3971
jtawes@worcesterk12.org



Department of Social Services
connection to resources and
programs, in home services, financial
assistance, work activities, and more
410-677-6800



**Red Doors Community
Center**
camps, classes, workshops
410-289-5576



Chesapeake Healthcare
medical, dental, mental health,
school-based therapy
410-957-1852



Life Crisis Center
24 hour hotline, outreach, counseling,
education, advocacy, and more
410-749-4357



**Worcester County Health
Department**
Behavioral Health, school based therapy,
dental, safe stations, resource and
support connections
410-632-1100



**Grace Center for Maternal
and Women's Health**
support groups, trainings, parenting
resources, counseling, and more
443-513-4124



**Ocean City Recreation
and Parks**
youth programs, sports, camps
410-250-0125



**Healing Arts Center of the Eastern
Shore**
Family counseling, grief counseling, physical
therapy, children's wellness classes, and more
www.eshealingartscenter.com

School wide reform and evidence-based approaches at Buckingham Elementary School are listed below: Updated to here

- Provide opportunities for all children to achieve levels 4 and 5 of student performance on the MCAP Assessment.
- The educational program at Buckingham Elementary School is aligned to the Maryland College and Career Ready Standards in all grade levels.
- All students have an opportunity to participate daily in evidence-based, Tier 1 instruction.
- Professional Learning Communities (PLCs) at each grade level ensure teams collaborate on evidence-based Tier 1 instructional programs and monitor student progress through formative and summative assessments.
- DIBELS is used as our dyslexia screener for all kindergarten students and select students in Grade 1-3 based on identification through iReady. This is the key component of our Ready to Read Act. Interventions are put in place accordingly, progress monitoring is held regularly, and student achievement is measured three times a year.
- Data from all assessments is disaggregated in order to monitor and make decisions regarding various student groups such as African Americans, FARMS, and Special Education. Assessments include iReady diagnostic for reading and math, Kindergarten Readiness Assessment (KRA), county assessments and performance tasks, and MCAP.
- Special Education Individualized Education Plan (IEP) goals are developed with alignment to the Maryland College and Career Ready Standards.
- At every grade level, one to two classrooms are inclusion classrooms. This allows for more support for students because the special education teacher pushes in and co-teaches with the classroom teacher. The special educator provides services to students who have special education service hours on the IEP as well as other students in the classroom.
- Similarly, at every grade level one to two classrooms receive support from an EL teacher through co-teaching and small group instruction. The EL teacher also provides additional EL services through pull-out services if and when necessary.

Addressing the Needs of Accelerated Students

- Students in grades Pre-Kindergarten through second grade participate in Primary Talent Development (PTD). This program assesses student demonstration of six Gifted and Talented characteristics. Modules are completed in each grade level, notes are taken by the teacher, and a portfolio is developed. At the end of third grade, students take the CogAT state assessment. Then third grade teachers will work as a team to determine which children qualify for the Gifted and Talented program based on MCAP or iReady scores, CogAT score, Primary Talent Development portfolio scores, and teacher observational scales.
- Fourth Grade students identified as having Gifted and Talented tendencies are enrolled in a Gifted and Talented Course that utilizes project-based learning to expand the student experience.

Multi-Tiered System of Assessments

- As part of WCPS' Response to Intervention framework, students who are considered Tier 3 students are discussed at Multi-Tiered System of Assessments (MTSS) meetings.

Classroom teachers share their individual student concerns and Plans for Success, and the team works together to determine action steps to implement with the Tier 3 student and progress is monitored. If a teacher has a concern about a student that cannot wait until the MTSS meeting, the teacher can fill out a Request For Assistance form that is submitted to the MTSS coach who begins the process of assisting the teacher and student. If the student does not progress despite 4-6 interventions put in place for 4-6 weeks, the MTSS Team can decide to proceed with Special Education testing.

- Intervention/Remediation/Enrichment time is part of every teacher's schedule. This time is used to flexibly group students by ability in order for them to receive "just right", differentiated instruction in reading. Foundations serves as our primary Tier 3 reading intervention and American Reading Company's Foundational Skills Toolkits serve as our primary Tier 2 program. This was funded through the Early Literacy Initiative Grant, and progress is carefully monitored each month.
- The MTSS Flow Chart clarifies and provides transparency to all regarding the process of addressing the needs of all students. This flowchart is included on the next page, followed by a copy of a Plans For Success Template.



PROACTIVE INTERVENTION PROCESS

Flow Chart

For role specific responsibilities through the prereferral process, team should review: **School-Based Intervention Facilitator Responsibilities (Form #7)** and **Classroom Teacher Responsibilities in the Intervention Process (Form #8)**

Universal Screening for ALL Students

Universal Screening Assessment (3 times per year)

School-Based Administrators, Instructional Coaches, Curriculum Resource Teachers, and grade level teams review the data to determine levels of tiered support for all students

Tier 1- 80%

- Evidenced-based Core Curriculum
- Universal Design for Learning and differentiated instruction
- Culturally Responsive Instruction
- Includes all students
- Behavior expectations are explicitly taught
- Progress monitor with classroom formative assessments (use tracking sheets/collection system provided within programs for reading and math)
- If less than 80% of students are meeting grade level standards with success, review and evaluate effectiveness of core curriculum and fidelity of instructional practices. If 80% or more are meeting standards with success, proceed to review and target individual at-risk students.

If student is meeting age/grade level social emotional development, behavior expectations, and standards with success, continue with Tier 1 instruction and enrichment opportunities.

If student is not meeting age/grade level social emotional development, behavior expectations, and standards with success, teacher consults with grade level/ content teams and other supportive personnel (e.g., school counselor, social worker, special educator, general educator). The team provides additional strategies and supports and documents student progress (using tracking sheets/ data collection system).

Teacher, grade level/content teams, and other supportive personnel review documented progress (using progress monitoring data) and consider Tier 2 interventions if necessary. Notify parent and put interventions in place.

Tier 2- 6%-15%

- When a student is identified as needing Tier 2 supports, a relevant lead staff member (e.g., general educator, counselor) is identified to monitor Proactive Intervention Process (PIP) for the student and a PIP Team meeting is scheduled.
- Lead staff member works with PIP Team to develop Tier 2 interventions.
- Targeted Tier 2 interventions selected and implemented.
- Progress monitoring on Tier 2 interventions using Tier 2 Intervention Action Plan and Tracking Log (Form #4)
- Evidenced based supplemental instruction in addition to core
- Additional small group instruction targeted to needed content/skills
- Ongoing parent communication regarding progress

PIP team and lead staff member reviews progress data. If goal is met, team may decide to continue interventions or fade to and/or discontinue Tier 2 and move student to Tier 1. Notify parents.

PIP team and lead staff member reviews progress data. If student is making progress, continue with intervention and plan as necessary.

If student is not making progress, lead staff member and grade level team and/or relevant staff should adjust the current interventions or change the intervention. If student is still not progressing move to Tier 3.

Notify parents and send Parent Questionnaire (Form #2) or complete with parent. Complete the Request for Assistance/Tier 3 (Form #3) form and set up a meeting with Intervention Team.

Tier 3- 1%-5%

- Lead staff member, with PIP team to create a Plan for Success (Form #5) or FBA/BIP and sends home Parent Questionnaire (Form #2) (if not already in place) to use to develop and monitor student progress on interventions. For an FBA follow WCPS FBA Flowchart (Form #11)
- Intervention data is/are updated in the Plan for Success (Form #5) or FBA/BIP by the person (s) providing the intervention.
- An intensive Tier 3 intervention is put in place for 6-8 weeks
- Adjusted group size (3 students or less)
- Individually designed program based on student need
- Weekly progress monitoring
- Ongoing parent communication regarding progress
- Intervention Team is directly involved with providing additional supports (i.e. mentoring student, working 1 on 1 with student, observing student in classroom, etc.)

Lead staff member and PIP team review progress-monitoring data. If goal is met, team may decide to continue interventions or fade to and/or discontinue Tier 3 and move student to Tier 2. Notify parents.

PIP team and lead staff member review progress monitoring data. If all available interventions are unsuccessful the team should complete the Intervention Team Decision Making Tool (Form #6) and submit to Supervisor of SPED and IEP team along with Tier 2 Intervention Tracking Log (Form #4) and student's Plan for Success (Form #5).

Referral to Special Education for Initial IEP Meeting

Tuesday, October 22, 2019 1:27 PM

WORCESTER COUNTY PUBLIC SCHOOLS

Plan for Success

Academic Area(s) for Growth:

- ☒ Reading
- ☒ Math

Student Name:	School: BES	Year: 2020-2021	Teacher: Glover
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Date Plan Established: December 2, 2020

Grade: 2

Date of Birth: 10/20/2012

☐ Male
☒ **Check those that apply:**

- ☒ Female
- ☐ FARMS
- ☐ African American
- ☒ White
- ☐ Hispanic
- ☐ Asian
- ☐ Two or More
- ☐ Special Education
- ☐ 504
- ☐ EL

- ☐ Behavior
- ☐ Speech
- ☐ OT
- ☐ PT
- ☐ Wellness
- ☐ Attendance
 - ☐ Absences _____
 - ☐ Tardies _____
 - ☐ Early Outs _____
- ☐ Health
- ☐ Other _____

	Pre-K	K	1	2	3	4
Classroom Teacher(s)				Glover		

Date Parents were Notified and Questionnaire was sent home: notified December 1, 2020

Any notes from Questionnaire:

MCAP Performance Levels (Grade 4 Students): ELA _____ Math _____

Student Name:	Grade Level:	Teacher:
	2nd	Glover

iReady Diagnostic Data: Reading

Beginning Scale Score	Level	Mid Scale Score	Level	End Scale Score	Level
417	K	460	1		

American Reading Company (ARC) Level

Beginning of Year (Sept.)	Mid Year (January)	End of Year (June)
1B	2B	

iReady Diagnostic Data: Math

Beginning Scale Score	Level	Mid Scale Score	Level	End Scale Score	Level
354	K	398	1		

Additional Data/Anecdotal Notes to Determine the Need for a PFS
(Include date notes were added)

12/2 - I have discussed Madalyn's attention issues with her parents multiple times this year. When we were face to face, I could better monitor her attention and keep her engaged. With distance learning, it has become more of a struggle. Her mom agrees and we are keeping in touch about steps moving forward. Although reading and math both seem to be a concern, I see her bigger struggle being with math.

2/10 - Madalyn has made great gains so far this year. She is working very hard to close her gaps and it is showing.

Reading Interventions Tracker

Start Date	End Date	Intervention	Targeted Areas of Focus (Lesson Numbers)	Progress Monitoring (Data Collection) Starting Level- Ending Level (ex: 1G-2G)	Comments (Include date of comments) Attendance, behavior, etc.
Jan 4	Jan 29	1B Toolkit	Lesson 8, 10, 11, 13, 14, 15, 16, 17, 18	Started Level 1B, Currently Level 2B	Working very hard Absent 2 times

Evidence to Demonstrate Effectiveness of Reforms

This digital data wall tracks the monthly progress of students enrolled in the second cohort for our Early Literacy Initiative Continuation Grant. Students are carefully tracked within the School Pace online database as part of the American Reading Company's 100 Book Challenge. Our intervention is directly aligned with our Tier 1 instruction, and teachers are reviewing this data daily, weekly, monthly, and quarterly. Growth is analyzed and lack of growth is addressed by including additional interventions or support.

Intervention Data Wall							
BES Student (Last, First)	Cohort	Grade	Mar-20	1-Oct-20	Dec-20	Jan-21	
A	2	1		2Y	2Y	3Y	
A	1,2	1	2Y	2Y	2Y	3Y	
A	2	1		3Y	3Y	3Y	
B	2	1		3Y	1G	1G	
D	2	1		2Y	3Y	3Y	
G	2	1		3Y	1G	1G	
H	1,2	1	3Y	3Y	1G	1G	
H	2	1		3Y	1G	1G	
H	2	1		2Y	3Y	3Y	
H	1,2	1	2Y	1Y	3Y	3Y	
H	1,2	1	3Y	3Y	3Y	1G	
J	2	1		3Y	3Y	3Y	
M	2	1		3Y	3Y	3Y	
M	2	1		3Y	1G	1G	
M	2	1		3Y	1G	2G	
P	1,2	1	1G	3Y	1G	1G	
P	2	1		3Y	2G	2G	
P	2	1		3Y	2G	2G	
P	2	1		3Y	1G	1G	
R	2	1		3Y	3Y	3Y	
S	2	1		3Y	1G	2G	
S	2	1		3Y	1G	1G	
W	2	1		3Y	1G	2G	
B	1,2	2	2G	2G	1B	1B	
B	2	2		2G	1B	1B	
B	1,2	2	1B	1G	1G	1G	
H	1,2	2	2G	1G	2G	2G	
J	2	2		2G	1B	1B	
J	1,2	2	2Y	3Y	1G	1G	
L	1,2	2	1B	2G	2G	2G	
M	2	2		2G	2G	1B	
M	2	2		1G	1G	1G	
M	1,2	2	2G	1G	1G	2G	
P	1,2	2	1Y	3Y	1G	1G	
P	1,2	2	2G	2G	2G	2G	
S	1,2	2	1B	2G	2G	1B	
S	1,2	2	2Y	3Y	3Y	3Y	
T	2	2		2G	2G	1B	
P	1,2	3	1R	2B	2B	2B	
B	1,2	3	1B	2G	2G	1B	
D	1,2	3	2B	2B	2B	2B	
E	2	3		1B	2B	2B	
G	2	3		2B	2B	1R	
G	1,2	3	1B	1B	1B	1B	
H	2	3		2B	1R	1R	
M	1,2	3	1R	1B	1B	1B	

Buckingham Elementary School's Literacy Curriculum

Buckingham's vision for literacy mirrors the districts vision for balanced literacy, meeting all of the Maryland College and Career Ready Standards (MCCRS). The school implements evidence-based programs and frameworks within the curriculum, using fidelity tools and checklists to ensure effective instruction. On-going professional development and Instructional Coaching around these programs support teachers in their use of best practices.

Foundations is an explicit, systematic phonics curriculum for grades PreK-2. Teachers build the foundation of literacy while teaching students "the code" for decoding and encoding, unlocking reading and writing. Students practice letter/sound relationships, key words, tricky words, "tapping out" phonemes or graphemes of words, handwriting, and spelling. Students apply the rules they are learning to the rest of their day. Students identified as Tier 3 in reading are part of an intervention model using Foundations.

In grades PreK-4, American Reading Company's Independent Reading framework allots time for students to read at their independent level, with an equitable one-on-one conferencing schedule for on-going formative assessment. The Independent Reading Level Assessment (IRLA) is implemented to determine a student's independent reading level, and on-going conferencing allows teachers to pin-point specific, measurable areas for growth called "Power Goals." Student take ownership of their own learning by working on their Power Goal during their independent reading time, both at home and at school. Time spent reading is logged each day, with at least 30 minutes at school and 30 minutes at home. This wide-spread reading creates habits of life-long readers and learners. As students master one Power Goal, their teacher tracks their progress and chooses the next instructional goal.

Grade level Understanding by Design units were written and refined by consultants at Center Point for grades K-4. These units provide opportunities for students to engage in rigorous, grade level text and standards. These units address both literary and informational standards, as well as listening, speaking, language, and writing. Students respond to text in a variety of formats to demonstrate their understanding.

Lucy Calkins Writer's Workshop is implemented from PreKindergarten through Grade 4. Students begin developing their writing skills through the grade level Units of Study. These units focus primarily on Narrative, Informational, and Argument/Persuasion with a few additional supplemental units. Students develop writing stamina throughout all units of study, and across grade levels as their writing becomes longer and stronger. With daily mini-lessons and on-going one-on-one conferences, students are coached to develop their own writing skills in their zone of proximal development.

Buckingham Elementary School's Mathematics Curriculum

The MDCCRS is based on problem solving with all roads ultimately leading to algebra. At a primary level, this calls for a deep conceptual understanding of numbers and operations.

Teachers begin each day of math with a Number Talk. This allows students to discuss, share, and explore a variety of approaches to solving a given problem. Students learn from each other while the teacher facilitates this rich discourse.

Origo Mathematics program is the main component of our math curriculum used in Pre-Kindergarten through grade 4. Students learn through a scientifically researched, spiraling sequence that continuously builds on previous skills. After teachers open the lesson and model new skills, students are encouraged to practice independently and then extend upon their learning. This follows the "I do, We do, You do" model of scaffolding instruction with a gradual release of responsibility.

John Tapper's Math Menu provides a framework for meeting the needs of all learners. In Menu Math, students participate in a variety of carefully scaffolded and enriching activities. Teachers take this time for small group reteaching and individualized instruction as needed.

Dreambox is an online, self-paced program that guides students through conceptual development. Students attend a Dreambox lab thirty minutes, twice a week with a goal of completing five lessons each week. Lessons include games and activities that develop student thinking and conceptual understanding.

In addition to ensuring a strong and viable curriculum for all students, Buckingham Elementary School has access to several research-based interventions. A list of the interventions is below.

- ❖ Wilson Foundations
- ❖ iReady instruction
- ❖ American Reading Company's Foundational Skills Tool Kit
- ❖ Do the Math
- ❖ Bridges

Extended School Opportunities to Meet the Needs of All Students

- ❖ **Before & After School Academy** – Our Before School program allows families to drop off students at 8:00 for structured, academic care while parents go to work. Our afterschool program services students in second through fourth grade. This program provides students with dinner and transportation home. Students who participate engage in additional practice with reading and mathematics to help improve student achievement.
- ❖ **Summer Academy** – This program begins one week after the traditional school year ends. It serves students entering Pre-Kindergarten through students entering fourth grade. This year 180 students of academic need attended summer school with 70% of those students being FARMS.

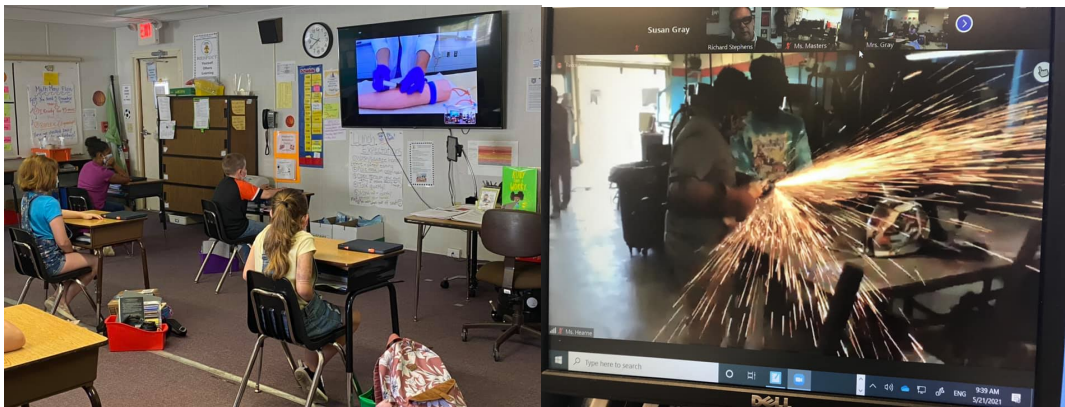
Counseling, School-based Mental Health Programs, Specialized Instructional Support Services

- School counselor provides counseling on an as needed basis for all students
- Students enrolled in Wellness from the Worcester County Health Department or Chesapeake Health Center see their counselors regularly.

- The Behavioral Coach supports families, students, and teachers to have a positive educational experience.
- Grade Level Special Education teachers provide accommodations in the classroom to students that qualify for an Individualized Education Plan (IEP).
- Physical therapist, Occupational therapist, and Speech therapist provide additional support to students that qualify with specific needs.
- English Learners receive additional support in the classroom from an EL teacher that carefully monitors their progress as they learn English and grade level content.

Preparation and Awareness of Opportunities for Post-Secondary Education and the Workforce

- Grade 3 students go to Worcester Technical High School (WTHS) to see opportunities for study within a variety of careers and work pathways. In the Spring of 2021 WTHS held a virtual field trip so that students could see students working in classrooms.



- Career Day- a variety of occupations in the community bring information and their work vehicle(s) (as appropriate) to BES to share about their job.



Schoolwide Tiered Model to Prevent and Address Problem Behavior

- Positive Behavior Intervention Systems (PBIS) is our school's Tiered Model for behavior instruction and management.
- BES' School Safety School Improvement team works with teachers to create action steps and plans to help students have a successful and productive experience in the classroom.

Worcester County Public Schools

**PBIS ACTION PLAN
2021-2022**

Buckingham Elementary School

ACTION PLAN OUTCOMES

Measurable, Achievable, Priority

****COVID-19 Statement-**due to school closures because of Covid-19 pandemic, our 2019-2020, 2020-2021 data is insufficient yet still referenced; we will also use 2018-2019 data to create plan outcomes **

GOAL #1:

By June 2022, all student groups will be less than 3.0 risk ratio and special ed less than 2.0 risk ratio.

GOAL #2:

By June 2022, there will be no more than 10 office discipline referrals for the bus (1 per month)

Tier I CRITICAL ELEMENTS

CRITICAL ELEMENT #1:1: Team Composition

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT # 1:2 Team Operating Procedure

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 3 Implementation Behavioral Expectations

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 4: Implementation Teaching Expectations

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 5: Implementation Problem Behavior Definition

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 6 Implementation Discipline Policies

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 7 Implementation Professional Development

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 8 Implementation Classroom Procedures

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 9 Implementation Feedback and Acknowledgement

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 10 Implementation Faculty Involvement

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 11 Student/Family/Community Involvement

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 12 Evaluation Discipline Data

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 13 Evaluation Data-based Decision Making

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 14 Evaluation Fidelity Data

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #1: 15 Evaluation Annual Evaluation

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

Tier II CRITICAL ELEMENTS

CRITICAL ELEMENT #2: 1, 2:2 Team

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 3

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 4

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 5

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 6

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 7

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 8

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2:9

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 10

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 11

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 12

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #2: 13

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

Tier III CRITICAL ELEMENTS

CRITICAL ELEMENT #3:1 Team Composition

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #3:2 Team Operating Procedures

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
BES Behavior Team meets monthly, has an agenda, defined roles, and an action plan	Administration Tier 2/3 Team	monthly	BES Behavioral Team Agenda BES Behavioral Team Minutes BES Behavioral Team Action Plan/student support plans and data	BES Behavioral Team meets monthly, had an agenda, minutes and an action plan
Student Achievement Meetings are held monthly or bi-monthly	School Counselor, Behavior Coach, SPED Educator, school support team, teacher	Monthly/bi-monthly	BES Behavioral Team Minutes	Meeting minutes includes evidence of protocol

CRITICAL ELEMENT #3:3 Screening

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #3:4 Student Support Plan

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Relavant parties such as mental health specialist, behavior coach, school counselor, teacher, sped educator, guardians, etc. Are part of the team that puts in place, monitors, and adjust the support plan	Support Plan Team	Ongoing	Student Support Plan	SST Meeting Minutes

CRITICAL ELEMENT #3:5 Staffing and 3:6 Student/Family/Community Involvement

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Access to Behavior Coach, school based mental health therapists through Chesapeake Healthcare and WCHD	Administration School Counselor Behavior Coach	Ongoing	Mental Health Referrals	FBA/BIP, behavior tracker tool, meeting minutes, data collection
Utilize district Mental Health Coordinator, and Coordinator of Student Support Services to assist in connecting with the appropriate strategies to best work with our Tier 3 students.	Behavior Team	Ongoing	TFI	Meeting Minutes/data collection
Collaborate with families to assist in providing the appropriate strategies and resources for Tier 3 students.	Behavior Team	Ongoing	TFI	Meeting Minutes/data collection

CRITICAL ELEMENT #3:7 Professional Development

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Professional development on Student Achievement meeting procedures and protocol during Behavior PLCs	School Counselor Behavior Coach Administration	Back to school meeting PLC	Use of forms/documentation	Decrease in ODR Successful use of interventions, data collection

CRITICAL ELEMENT #3:8 Quality of Life Indicators- #3:9 Academic, Social, and Physical Indicators

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
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Assessment includes student strengths and identification of students/family preferences for individualized support options to meet their stated needs across life domains (e.g. academics, health, career, social)	IEP team	Ongoing	Evidence in IEP	Included in IEP
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CRITICAL ELEMENT #3:10- #3:12 Hypothesis Statement, Comprehensive Support, Formal and Natural Supports

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Behavior Support Plans follow an inclusive process to promote success	Student support plan team	Ongoing	Evidence in support plan, intervention tracking	FBA/BIP

CRITICAL ELEMENT #3:13 Access to Tier 1 and Tier 2 Supports

Scored 2 on TFI

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success

CRITICAL ELEMENT #3:14 Data System- #3:15 Data Based Decision Making

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
The support team for each student will meet at least monthly to examine and summarize data and modify plan and share with appropriate staff	Student Support Team Behavior Team	Ongoing	SWIS TFI	Decrease in ODRs

CRITICAL ELEMENT #3:16 Level of Use

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.	TIER 2/3 Team	Ongoing	TFI	Meeting Minutes

CRITICAL ELEMENT #3:17 Annual Evaluation

Action/Activity	Person	Timeline	Evaluation Tool	Indicator of Success
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	Responsible			
At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	Tier 2-3 Team TFI external evaluator	Ongoing	TFI	TFI Score

Professional Development and other Activities for Teachers

- In addition to our district's professional development, the following Title I Professional Development Plan outlines how our school used data to determine how to build our teacher capacity and increase student achievement.

Buckingham Elementary School

Title I Professional Development Plan

2021-2022

The goal of Title I professional learning for teachers and educational assistants at BES is to increase capacity and provide continued support for new initiatives within our school and district. By increasing capacity, student learning will be positively impacted leading to higher levels of achievement. The table below indicates the date, title, and goal/objective for each planned Title I teacher and paraprofessional professional development.

Professional Development for Teachers

Professional Development Activity/Person Responsible	Outcome Linked to Comprehensive Needs Assessment	Date/Time	Follow up, Evaluation, and How Effectiveness Will be Determined
Making Parents Partners in their Child's Education- Equity/Equality	This professional development is linked to our Title I Plan and communication goals. At the July 2021 Parent Advisory Committee (PAC) meeting, parents requested that teachers explore and learn about equity. This professional development will review how to consider equity in regard to Family Engagement. Teachers will reflect upon what we do as a school, individually, and what we can do in the future.	October 5, 2021	Teachers will complete an evaluation at the conclusion of the professional development. Effectiveness will be monitored when we review the data at the end of the year on the communication survey to ensure parents continue to be pleased with teacher communication.
Exploring Productive Struggle Across Subjects and Grade Levels SIP Team Leaders	This professional development is linked to our Academic Achievement School Improvement Plans. When presenting the plans to grade level teams, feedback from teacher stakeholders included requests for more learning around productive struggle. Creating explicit expectations for teachers will support our school improvement goals.	September 28, 2021	An evaluation will be collected at the end of this professional development. Follow-up will include more discussion and collaborative work around designing what productive looks like/sounds like in all subjects and grade levels, PD for EAs, and specific lessons for students. Effectiveness of this professional development will be measured in our School Improvement plan, goals, and data.
Adverse Childhood Experiences (ACES)	This professional development is linked to our Safety: Social & Emotional School Improvement Plan. Teachers will learn about how early childhood trauma affects the brain, behavior, and experiences at school. Teachers	October 14, 2021 1:00-3:00	An evaluation will be collected at the end of the professional development session. Effectiveness of this professional development can be measured

WCPS ACES Team	will build their capacity around trauma and gain strategies to use when working with students that have had trauma in their lives.		quantitatively by a decrease in Office Referrals and assistance from administration in the classroom; qualitatively the school culture and teacher approaches will become increasingly mindful toward people's personal experiences.
IReady Prerequisite Reports Consultant from iReady	This professional development is linked to our Academic Achievement: Mathematics School Improvement Plan. Teachers will learn about a newer report from iReady that identifies prerequisite skills students need to be successful in grade level content and provides suggestions for teacher instructed and online lessons that will remediate any skills needed. Teachers will be provided time to create a plan for differentiated instruction within Math Menu time.	October 28, 2021 Grades 3 & 4	An evaluation will be collected at the end of this professional development session. Effectiveness of this professional development can be measured quantitatively by observing the use of these resources in the classroom, and ultimately by seeing an increase in student achievement in Numbers and Operations.
American Reading Company (ARC) Elbow-to-Elbow ARC Consultants	This professional development is linked to our Academic Achievement: Literacy School Improvement Plan. The ARC consultant will observe the teacher and work alongside them during conferencing. Later they will provide feedback on the implementation of the ARC program.	November 18, 2021 PreK December 2021 Grades 1-4	An evaluation will be collected at the end of this professional development session. Effectiveness of this professional development can be measured qualitatively by observing the use of feedback in the classroom, observing fidelity to the program, and ultimately by seeing an increase in student performance.
Apple Classroom Technology Coach	This professional development is linked to our Academic Achievement School Improvement Plans. Teachers will learn how to utilize Apple Classroom to push out assignments to their class and monitor their screens. This will be useful for a variety of assignments, projects, and subject areas.	TBD	An evaluation will be collected at the end of the professional development session. Effectiveness of this professional development can be measured by the usage of Apple Classroom in daily instruction.

Professional Development for Educational Assistants

Professional Development Activity/Person Responsible	Outcome Linked to Comprehensive Needs Assessment	Date/ Time	Follow up, Evaluation, and How Effectiveness Will be Determined
Structured Teaching R. Record, Supervisor of Special Education	Educational Assistants across grade levels will learn the basics of Structured Teaching with a focus on picture schedules, prompts, and communication. Most of our Educational Assistants work 1-on-1 with students with special needs. Facilitating the work of the classroom and special education teachers is paramount.	October 14, 2021	An evaluation will be completed at the conclusion of the professional development. Effectiveness will be determined by an increase in student transitions and communication, and by a decrease in the need for assistance from administration.
Pre-Kindergarten Educational Assistant Overview J. Hanenfeld and A. Giska, Instructional Coaches	Educational Assistants in Pre-Kindergarten 4 will learn how to help facilitate Tier 1 and 2 instruction in their classrooms. The Instructional Coaches will provide concrete examples of how to support student learning in the core area of academics. This is linked to our Comprehensive Needs Assessment in the area of Academics. ST Math	September 8, 2021 3:00	An evaluation will be completed at the conclusion of the professional development. Effectiveness will be determined during classroom teacher observation by administration. Instructional Coaches will follow-up as needed to support classroom practices.
School Improvement Process Overview Laura Arenella, Curriculum Resource Teacher	This professional development is linked to our School-wide School Improvement Plan. Educational Assistants will review and provide feedback for our individual School Improvement Plans. This builds the capacity of all stakeholders and allows everyone to work together to increase our success.	October 27, 2021 9:30	An evaluation will be completed at the conclusion of the professional development. Educational Assistants will be briefed of any updates throughout the year. Effectiveness of the PD will be evaluated through the evaluation.
PBIS- Making Students with Extreme Behavior Access Learning Anna Simulis, Behavior Coach	This professional development is linked to our Safety School Improvement Plan in the area of Discipline and Disproportionality. EAs will learn and review de-escalation strategies to help students manage their emotions and behaviors.	February 18, 2022	An evaluation will be collected at the end of the professional development session. Effectiveness of this professional development can be measured by a decrease in Office Referrals and assistance from administration in the classroom.

Strategies to Assist Preschool Children in the Transition from Early Childhood Programs

Annual transition meetings are held between Buckingham Elementary School and Pre-Kindergarten and Kindergarten teachers. Transition meetings between local accredited child care providers and Head Start occur at the end of the school year in preparation for Fall enrollment. Transition meetings for Infant and Toddler children are also held for students entering Buckingham Elementary School.

Vertical Articulation occurs during in-school transition meetings held in May to create a smooth transition in all grade levels.

- At these meetings teachers discuss the needs of students and strategies to assist in the advancement of students into the next grade level.
- A transition meeting takes place for each special education student to the next case manager.
- Transitions for students exiting Buckingham Elementary School occur in collaboration with Berlin Intermediate School, where students will begin Grade 5 instruction in the fall. Some students with special needs receive a school-day tour of BIS to create a more comfortable transition to their new school.

Buckingham Elementary School Events that Assist Transition

The following events are offered to families in Pre-Kindergarten and Kindergarten:

- ❖ ~~**BES Open House for PreK and Bucky's Back to School BBQ**~~ (cancelled due to CoVid 19)– Buckingham Elementary School invites families to meet teachers and tour the school. Pre-K students are invited a half-hour early to allow for additional time for transitioning into their first school experience. All families receive a folder with the Parent Handbook and important documents prior to school beginning. Students often bring supplies to their classrooms/desks to create an easier arrival on the first day of school.
- ❖ **BES Back to School Night** – Just as the school year begins, parents are invited to learn about grade level curriculum, programs, field trips, expectations, and more. During 2021-2022, teachers reviewed this information via Zoom with families.
- ❖ **Behavior/Health Coach**- Anna Simulus is a certified Social Worker hired by WCPS to work with students demonstrating extreme behaviors. She is also a liaison for Infants and Toddlers for WCPS. She will be visiting families of at-risk students and this support will be a huge piece of making a smooth transition into school.

Component Three



A. Parent, Family, and Stakeholder Engagement

B. Strategies to Increase Parent & Family Engagement

Strategies to Increase Family Engagement- Title I

Buckingham Elementary School provides strategies to increase family engagement. The Title I Parent Advisory Committee (PAC) consisting of parents, teachers, the Title I Specialist, and principal developed a Title I Parent Engagement Plan and Compact to be presented to all parents throughout the year. Parents, teachers, principals, and other staff are encouraged to make additions and corrections to each of the Title I Plans. Additionally, parents have input into how Buckingham Elementary School is going to spend their Title I funds for parental engagement and materials of instruction.

The members of Parental Advisory Committee are as follows:

- Dr. Christina Welch, Principal
- Deshon Purnell, Assistant Principal
- Laura Arenella, CRT
- Staci Aperance, School Counselor
- Annette Waters, PreK-3 Teacher
- Karen Price, K Teacher
- Melissa Henderson, 1st Grade Teacher
- Amanda Hammond, 2nd Grade Teacher
- Elizabeth Masters, 3rd Grade Teacher
- Caitlin Bunting, School Librarian
- Karen Conner, EL Teacher
- Etta Murray, Educational Assistant
- Donna Pellingier, President of PTA and Parent of student with IEP
- Michelle McGowan, Parent and PTA Treasurer
- Audrey Windsor, Parent
- Emily Vocke, Parent
- Maggie Sweeney, Parent
- Amy Walker, Parent
- Rebecca Mulbah, Parent
- Tiasha Collick, Parent
- Bryauna Menafee, Parent

PAC Meeting Dates

- ❖ January 20, 2022
- ❖ June 30, 2022

Surveys

- ❖ Parents were surveyed for feedback on the 2020-2021 Title I Compact, Plan, and Budgets at BES. We sent home a link via Dojo and also sent home paper copies with copies of each of the documents. We had minimal return and unanimous approval.

Title I Documents Parent Feedback Form

2020-2021

I have reviewed the School/Family/Student Compact and would like to make the following suggestions/comments:

- *Easy to read and do.*
- *Love how BES keeps striving for their students.*

I have reviewed the Parent and Family Engagement Plan and would like to make the following suggestions/comments:

- *I like all that I read and as a family we are ready to contribute in the Family Engagement Plan.*
- *I love how Title I supports our families.*
- *BES is a great school and everything I read is so true about this school.*

I have reviewed the Parent and Family Engagement Budget and would like to make the following suggestions/comments:

- *I am sad we haven't had any events yet but hope we get to have some in the spring.*

I have reviewed the Materials of Instruction Budget and would like to make the following suggestions/comments:

- *So many exciting new things!*
- *Thank you all*

22 I have reviewed and approve of all the above Title I documents.

Parent/Guardian's name (optional)/ phone or email

Comments can also be submitted at any time via the BES website,
www.buckinghamelementary.com, or to Principal Dr. Christina Welch at
cjwelch@worcesterk12.org or by calling the school at 410-632-5300
Thank you for your time!

Involvement of Teachers, Principal, and other School Staff in Development of Schoolwide Plan

The following documentation from our School Improvement Implementation Team Meeting demonstrates a collaborative effort of all stakeholders.



Buckingham Elementary School

100 Buckingham Road
Berlin, Maryland 21811
Phone: 410-632-5300
Fax: 410-632-5309
buckinghamelementary.com


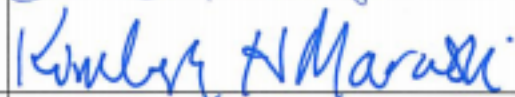
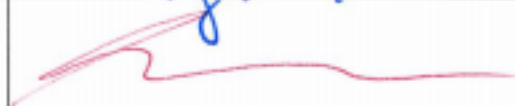

Dr. Christina Welch
Principal

Deshon Purnell
Assistant Principal

Post - BES School Improvement Planning Team Sign In

June 29 & 30, 2020

Name	Role	Signature
Dr. Christina Welch	Principal	<i>Christina Welch</i>
Deshon Purnell	Assistant Principal/Discipline Team Leader	<i>Deshon Purnell</i>
Laura Arenella	Curriculum Resource Teacher/Title I Specialist	<i>Laura Arenella</i>
Staci Aperance	School Counselor/Physical & Social Emotional Team Leader	<i>Staci A. Aperance</i>
Ramona Smith	Internal Coordinator/Resource Teacher	<i>R. Smith</i>
Alison Giska	Literacy Instructional Coach/Literacy Team Leader	<i>A. Giska</i>
Amanda Hammond	Grade 3 Teacher/Literacy Team Leader	<i>Amanda Hammond</i>
Julie Hanenfeld	Mathematics Instructional Coach/Mathematics Team Leader	<i>Julie Hanenfeld</i>
Susan Gray	Grade 3 Teacher/Mathematics Team Leader	<i>Susan Gray</i>
Tanya Call	Kindergarten Teacher/Flip2FutureReady Team Leader	<i>Tanya Call</i>
Stacey Bredenberg	Grade 1 Teacher/Flip2FutureReady Team Leader	<i>SE Bredenberg</i>

Caitlin Bunting	School Librarian/Communication Team Leader	
Kimberly Marowski	Kindergarten Teacher/Communication Team Leader	
Jenna Ashcraft	Kindergarten Special Education Teacher/Discipline Team Leader	
Elizabeth Glover	Grade 1 & 2 Resource Teacher/ Physical & Social Emotional Team Leader	
Angela Paris	Coordinator of Adult Ed. & ESL/Central Office BES SIP Member	
Amy Gallagher	Coordinator of Accountability & Assessment/Central Office BES SIP Member	



Buckingham Elementary School

100 Buckingham Road
Berlin, Maryland 21811
Phone: 410-632-5300
Fax: 410-632-5309
BuckinghamElementary.com
Assistant Principal

Dr. Christina Welch
Principal

Deshon Purnell

School Improvement Team Committee

June 29 & 30, 2020

Spend 1 hour prior to the meeting reviewing materials that internal coordinators have sent you which include the new WCPS School Improvement Guide, school-wide data, and Title I MOI Budget.

June 29, 2020- Synchronous

10:00-12:00

- Welcome Icebreaker & Sign In
- Data Dive and Analysis
- School Improvement Template
 - Answer Questions on New Format of Plan in 365- Deshon
 - Whole Group Triangle Technique Activity- Literacy and Math
 - Data Review- Laura
 - Root Cause Analysis- Chris
 - Divide into two groups for two additional plans
 - Review Data
 - Root Cause Analysis

Lunch Break- 12:00-1:00

1:00-3:00

- Review MOI Budget
- Review expectations for Asynchronous Planning
- Begin to Craft SMART Goal for Individual Plans

June 30, 2020- Asynchronous

- Finalize SMART Goal for Individual Plans and draft action steps by July 7, 2020
- Team members will provide feedback on all plans by July 24, 2020
- Evaluation

Mail - Laura
Word

File Home Insert Layout References Review View Help Open in Desktop App Tell me what you want to do Editing Share Comments

Baskerville 12 A A B I U Styles Find Dictate Editor

Teacher Input
Title I MOT

RS KTM

Title I Materials for Instruction- 2020/21

School: Buckingham Elementary School

You are screen sharing Stop Share

Based on your Comprehensive Needs Assessment and in consultation with stakeholders
Request for spending our Title I funds:

Materials of Instruction

Request # (please place your requests in order of priority)	Resource Materials (please be specific about the number of items you want)	Planned Use and Connection to Your Comprehensive Needs Assessment- Please be specific- citing correlation with your Needs Assessment.	Itemized Use of Spending (with shipping and handling)	Approved or Denied
1	Class Set of ARC 100 Book Challenge Materials for Additional Classroom in Grade 4	As enrollment increases, our Superintendent has requested that BES add additional classrooms to decrease class size to proactively address the behavior and social emotional health of our students. The ARC materials are part of our Core Instructional program, and therefore support our Academic Achievement: Literacy School Improvement Plan. Additionally, Family Engagement naturally occurs due to the interactive nature of highly	ARC 100 Book Challenge Benchmark Set Total: \$3,750.00	

Teacher Approval (Initials)

Zoom chat School Improvement Meeting June 29, 2020

BSP MK

Ala HUKA

Page 1 of 5 1,345 words English (U.S.) 100% Give Feedback to Microsoft

ID	I learned about the School Improvement Process structure for the 2020-2021 school year.	My input was valued as a member of the School Improvement Planning Team.	I understand the direction of my Action Team and feel comfortable leading my colleagues this year.	This was a valuable use of my time and will lead to increased student achievement.	Do you have any additional feedback, comments, questions, or concerns?
1	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Great first virtual SIP meeting! Very informative. Doing the root cause analysis together was very beneficial. I also liked that we were mixed together for the second half of the activities.
2	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Great day. Loved hearing everyone's ideas and collaborating to improve our school.
3	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Organized and engaging. Thanks for a great meeting.
4	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	
5	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Love the format of the meeting. It allowed all members to participate who may not have been able to otherwise. Great discussions! I always love hearing the ideas of others.
6	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Productive day, thank you!
7	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	
8	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	The meeting was purposeful, time was used in a constructive way, all voices were heard, in spite of not being in the same space, it still felt very collaborative
9	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	
10	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	I was worried about how this was going to work virtually, but I think it went really well. It was structured and organized and I feel we got a lot accomplished. Missed "seeing" everyone in person! We have a great team.
11	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	I surprisingly liked the online format. I also liked the breakout rooms being a mix of people and not just people assigned to that section. Well done team
12	Strongly Agree	Strongly Agree	Agree	Strongly Agree	I learned so much about SIP this year with this format. Thank you so much!
13	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Good day!

Title I Professional Development for Parents

Professional Development Activity/Person Responsible	Outcome Linked to Comprehensive Needs Assessment	Date/ Time	Follow up, Evaluation, and How Effectiveness Will be Determined
Title I Annual Meeting and Virtual Back to School Night Laura Arenella (CRT) and Classroom Teachers	This evening is dedicated to informing all families about curriculum and grade level expectations academic achievement. Building family capacity is aligned to our Comprehensive Needs Assessment	September 14, 15, 16, 2021	An evaluation will be provided via ClassDojo to receive feedback from parents and determine the effectiveness of the evening's presentations.
Coach Crate Ali Giska & Laura Arenella	Families will participate in a book club that meets three times to discuss the book "How to Raise a Reader." Families will discuss three important sections about how to support Elementary Students. This supports our Comprehensive Needs Assessment in the area of Academics: Literacy in regard to comprehension and vocabulary.	September 30, 2021 October 28, 2021 November 30, 2021	Evaluations will be provided for each part of the three-part series. Adjustments will be made accordingly. Effectiveness will be determined by the feedback on the evaluations, and future family participation in literacy events.
"Back to Basics" American Education Week Classroom Teachers	This supports our Comprehensive Needs Assessment in regard to Academics: Mathematics. Families will learn about current grade level standards and instruction and also receive a set of flashcards that correspond to grade level fact fluency for practice and support at home.	PreK/K- November 15, 2021 Grade 1- November 16, 2021 Grade 2- November 17, 2021	An evaluation will be completed by families at the conclusion of the event. Families will have an opportunity to follow up on their child's learning by practicing and supporting fluency through the use of grade level math fact flashcards. Effectiveness will be determined by an increase in fact fluency for students.

		Grade 3- November 18, 2021	
		Grade 4- November 19, 2021	
<p>One School, One Book Kick Off</p> <p>Laura Arenella, Curriculum Resource Teacher</p> <p>&</p> <p>Literacy School Improvement Team</p>	<p>This supports our Comprehensive Needs Assessment in the area of Literacy comprehension. This event will encompass a month of nightly family read-alouds in our Community Book Club, with daily comprehension practice.</p>	<p>January 10, 2022</p> <p>3:30</p>	<p>An evaluation will be completed at the conclusion of the month long book club. Effectiveness will be determined by the number of families participating in the One School, One Book daily trivia and the final evaluation.</p>
<p>Science Night</p> <p>L. Arenella</p>	<p>This Parent Engagement event was requested by parents during our July 2021 PAC meeting. Students will receive a weather kit used to study and observe weather using a variety of tools. This support academics in the areas of science and math.</p>	<p>February 23, 2022</p>	<p>An evaluation will be provided at the conclusion of this event. Effectiveness will be determined based on feedback from the participants and student work products.</p>
<p>Math BINGO Night</p> <p>L. Arenella (CRT), J. Hananfeld (Math Instructional Coach), and Classroom Teachers</p>	<p>This supports our Comprehensive Needs Assessment in regard to Mathematics. Parents will engage in a virtual workshop about grade level math concepts and then engage with their child in standards aligned BINGO.</p>	<p>March 16, 2022</p> <p>5:00-7:00</p>	<p>An evaluation will be completed at the conclusion of the workshop. Effectiveness will be determined by the number of families participating in the workshop and their increased feedback about what they learned. Teachers will continue follow-up building of capacity through ClassDojo posts about math instruction.</p>
<p>National Night Out</p> <p>BES Faculty and Staff</p>	<p>This supports our Title I Family Engagement Plan. Teachers and faculty will meet families at the park in the summer to</p>	<p>August 2, 2022</p>	<p>An evaluation will be conducted at the event and on ClassDojo. Effectiveness will be determined by the number of</p>

	strengthen relationships and remind families to continue learning over the summer. Learning backpacks, books, and more will be provided to families.	5:00-7:00	participants and a decrease in "summer slide."
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***Additional Parent Workshops (Not funded by Title I)**

Mental Health Expo, College and Career Fair

To better serve our families at Buckingham Elementary School, the following services are available:

- ❖ Translation and Interpretation services – This includes translating documents such as the school compact and on-site interpretation services for parent/teacher conference. This service is paid for with Title I funds.
- ❖ Transportation services – In order to bring families to Buckingham Elementary School, transportation can be offered to families in need. This service is paid for with Title I funds.
- ❖ Childcare- When families enter the building for a variety of events (conferences, Parent & Family Engagement Events), childcare is provided for students and siblings so that parents can be fully present for the event.
- ❖ Annual IEP meetings – For students receiving Special Education services, annual IEP meetings are held by the student's case manager to inform families of their rights and to discuss goals for the student. Interpreters are available if needed.

Additionally, the following documents are included regarding strategies to increase parental engagement:

- ❖ Buckingham Elementary School Title I Parent Engagement Budget
- ❖ Worcester County Title One Parent Engagement Plan
- ❖ Worcester County Public Schools Complaint Policy
- ❖ Buckingham Elementary School Title I Plan
- ❖ Buckingham Elementary School Title I Compact
- ❖ Sample of Title I Annual Meeting Agenda

Buckingham Elementary School Parent & Family Engagement Budget 2021-2022

	Buckingham Elementary		Total Amount Budgeted	01W0F				\$7,506.00			
							01W2F				
Event #	Activities/Materials	Planned Date	Planned Use/connection to need	Itemized List of Proposed Spending	Price Per	Quantity	Proposed Spend Item	Proposed Event Total	Grand Total Proposed Spending		
1	Annual Meeting & Back to School Night	September 14, 15, 16, 2021	At this virtual event families will learn all things Title I at BES in addition to grade level plans and expectations for the year. Teachers will Zoom with their grade levels to introduce curriculum, field trips, etc. This event takes place over 3 nights to accommodate families schedules and ensure families can attend all grade levels that apply to them. This supports the Comprehensive Needs Assessment in both areas of Academics.	Interpreter	\$20.00	6	\$120.00	\$120.00	\$120.00		
	Virtual Event						\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
2	AIEW- Back to Basics	11/15-19,2021	During American Education Week, families will learn about current grade level math standards from teachers. Families will also receive the corresponding Math Fact flashcards for their child to practice their facts at home. With unfinished learning due to CoVid, automaticity and fluency is an area where families will feel comfortable supporting their child(ren). This supports our Comprehensive Needs Assessment in the area of Academics: Mathematics.	Flashcards Or 1- Addition and Sub. Or 2- Addition and Sub. Or 3- Multiplication Or 4- Mult. and Div.	8.99	207	\$1,860.93	\$2,210.93	\$2,330.93		
	In-person event?			Stop and Repeat Banner (Used for families to take photos together and future Student of the Month, etc. PFE events.)	350	1	\$350.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
3	One School, One Book	Jan-22	One School, One Book is a month long book club. Every family (including faculty) in grades K-4 receives a copy of "The Littles" by John Peterson and a reading calendar. Parents are encouraged to read the book aloud to their child and complete one comprehension trivia question. The correct answer is reviewed on the announcements the following day, and one student with the correct answer from each grade level will be randomly selected to take a trip to our Book Vending Machine each day. This reflects our Comprehensive Needs Assessment in the area of Academic Achievement: Literacy with a spotlight on comprehension. This is one way we can reach out to parents and invite them to participate in their child's education from home. ClassDolo will be utilized to notify parents of all corresponding events.	Books	3	500	\$1,500.00	\$1,675.00	\$4,005.93		
	Asynchronous event			Book Series	35	5	\$175.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
							\$0.00				
4	January PAC Meeting	Jan-22	The Parent Advisory Committee will gather to review Title I Plans and policies, review the Parent Engagement (PE) budget and design PE activities. Breakfast will be served for a morning of work. This supports our Comprehensive Needs Assessment in the area of Academics.	Breakfast	5	20	\$100.00	\$100.00	\$4,105.93		
	In-person event						\$0.00				
							\$0.00				

5	Science Night	Feb-22	Selected families will be invited to participate in a Science Night where they will learn about Next Generation Science Standards about weather and then create their own home weather lab to track temperature, rain, and wind. This aligns to the Comprehensive Needs Assessment in the area of Academic Mathematics. Science Night was also requested by families at the July 2021 PAC Meeting.	Green Science Weather Station Kits	15	30	\$450.00	\$450.00	\$4,555.93
	In-Person and Asynchronous Event choice						\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
6	Annual Meeting & Math Bingo	Mar-22	Families will learn about all things Title I at HHS at the beginning of this event. Then families will participate in a Peardeck lesson that walks them through grade level content standards. Afterward, families will participate in a grade level aligned Math Bingo game. This event aligns to our Comprehensive Needs Assessment in the area of Academic Mathematics.	Fruit Snacks Game Markers (110 Pack)	24.99	1	\$24.99	\$456.41	\$5,012.34
	Virtual Event			Bingo Games	10	30	\$300.00		
				Kraft Take Home Bags (24)	12.99	8	\$103.92		
				Avery labels	27.5	1	\$27.50		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
7	July PAC Meeting	Jan-22	The Parent Advisory Committee will gather to review Title I Plans and policies, review the Parent Engagement (PE) budget, and design PE activities. Breakfast will be served for a morning of work. This supports our Comprehensive Needs Assessment in the area of Academics.	Breakfast	5	20	\$100.00	\$100.00	\$5,112.34
	In-person event						\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
							\$0.00		
8	Agendas	September 2022-2023	Student Planners/Agendas are one of the daily communication tools used by teachers to communicate with parents. Assignments, events, and notes can easily travel to and from home in a familiar mode. The Reading Log for Home Reading will also be included within the Agenda. This supports the Comprehensive Needs Assessment in the area of Academics.	Agendas/Planners	2.83	400	\$1,132.00	\$1,132.00	\$6,244.34
	Asynchronous						\$0.00		

9* Out of chronological order but did not want to mess up formula	Coach Crate Materials	September-November 2021	Families signed up in Spring of 2021 to be a part of a Buckingham YOUiversity Book Club series. Families will meet virtually and in-person to discuss chapters of "How to Raise a Reader," led by our Literacy Instructional Coach. This aligns to our Comprehensive Needs Assessment in the area of Academic Literacy.	Packaging (September and November) Medium Shipping Boxes (25)	35.99	2	\$71.98	\$1,155.48	\$7,399.82	
	In-person and virtual event			Dinner in September	8	40	\$320.00			
				Dinner in October	8	40	\$320.00			
				Dinner in November	8	40	\$320.00			
				Kid Home Craft (Sept and Nov) "Childcare"	5	20	\$100.00			
				Childcare (October)	11.75	2	\$23.50			
							\$0.00			
							\$0.00			
							\$0.00			
							\$0.00			
10	National Night Out	Aug-22	Fostering relationships with families and the community is an important part of supporting students academically. Teachers share resources with families to continue	Learning materials	2	50	\$100.00	\$100.00	\$7,499.82	
							\$0.00			



Title I

Parent & Family Engagement Plan

2021/2022

Worcester County Public School's Board of Education and Title I office plan and support program activities, trainings, communication, and all procedures for involving parents and families in Title I schools so that the implementation of the Title I program can be effective. Worcester County has adopted a Parent & Family Engagement Plan to support the goal of increasing Parent & Family Engagement and partnerships in the schools. This plan outlines the efforts to engage parents and families and build capacity for both parents/families and educators alike in forming a strong partnership to promote the educational goals that support high academic expectations.

To support this plan, Worcester County Public Schools' Title I Office will:

- 1. Engage parents and families in jointly revising the Title I Parent & Family Engagement Plan (annually and with the District Wide Parent Family Engagement Team). The Parent & Family Engagement Plan is a part of Worcester County's ESSA (Every Student Succeeds Act) Consolidated Strategic Plan.**
- Invite parents and families from each Title I school to review, provide feedback and suggestions, and revise the district-wide Parent & Family Engagement Plan**
- 2. Provide coordination and technical assistance to schools in planning and implementing effective parent and family engagement activities to improve student achievement and school performance.**
 - Participate in school level Parent Advisory Committee meetings twice a year. Plans are developed and reviewed at these meetings. Implementation is discussed.**
 - Participate in each school's School Improvement Advisory Committee meeting (September).**
 - Review plan and discuss evaluation methods of plan with CRTs/Title I Teachers and administrators (August).**
 - Hold monthly meetings with Curriculum Resource Teachers (CRTs)/Title I Teachers from each school and school administrators to support their efforts in the implementation of parent and family activities.**
 - Visit each school regularly to assure that their school level plans are being implemented and provide technical assistance as requested.**
- 3. Provide assistance to parents and families in understanding Maryland's academic content and student achievement standards, state and local assessments, Title I requirements, as well as how to monitor a child's progress and to work with educators to improve student achievement.**

- **Maintain and update the WCPS' website including information on state academic standards, achievement standards, achievement levels of each school, Title I, and state and local assessments.**
 - **Provide professional learning to staff on Maryland's academic content and student achievement standards, state and local assessments, and Title I requirements.**
 - **Include information about the standards, assessment, and achievement in each school's parent handbook (September).**
 - **Invite parents and families to attend state and local conferences (as appropriate).**
 - **Post copies of the county Parent & Family Engagement Plan on the district's and each school's web page for parents and families to view.**
 - **Insert a copy of the county Parent & Family Engagement Plan in each school's parent handbook.**
- 4. The Title I Office, in coordination with the CRTs/Title I Teachers, will provide materials and training to help parents and families work with their children to improve achievement.**
- **Annually conduct parent surveys to help identify and design workshops that encourage and support parent and family engagement.**
 - **On the school website, provide tips for parents and families on how to support student learning at home.**
 - **Conduct training sessions for school staff in supporting parents and families in helping their child with learning.**
 - **Offer parent and family outreach activities at various times that focus on parenting skills in the areas of reading, math, science, and technology. These activities will be conducted by school staff with the support of the Title I office, including parents and families of students with limited English proficiency, disabilities, and migratory status.**
- 5. Educate instructional staff in the contribution of parents and families and how to reach out and communicate with parents and families as equal partners.**
- **Each school's Parent Advisory Committee (PAC) will discuss ideas for faculty meetings and trainings that support communication and partnerships between parents, families and teachers.**
 - **CRTs/Title I Teachers will meet with school faculty to provide sessions related to parent and family engagement. Engage parents and families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.**
- 6. Coordinate and integrate Parent & Family Engagement programs and activities with other Federal, State, and local programs to support parents and families to participate in the education of their children.**
- **The District Title I Office serve on the Early Childhood Advisory Council (ECAC) and meet four times per year with all partners – Head Start, The Worcester County Health Department, Worcester County Library, child care providers, The Infant Toddler Program, Worcester County Adult Education Program, Worcester County Mental Health Program, Lower Shore Resource Center, and the Frog Tree Program Coordinator.**
 - **Meet after each Judy Center meeting with each school's CRT/Title I Teacher to determine the best way to coordinate efforts to reach all parents and families for training, literacy, nutrition, child development, and community services.**

7. **Provide written communication to parents and families, to the extent possible, in a language they can understand and format that they can access. Provide interpreters and translators whenever possible for meetings and written documents.**
8. **Provide funds for reasonable and necessary expenses related to parent and family engagement activities, including transportation and childcare, to enable parents and families to participate in school related meetings and training sessions.**
9. **Arrange-school meetings at a variety of times. Conduct-telephone conferences between teachers or other educators who work directly with participating children and parents and families who are unable to attend these conferences at school.**
10. **Utilize each school's Parent Advisory Committee (PAC) to provide advice on matters related to parent and family engagement activities including in the decision regarding how Title I Parent and Family Engagement funds are allotted.**

Worcester County Public Schools recognizes the importance of increasing the engagement of parents and families in the educational process. The partnership between educators and parents and families is critical to the success of every student. WCPS has included a goal in their ESSA Consolidated Strategic Plan devoted to increasing parent, family and community engagement. Annually we evaluate our program by conducting two parent surveys with all schools. The first survey, which is county generated, is designed to evaluate the effectiveness of our programs including barriers to participation and of parent priorities for the school system. The second survey in May, is centered on communication. This survey, SCOPE, is only administered every 4 to 5 years. Parents and families are asked to give us feedback about how the teachers, the schools, and the system communicate with parents and families about their child, assessment, achievement, opportunities, and all areas related to their child. Each school and the Title I office receives survey results to guide decisions for parent and family engagement plans and needed activities.

Worcester County Public Schools Parental & Family Engagement Policy

POL. I-C-4 Parent/Community Involvement

The Worcester County Board of Education recognizes that a child's education is a responsibility shared by the school, family, and community during the entire period the child participates in school. A mutually supportive relationship among home, school, and community contributes to the development of both the child and the community. Partnerships result in such sharing. To accomplish the mission of the Worcester County schools to successfully educate all students, the community, the schools, the parents and the students must work as cooperating knowledgeable partners.

The Worcester County Board of Education will support schools in their efforts to increase student achievement by helping them interpret the results of all assessments and to develop school improvement plans that incorporate parent/community involvement as a means for improving school performance.

Specifically, the school system will:

- A. Publicize its commitment to parent/community involvement in the schools;
- B. Recognize exemplary programs and practices related to parent and community involvement;
- C. Create an environment that is conducive to learning and supports strong comprehensive family involvement programs;
- D. Seek funding sources for the development, implementation and evaluation of programs;
- E. Disseminate information and research on parent and community involvement;
- F. Inform and involve parents in a variety of types and degrees while recognizing the diverse needs of families in the community;
- G. Provide programs that train parents in parenting skills and in assisting their children academically;
- H. Make parent involvement an integral part of the school improvement process;

- I. Encourage parents to become involved in their children's academic progress;
- J. Assist parents in learning techniques designed to assist their children in learning at home;
- K. Seek partnerships with interested businesses and service organizations.

Schools must develop innovative ways to involve and serve parents and other community members. Educators, parents, students, businesses, and other members of the community must assume joint responsibility for contributing to the fulfillment of the educational aspirations of children and adults. A community's investment in education is an investment in itself.

ADP. 8/02

POL. I-C-4

Notice to Parents

Federal law allows you to ask for certain information about your child's classroom teachers, and requires the school to give this information to you in a timely manner. Specifically, you have the right to ask for the following information:

- * Whether the Maryland State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- * Whether the Maryland State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- * The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of degrees.
- * Whether any teacher's aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive this information, please contact Dwayne Abt, Human Resources Department of Worcester County Public Schools at 410-632-5073.

Federal law also requires that each school develop a school improvement plan. Each school also develops a school parent and family engagement policy/plan, the Title I program, and the school compact are shared at a meeting held in September in each Title I school. Additionally, copies of these will be sent to you throughout the school year. After you have looked over these documents, please feel free to contact the school if you want additional information or need some explanation. As a parent you have the right to question the school program by writing a dissenting statement about what you think should be handled differently. Your complaint would then be addressed following the Worcester County Complaint Policy and Procedure. If you have any questions about this policy, please contact Dwayne Abt Supervisor of Human Resources at 410-632-5073.

If you have any questions about any of these documents you can contact the school principals or, Denise Shorts, Chief Academic Officer PreK-8/Title I Coordinator at 410-632-5023.

VII-A-24 Complaint Policy for Grant Funded Programs

It is the policy of the Worcester County Public Schools that uniform procedures shall be used by the Central Office and local schools for managing complaints in the administration of state and federal programs.

It is also the policy of the Worcester County Public Schools that the complaint procedures shall be implemented whenever a complaint is received alleging that the Worcester County Public Schools or one of its subgrantees has violated a state or federal statute of regulation.

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PRO. VII.13 Complaint Procedure and Management: Grant Funded Programs

To establish procedures which provide a mechanism for the acceptance, review, investigation, and resolution of written complaints about Federal programs received by the Worcester County School Board. These procedures shall be implemented upon receipt of a written complaint alleging that the school system or school has violated a state or Federal statute or regulation.

A. Filing of Complaint

1. An organization or an individual may file a complaint with Worcester County Public Schools alleging that Worcester County Public Schools has violated a state or Federal statute or regulation that applies to a program supported by Federal funds. A complaint includes a request for review of a decision of the school system, but does not include a request for a due process hearing.
2. The complaint shall be in writing, addressed to the superintendent, and signed by the individual complainant or by an official or the complaining organization.
3. Each complaint shall contain:
 - a. A statement that the school system has violated a requirement of a Federal or state statute or regulation that apply to a program and
 - b. The facts upon which the statement is based.
4. The complaint may include a request to review a decision of a school, department or subgrantee.
5. Complainants whose allegations fail to meet the requirements will be notified of the additional information required to investigate or resolve this matter.

B. Receipt of Complaint

1. Complaints shall be received by the superintendent or designee. The complaint may be assigned to a person not name in the complaint.
2. Within 10 school business days of a receipt of a complaint, the complainant shall be notified in writing of:
 - a. The date of receipt of the complaint; and
 - b. The intent to investigate the complaint; and
 - c. The estimated date the complainant will be notified of the resolution, normally within 60 calendar days from the date of receipt of the complaint; and
 - d. The name and title of the individual investigating the complaint.
3. A school or department named in a complaint shall be provided with a copy of the complaint and letter of acknowledgement.

C. Investigation of Complaints

1. The superintendent or designee shall review and investigate the complaint as appropriate. Where necessary, and independent on-site investigation may be conducted.
2. If the superintendent determines that exceptional circumstances warrant an extension of time in excess of 60 days to investigate and resolve the matter, the complainant shall be so informed in writing with inclusion of the extended deadline date. Exceptional circumstances may include, but are not limited to, the complexity of the issues raised or the unavailability of key personnel.
3. Upon completion of the investigation, the superintendent shall review the findings to determine if there has been a violation of the applicable state or Federal statute or regulation and if corrective action is required.

D. Resolution of Complaint

1. The parties shall be informed in wiring if the resolution of the complaint, including:
 - a. If a violation of state or Federal statute or regulation was determined; and
 - b. Any action that will be taken, if applicable, in response to the complaint; and
 - c. Notice of the right of appeal the decision to the Board of Education.

2. A record of the complaint and supporting documents will be maintained in accordance with state and Federal regulations.

If you have questions, concerns or comments about the Title I program, or want additional information please contact:

Ms. Denise Shorts, Chief Academic Officer for Instruction: PreK-8/ District Title I Coordinator

Contact Number: 410-632-5025

DRShorts@worcesterk12.org

Chris Welch, Buckingham Elementary School Principal

Contact Number: 410-632-5305

CJWelch@worcesterk12.org

Laura Arenella, Buckingham Elementary School, Title I School Specialist

Contact Number: 410-632-5319

LAArenella@worcesterk12.org

Joshua Hamborsky, Pocomoke Elementary School Principal

Contact Number: 410-632-5135

JRHamborsky@worcesterk12.org

Lavonya Dashiell, Pocomoke Elementary School Title I Specialist

Contact Number: 410-632-5134

LJdashiell@worcesterk12.org

Matthew Record, Snow Hill Elementary School Principal

Contact Number: 410-632-5215

MXRecord@worcesterk12.org

Kelly Macomber, Snow Hill Elementary School Title I Specialist

Contact Number: 410-632-5210

KJMacomber@worcesterk12.org



Title I School Parent & Family Engagement Plan 2021-2022

Our goal is to build and develop a strong partnership between parents/guardians and Buckingham Elementary School. In order to accomplish this goal, The Parent Engagement team will meet and discuss our goals for the 2020-2021 school year. These goals will assist our students as they strive toward success in their educational journey.

We are committed to working together to provide the best education for all children at Buckingham Elementary School. As children enroll at school, we collaborate with Headstart and other preschool programs to create a smooth transition. Parents play an essential role in their child's education, and we value your input. The following goals will help us work together to meet the needs of our students and increase their achievement.

I. Parental Input

Provide parents with the opportunity to have input in the Parent Engagement Plan, the compact, and the budget.

- The Title I Parent Advisory Committee will meet in July and January of this year to develop, revise and improve the parent engagement plan, the parent-school compact, the budget, and the implementation and planning of all parent engagement activities.
- Title I Review Meetings are open to all parents and will be held in October and February at 11:30 AM, 2:30 PM, and 5:30 PM to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved.
- School Improvement Advisory Committee meets five times a year in September, October, November, February, and May. Parents are selected and invited to participate.
- Provide parents with a copy of the plan via the Student Handbook, school website, television display.
- Provide opportunities for parents to give input and suggestions through the use of evaluations, surveys, email, and at annual meetings.
- Develop a Parent Resource Center with PTA for families and with families to create a supportive space, both in person and virtually.

II. Workshops and Trainings

Provide faculty and staff with professional development about “Making Parents Partners in Their Child’s Education.” The focus is updated annually based on teacher and parent input. Provide training to help parents support the academic achievement of their child and to achieve a clear understanding of the Maryland College and Career Readiness Standards and assessments. Provide meaningful opportunities for parents to feel involved in their child’s learning and success.

- “Back to Basics” during American Education Week
- One School One Book, Community Book Club
- Math Bingo Night
- Science Night
- Parents will be given opportunities to play various roles within the school as Parent Volunteers

Accommodations for All Family Programs

- Multiple meeting dates and times for all workshops
- Interpreters as needed for families who speak English as a second language at home OR for parents/guardians who may have a hearing/speaking disability
- Childcare as needed
- Food where applicable
- Transportation for attending parent meetings or workshops only (Transportation concerns can be arranged only if a parent provides a written request within 48 hours of a specified meeting or workshop.)

III. Parent Communication

Provide timely information about Title I, the school, and student achievement to all parents in an understandable and uniform format and in a language that all parents can understand.

- ClassDojo, Flyers, School Messenger, BES Facebook page, and Twitter
- School website under Title I (Parent Feedback Form available)
- Parent/Teacher Conferences during October and February
- Parent Resource Center developed both in person and virtually
- Translation of materials for families of EL students
- Data reports will be shared with all parents in grades K-4 giving them a summary of the student's test scores and explanations of the interventions used to assist the child
- State assessment results letter to all parents
- Use of PowerSchool to access students grades throughout the year in grades 2-4
- Annual Title I and Parent Advisory Committee Meetings
- Parent Workshops

If the Parent and Family Engagement Plan is not satisfactory, please submit any comments on the lines below:



Buckingham Elementary School
Title I Compact 2021-2022

I promise to:	Students	Parents/Families	Teachers	Administration
Be Ready to Learn	<p>Take responsibility for my learning by actively participating in lessons.</p> <p>Ask questions when I don't understand something.</p> <p>Read 30 minutes every night.</p>	<p>Make sure my child is rested and at school by 8:50 with what they need. (glasses, prescribed medication, etc.)</p> <p>Participate and volunteer in my child's classroom as much as I can.</p> <p>Check my child's backpack, folder, and/or agenda each night.</p>	<p>Maintain a positive learning environment.</p> <p>Teach high-quality lessons that meet Maryland College and Career Readiness Standards (MDCCRS).</p> <p>Participate in professional development.</p>	<p>Establish a positive, safe learning environment so all children can learn.</p> <p>Implement a high-quality curriculum that meets MDCCRS.</p>
Expect the Best of Myself	<p>Be prepared to learn with a positive attitude.</p> <p>Show my best work.</p> <p>Use technology appropriately and respectfully.</p>	<p>Encourage age appropriate independence and responsibility.</p> <p>Monitor my child's time outside of school to ensure positive experiences.</p> <p>Support school's efforts to teach positive technology use.</p>	<p>Teach and model age appropriate independence and responsibility, including technology use.</p> <p>Be prepared to teach rigorous Maryland College and Career Readiness Standards (MDCCRS) each day.</p>	<p>Be prepared and ready to lead with a positive attitude.</p> <p>Model and support positive technology usage.</p>
Show Respect	<p>Communicate meaningfully with teachers and family.</p>	<p>Communicate with my child daily to show school matters to me.</p> <p>Continue frequent two-way, meaningful communication with my child's teacher about my child's progress.</p> <p>Attend parent-teacher conferences each term.</p>	<p>Keep daily communication with students.</p> <p>Continue frequent two-way, meaningful communication with families and students about the child's progress.</p> <p>Share compact and student progress during conferences.</p>	<p>Continue timely, two-way, meaningful communication with BES families in a language they can understand.</p> <p>Honor the needs of each individual family.</p> <p>Invite families to volunteer in their child's classroom.</p>
Together for Success at BES!				

Compact Agreement #1 Date _____

Principal _____

Teacher _____

Student _____

Parent _____

Compact Agreement #2 Date _____

Principal _____

Teacher _____

Student _____

Parent _____



Escuela primaria de Buckingham
Título I Compacto 2021-2022

Prometo a:	Estudiantes	Familia	Maestro	Administración
Estar listo para aprender	<p>Asumir la responsabilidad de mi aprendizaje participando activamente en las lecciones.</p> <p>Hacer preguntas cuando no entiendo algo.</p> <p>Leer 30 minutos todas las noches.</p>	<p>Asegúrese de que mi hijo esté descansado y en la escuela a las 8:50 con lo que necesite. (anteojos, medicación prescrita, etc.)</p> <p>Participe y sea voluntario en el salón de clases de mi hijo tanto como pueda.</p> <p>Revise la mochila, la carpeta y / o la agenda de mi hijo cada noche.</p>	<p>Mantenga un ambiente de aprendizaje positivo.</p> <p>Enseñe lecciones de alta calidad que cumplan con los Estándares de preparación profesional y universitaria de Maryland (MDCCRS).</p> <p>Participa en el desarrollo profesional.</p>	<p>Establezca un entorno de aprendizaje positivo y seguro para que todos los niños puedan aprender.</p> <p>Implementar un plan de estudios de alta calidad que cumpla con MDCCRS.</p>
Espere lo mejor de mí mismo	<p>Esté preparado para aprender con una actitud positiva.</p> <p>Muestra mi mejor trabajo.</p>	<p>Fomente la independencia apropiada para la edad y la responsabilidad (* en línea).</p> <p>Supervisar el tiempo de mi hijo fuera de la escuela para asegurar experiencias positivas.</p>	<p>Enseñar y modelar la independencia y responsabilidad apropiadas para su edad.</p> <p>Esté preparado para enseñar los rigurosos Estándares de Preparación para la Universidad y la Carrera de Maryland (MDCRSS) todos los días.</p>	<p>Esté preparado y listo para liderar con una actitud positiva.</p>
Muestra respeto	<p>Comunicarse de manera significativa con los maestros y la familia.</p>	<p>Comunicarme con mi hijo a diario para mostrarme los asuntos escolares.</p> <p>Continúe con una comunicación significativa y regular de dos vías con el maestro del niño.</p> <p>Asista a las conferencias de padres y maestros cada trimestre.</p>	<p>Continuar con una comunicación significativa y regular de dos vías con las familias y los estudiantes.</p> <p>Comparta el progreso del compacto y del estudiante durante las conferencias.</p>	<p>Continuar con la comunicación oportuna, bidireccional y significativa con las familias de BES.</p> <p>Honre las necesidades de cada familia individual.</p>

¡Juntos por el éxito en BES!

Acuerdo compacto #1 Fecha _____

Principal _____

Maestro _____

Estudiante _____

Familia _____

Acuerdo compacto#2 Fecha _____

Principal _____

Maestro _____

Estudiante _____

Familia _____

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Additional Strategies to Increase Parent & Family Engagement

Additionally, Buckingham Elementary School has a School Improvement Advisory Committee (SIAC) that meets to discuss issues impacting the school and to make decisions regarding important school matters. This committee, consisting of a diverse group of parents, meets at least five times per school year. Worcester County Board of Education recognizes that the public schools are an essential part of the communities in which they serve. The purpose of the committee is to facilitate better communication between the schools and these communities. The essential functions of the committee are as follows:

- ❖ To work with the school staff to cooperatively develop school goals
- ❖ To establish and maintain methods of improving the total school climate by promoting equity and positive human relations activities
- ❖ To provide broader recognition of historical and cultural contributions of all ethnic groups, while placing special emphasis on multicultural activities
- ❖ To make recommendations to the school principal as to the need for equipment, repairs, materials of instruction, and other improvements
- ❖ To promote the school and its educational activities within the community
- ❖ To foster and promote parent organizations within the school

The members of the 2021-2022 School Improvement Advisory Committee are as follows:

- ❖ Dr. Christina Welch, Principal
- ❖ Deshon Purnell, Assistant Principal
- ❖ Staci Aperance, School Counselor
- ❖ Laura Arenella, Curriculum Resource Teacher/Parent
- ❖ Marie Fontello, Educational Assistant/Parent
- ❖ Ashley Richardson, Parent
- ❖ Chuck Schramm, Parent
- ❖ Heather Collick, Parent
- ❖ Elvia Moreno-Rodriguez, Parent
- ❖ Kimberly Jackson, Parent
- ❖ Eric Mitchell, Parent
- ❖ Odilabeth Mendoza, Parent

SIAC Meeting Dates

- ❖ September 22, 2021
- ❖ October 26, 2021 (Joint SIAC with Northern Area Schools)
- ❖ January 25, 2022
- ❖ March 22, 2022
- ❖ April 20, 2022

Dr. Christina Welch
Principal
Deshon Purnell
Assistant Principal



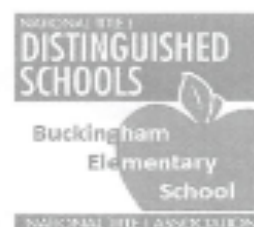
100 Buckingham Road
Berlin, Maryland 21811
Phone: 410-632-5300
Fax: 410-632-5309
buckinghamelementary.com

SIAC Agenda

1. Welcome/Celebrations
2. School Improvement
3. Questions/Concerns

- link attached for
reading prior
to meeting

Next Meeting Date: March 18, 2020 at 6:00 p.m.



BES SIAC Notes 1.21.21

Parent Feedback

- Curious about the demographics and other breakdown of the referrals last year
- Curious about behaviors in virtual environment
 - Engagement- not playing Xbox, having screens
 - Absenteeism- Student services supporting a small group of students
- Teachers have been amazing during virtual instruction. Happy to jump on Zoom again to help students. See comments on Facebook about poor communication at other schools, but very happy at BES.
- Student wanted to know about CARE Academy if going from virtual to in person. Blended just like school.

Community support has been important to our success.

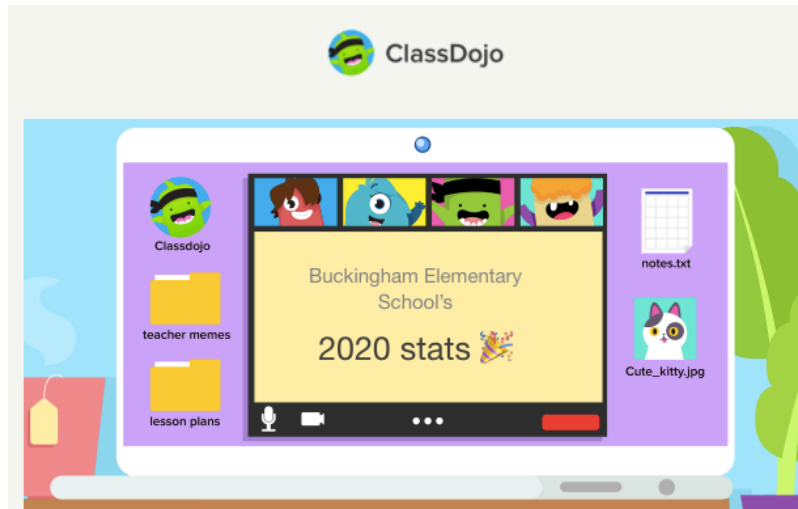
SIAC Sign In/Evaluation

BES School Improvement Advisory Committee Meeting January 21, 2021

Language	Name (First and Last)	Role	I have reviewed the BES 2020-2021 School Improvement Plan.	My input was welcomed and valued by the team.	The plan will lead to increased student achievement and child development.	This was a valuable use of my time.	Identify any barriers that you may have to participating in Parent and Family Engagement and other school events.	What specific needs do you have to help assist in the learning of your child(ren)?	Additional thoughts?
English (United States)	Staci Aperance	School Counselor	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree			
English (United States)	Marie Fontello	Parent	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	None	None	None
English (United States)	Laura Arenella	Teacher and Parent	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree			
English (United States)	Elvia Moreno	Parent	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Just that kids are getting really tire of this so is hard to help them to understand	nothing specific	I just this work and go beck sooner
English (United States)	Ashley Richardson	Parent	Agree	Strongly Agree	Strongly Agree				
English (United States)	Deshon Purnell	Administrator	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree			

Buckingham Elementary School also does the following to communicate with parents:

- ❖ Class Dojo- Class and schoolwide messaging app- utilized daily by teachers and admin (translates to a family's preferred language) This is our primary means of **daily** two-way communication between administrators, teachers, families, and even students. We can't say enough about how this has transformed on-going, positive and informative communication at BES!



**A special shout out to Mary Ann Moniodis
who sent 2442 messages 🎉**



25809
messages
sent home



2160
Story posts
shared




83
Student
portfolio posts



20903
feedback
points

Mrs. Hanenfeld
Buckingham Elementary School

Nov 17




Kindergarten Math Fun: Working with the Ten Frame
The ten frame is a great way to practice counting. Use small objects for counters.
Use your orange cards and your ten frame to practice your counting!
Have Fun!

Translation viewed by 1 parent

13 likes 300 views

Dr. Welch
Buckingham Elementary School

Nov 10



www.worcesterhealth.org
to schedule an appointment

*Pre-registration/parental consent REQUIRED for clinics during the school day.
Parent does not need to be present.

Buckingham Elementary School
Monday, 11/15/21
***1:30-3:30**

Pre-registration required.
Call 410-632-1100 ext. 2009 if you have questions or need assistance scheduling an appointment.

Last week's flu shots went so well here at BES, we have added another school-based clinic. Parents, you DO NOT need to be present for your child's flu shot to be administered. Register using this link: www.worcesterhealth.org.

Translation viewed by 2 parents

6 likes 359 views

Like Comment

- ❖ Sunday Night School Messenger- provides weekly reminders of upcoming events (also sent to Spanish speaking families in their native language)
- ❖ Facebook
- ❖ Twitter

- ❖ [School Website](#) – Informs parents of upcoming events and provides details about Title I at Buckingham Elementary School. Documents such as the school compact and Parent & Family Engagement Plan are included in both English and Spanish.
- ❖ Invitations – Families receive invitations for each family engagement event in both English and Spanish
- ❖ Robocalls – Sent out via text and voicemail from principal (also translated)
- ❖ Bulletin Boards – Communicate with parents regarding what students are learning in the classroom
- ❖ One School, One Book – Schoolwide book club where every student and staff member receives copies of the same book. Families read each night and work to answer a trivia question. This program involves a celebration that families are invited to attend. (Also sent in Spanish)
- ❖ School Sign- Important dates are posted.
- ❖ School Mailings-
- ❖ Parent information display- Relevant family support information is displayed in the front corridor of our school. Materials are available in native language when necessary.
- ❖ Recruitment of Parent Volunteers – Buckingham Elementary School has a coordinator of the volunteer program. Cait Bunting, our Media Specialist and Volunteer Coordinator, holds an orientation with volunteers in September. Volunteers do clerical work for teams and teachers in addition to working with students. Cait will also oversee the Sign-up online platform for volunteers to sign up for jobs. *(Not currently in place due to CoVid restrictions)*
- ❖ Awards Ceremony- At the end of the year families are invited to celebrate successes in areas like attendance, character, academics, and special areas. During our school closure, this continued virtually for families.
- ❖ Parent/Teacher Conference Nights – Parents are encouraged to become involved in the success of their children by providing them with individual student assessment results, including an interpretation of those results to parents who do not speak English. Translation services have been built into the District Title I Parent Engagement budget. It is also important to note that parents know they can request a conference at any time during the school year to discuss individual student achievement/assessment results.
 - October 7, 2021
 - February 2, 2022
 - April 21, 2022
- ❖ Title I Annual Reviews – Opportunities for parents to learn about Title I at Buckingham Elementary School. These meetings are held on Parent/Teacher Conference days and are offered at 9:00, 2:30, and 5:30 for convenience. An agenda detailing Title I Annual Reviews is included at the end of this section.
 - October 7, 2021
 - February 2, 2022

Component Four



***Coordination and Integration
of Federal, State, and Local
Services***

Integration of Federal, State, and Local Services

Buckingham Elementary School is a school-wide Title I School where approximately 51% percent of our students receive Free and Reduced Meals throughout the school year.

Staffing

Local monies fund a Title One Specialist and a Literacy Instructional Coach. A Reading Resource coach and a Math Instructional Coach are also funded through Title I funding.

Extended Day Services

At this time Before and After School Academies are funded locally.

Partnerships

In partnership with several local agencies, Buckingham Elementary strives to help connect parents with assistance which results in a successful partnership between parents/caregivers, the school, and the community.

Partnerships include:

Organization	Purpose of Partnership
Atlantic General Hospital	Collaborate on Health Literacy Lessons in Grades K-4
Berlin Activities Depot	Collaborates with BES to support virtual learning
Berlin Lions Club	Coordinates PreK/K Vision Screening Donates bikes as Holiday Gifts, food baskets
Berlin M.O.P.S.	Provides Christmas gifts for families
Berlin Police Department and Worcester County Sheriff's Department	Provide School Resource Officer and instruct DARE Lessons; Host National Night Out
Berlin Volunteer Fire Department	Teaches students about Fire Safety during Fire Prevention Week
Bluewater Development	Sponsor a family at Christmas and help deliver and distribute turkey dinners
Buckingham Presbyterian Church	Donates school supplies for Title I families Holiday donations
C.A.R.E. Academy Partners: 4H Ocean City Art League Maryland Coastal Bays Baked Desserts Nike Outlet	Extends students' experiences during C.A.R.E. Academy Provides a book for each student during the holidays (4H)
Carrabbas	Hosts fundraiser for school
Chesapeake Health	School-based Mental Health Provider
Child Find	Coordinates early screening for students with disabilities
Community Foundation	Provided grant for Bike Rodeo
Court Appointed Special Advocates (CASA)	Represents students and attend court on their behalf
Dairy Queen	Hosts fundraiser for school

Department of Natural Resources	Brings vehicles to Career Day to teach students about their line of work
Eastern Shore Oral Health and Judy Center	Dental Screening
Elks	Provides socks, underwear, and pajamas for students
Five Guys	Hosts fundraiser for school
Food Lion	Hosts Math Night
Friendship Church	Provides Christmas gifts for families
Head Start	Prepares students for PreK and K through educational program
Junior Achievement	Teaches students about local business in the community and early banking skills
King's Snow Cones	Donates time and snow cones for Bucky's BBQ and Boardwalk walk
Kiwanis	K Kids- teach service to the community
Maryland and Worcester County Dental Supplies	Provides fluoride "Swish" or Grades 1 and 2
Maryland Food Bank	Provides food supplies for families in need
Maryland State Troopers	Shop with a Cop
McDonalds	Provides Students of the Month with coupons Hosts McTeacher fundraising night
Ocean City/Berlin Optimist Club	Coordinates Fingerprinting for PreK and K students Funds Artists in Residence, and shirts for Student of the Month
Ocean City Young Professionals	Shopping Trip and breakfast with students in need at Christmas
OC Lioness Club	Donated book gifts to students during Book Fair; Money donation for school counseling program and gift cards for families
Outback	Hosted School Fundraiser Provides Gift Certificates for Student of the Month
Parent Teacher Association	Supports school for a variety of projects Funds One Grade, One Book Supports teacher appreciation
SonRise Church	Funds PBIS incentives, Field Day, weekend food bag program, food distribution to families during school closure
Staples	Donates school supplies
St. Luke's Church	Provides Christmas presents for students in need
St. Paul's Church	Provides Christmas gifts and food gift cards for families
Tidal Health	Provides Christmas gifts for families
University of Maryland Extension	Maryland SNAP-ed, Bike Rodeo Staff (Curriculum) Provides Nutrition lessons to students in PreK-1
Verizon	Provides teachers with classroom supplies at the beginning of the year
Wal-Mart	Donates supplies and clothes to support our Title I families
Worcester Bar Association	Provides Turkeys for Thanksgiving Distribution

Worcester County Health Department	Coordinates Dental Screenings Provides Wellness Counseling (for enrolled students)
Worcester County Library-Berlin Branch	Partners with WCPS for the Early Literacy Initiative Grant to provide database for finding books on child's independent reading level; Partners with PreK for Raising a Reader program to transition from rotating library to public library
Worcester County Department of Social Services	Protects children in need and provide wrap-around services to students that need them
Worcester G.O.L.D.	Provides funds to families in need for paying bills and providing basic needs to their children
Worcester County Professional Firefighters Association	Provides coats through Operation Warm
Worcester Youth and Family Services	Provides Counseling to students (privately enrolled) Donate and provide school supplies

Braiding Funds to Maximize Impact

All federal, state, and local resources are used to support student achievement. These resources, including Title I monies, are allocated and budgeted based on needs from detailed assessment of data.

The Early Literacy Grant monies are utilized to purchase instructional materials, professional development, and parent engagement materials to support our Multi-Tiered System of Supports (RtI/Intervention) process.

Transition Meetings between Headstart and BES

Transition meetings are held at the end of each year between Headstart and Buckingham Elementary to help students from Headstart transition into Prekindergarten. These meetings are funded through an Early Childhood Grant. Due to CoVid, Headstart was closed for the majority of last school year. Only a few students attended Headstart that were not already enrolled at BES. With our new PreKindergarten Expansion Grant, even more students will be enrolling at Buckingham Elementary School instead of Headstart.



Buckingham Elementary School

100 Buckingham Road
Berlin, Maryland 21811
Phone: 410-632-5300
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buckinghamelementary.com

Dr. Christina Welch
Principal

Mr. Deshon Purnell
Assistant Principal

Transition Meeting:
Headstart, PreK-K: 8:30- 12:00
Tuesday, August 11, 2020

Meeting Objective: Teachers will collaborate by sharing pertinent information about students with a main focus on students' strengths, areas for improvement, and recommendations for Tier 3/entry back into school

1. Welcome/Opening/Norms-S. Apearance
2. Headstart-S. Brittingham and Team
3. PreK share with K
4. Wrap-up/documentation- L. Arenella

Suggested Checklist for sharing student information:

1. Student excels in...
2. Student is working on...
3. Involvement level with Distant Learning in the Spring
4. IEP/504?
5. Recommendation for Tier 3/need for early entry into school

Transition Meeting Evaluations				
ID	This meeting allowed for the sharing of pertinent information to increase student success as they move to a new grade level.	This meeting will lead to increased student achievement.	This was a valuable use of my professional time.	Any additional comments, suggestions, etc.
1	Strongly Agree	Strongly Agree	Strongly Agree	
2	Strongly Agree	Strongly Agree		
3	Strongly Agree	Strongly Agree	Strongly Agree	
4	Strongly Agree	Strongly Agree	Strongly Agree	Loved hearing from head start teachers!! Need to do this every year!! Thank you....always love to hear about next years students:)
5	Strongly Agree	Strongly Agree	Strongly Agree	I know "knocking out" the head start kids at once was good for time ... but I received

				different information from PreK before they were in front of Head Start. Just an opinion. I go with the flow regardless:)
6	Strongly Agree	Strongly Agree	Strongly Agree	
7	Strongly Agree	Strongly Agree	Strongly Agree	
8	Strongly Agree	Agree	Strongly Agree	Lovely to have HeadStart attend. I love it that they went first, so their opinions and insights were obviously valued. Timing was great. Always a valuable day!
9	Strongly Agree	Strongly Agree	Strongly Agree	Loved having head start
10	Strongly Agree	Strongly Agree	Strongly Agree	The meeting went very well. It was fantastic to have Head Start involved with the PreK and K transition meetings.
11	Strongly Agree	Strongly Agree	Strongly Agree	
12	Strongly Agree	Agree	Strongly Agree	I appreciate the background knowledge of my new students.
13	Strongly Agree	Strongly Agree	Strongly Agree	Always appreciate this opportunity. I love the norms we established. It certainly did make it an effective use of time. BES is the best!!!
14	Strongly Agree	Strongly Agree	Agree	
15	Strongly Agree	Strongly Agree	Strongly Agree	I always enjoy talking about my students to next year's teachers!! I think this is a very valuable meeting!!
16	Strongly Agree	Strongly Agree	Strongly Agree	
17	Strongly Agree	Strongly Agree	Strongly Agree	LOVE vertical articulation with other teachers!!!! and LOVE my BES PEEPS the most!!!
18	Strongly Agree	Strongly Agree	Strongly Agree	Thank you so much!!!! I really needed the social/emotional information a received!

CARES Act (tutoring), Early Literacy Initiative Grant, and After-school C.A.R.E. Academy Grants are all utilized in harmony to create a maximized, well-rounded, and supportive educational experience at BES.

Dr. Christina Welch

Principal

Deshon Purnell

Assistant Principal



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Attestation

VERIFICATION OF COMPLIANCE ATTESTATION

To Whom It May Concern:

In keeping with the requirement of the Every Student Succeeds Act (ESSA),

1. The principal of each school operating a program under 1114 (SW) or 1115 (TA) is required to attest annually in writing as to whether such school is in compliance with the requirements of this section.
2. Copies of attestations shall be maintained at each school operating a program under 1114 or 1115 and the main office of the LEA.
3. Shall be available to any member of the general public on request.

I hereby attest to the following:

Teachers

Yes No

☒ All teachers hired to this school since the enactment of the Every Student Succeeds Act (ESSA) and supported with Title I funds meet state standards for credentials and certification.

Paraprofessionals

☒ All paraprofessionals working in a program supported with Title I funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

☒ All paraprofessionals working in a program supported with Title I funds shall have:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instruction reading, writing, mathematics, or reading readiness, writing readiness and mathematics readiness.

☒ Paraprofessionals working in a program supported with Title I funds may be assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
 - Provide assistance in a computer laboratory;
 - Conduct parental involvement activities;
 - Provide support in a library or media center;
 - Act as a translator; or
 - Provide instructional services to students working under direct supervision of a teacher

Principal's Signature: Christina Welch

Date: 09-13-21



NATIONAL TITLE I DISTINGUISHED SCHOOLS