

Carrolltowne Elementary School
School Improvement Plan 2018-2019



School Vision / Mission

The mission of Carrolltowne Elementary School is to support and motivate students Pre-K through 5th grade to become confident and responsible learners.

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Improvement Goal-Needs Assessment Targets

1. **ELA:**

- All students PreK-1 will meet or exceed county and school percentages (from the 2017-18 school year) of students achieving the county target on all Spring 2019 county assessments.
- In grades 2-5, the percentage of students achieving an 80% or higher on the Spring 2019 CBA will increase by the following percentages, closing half the gap* based on data from the Spring 2018 CBA:

	Baseline - % of students scoring 80% or higher on the Spring 2018 CBA	Baseline - students scoring 70-79% on the Spring 2017 CBA	Goal - % of students scoring 80% or higher on the Spring 2019 CBA
2nd Grade	68%	10/72 students = 14% *for the incoming 2nd grade goal, we used assessed reading level from 1st grade and multiple years of data points from the 2nd grade Spring CBA*	75%
3rd Grade	70%	12/87 students = 14%	75%
4th Grade	70%	13/81 students = 16%	77%
5th Grade	82%	5/85 students = 6%	*78%

*To determine the 2019 goal and closing half the gap, data from students in the previous grade was used.

2. **Mathematics:** All students in grades pre-K to fifth will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.

School Needs Assessment – ELA

Numbers represent the percentages of students who met the mastery level

Pre-K

	PLA Letter ID Upper Case		PLA Letter ID Lower Case		PLA Concepts of Print		PLA Rhyme ID January Data (not given in May)		Matching Familiar Consonant		PLA Rhyme Supply (May Data-not given in Jan.)		PLA Initial Consonants The Same	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2016	84	87	78	87	94	94	76	75	88	87	76	75	85	75
Sp. 2017	82	71	78	71	95	92	54	31	88	86	77	64	80	71
Sp. 2018	82	85	79	85	96	100	53	53	88	100	77	85	83	92

Kindergarten

	High Frequency Words		Assessed Reading Level		PLA: Letter Sounds		PLA: Hearing Sounds in Words		PLA: DAPPA substitution		PLA: DAPPA deleting		CCPA: Closed Syllable	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2016	84	92	88	94	98	100	74	68	90	100	87	94	79	93
Sp. 2017	88	86	91	96	93	97	78	82	91	96	87	97	82	87
Sp. 2018	89	88	91	93	94	97	80	85	91	93	88	90	83	78

1st Grade

	High Frequency Words		Assessed Reading Level		Fluency		CCPA 2B (Closed syllables/ Digraphs) CCPA 2C (Cl. syll. / digraphs/ blends)		CCPA 2D (VCE) CCPA 2F (R-Controlled)		CCPA 2E (2 closed syllables)	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2016	78	63	81	74	76	75	91	91	79	76	80	77
Sp. 2017	82	89	83	80	81	85	92 2B – 96 2C - 93	92 2B – 95 2C - 93	80 2D – 90 2F - 80	91 2D – 93 2F - 81	81	96
Sp. 2018	79	91	81	95	79	85	2B – 95 2C – 92	2B – 98 2C - 95	2D – 87 2F – 76	2D – 92 2F - 83	78	83

2nd Grade

	Assessed Reading Level		Fluency		CCPA 2G (Vowel digraphs) CCPA 2H (Vowel diphthongs)		CCPA 2I (2 syllables) CCPA 2J (Multisyllabic)		CBA (70% expectation)		Scholastic Reading Inventory	
	County	CES	County	CES	County	CES	County	CES	County	CES	County	CES
Sp. 2016	79	84	81	85	86	88	70	71	73	71	62	68
Sp. 2017	82	87	80	89	87 2G – 94 2H - 88	98 2G – 99 2H - 98	70 2I – 76 2J - 73	80 2I – 82 2J - 80	81	75	67	72
Sp. 2018	83	92	84	94	2G – 94 2H - 88	2G – 99 2H - 90	2I – 80 2J – 77	2I – 87 2J – 80	72	68	72	86

3rd Grade

	Assessed Reading Level		CBA (70% expectation)		SRI	
	County	CES	County	CES	County	CES
Sp. 2016	87	90	75	82	73	81
Sp. 2017	87	90	77	79	72	68
	Assessed Reading Level		CBA (80% expectation)		SRI	
	County	CES	County	CES	County	CES
Sp. 2018	88	87	61	70	73	70

4th Grade

	CBA (70% expectation)		SRI	
	County	CES	County	CES
Sp. 2016	71	75	76	76
Sp. 2017	73	82	76	83
	CBA (80% expectation)		SRI	
	County	CES	County	CES
Sp. 2018	58	70	77	80

5th Grade

	CBA (70% expectation)		SRI	
	County	CES	County	CES
Sp. 2016	82	84	78	79
Sp. 2017	82	86	78	80
	CBA (80% expectation)		SRI	
	County	CES	County	CES
Sp. 2018	69	82	78	85

May 2018 – Percent of Students Meeting Standard (by Domain)

Grade	Overall		CC		OA		NBT		NF		MD		G	
	CCPS	CES	CCPS	CES	CCPS	CES	CCPS	CES	CCPS	CES	CCPS	CES	CCPS	CES
PK	86	86	84	93	77	71					94	93		
K	92	94	92	93	86	92	79	89			93	94	91	88
1	87	96			80	90	85	98			87	94	79	90
2	82	86			67	72	81	83			69	68	89	99
3	72	80			80	85	69	74	39	69	77	83	65	68
4	74	73			80	89	73	70	72	68	69	70	47	55
5	65	73			64	53	57	62	66	78	54	66		

Key:

CC = Counting and Cardinality

OA = Operations and Algebraic Thinking

NBT = Numbers in Base Ten

NF = Numbers as Fractions

MD = Measurement and Data

G = Geometry

School Improvement Goals – ELA, PreK-1

All students PreK-1 will meet or exceed county and school percentages (from the 2017-18 school year) of students achieving the county target on all Spring 2019 county assessments.

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Teachers will identify individual students in the "red" and "yellow" zone for grade-level Spring 2018 county assessments to determine needs for targeted interventions.	<ul style="list-style-type: none"> • identify students by Friday, September 28 • begin interventions in October • monitor interventions weekly through team Kidtalk 	<ul style="list-style-type: none"> • SMART Goals • Data reports provided through Lexia (1st grade?) • All County ELA Assessments (ex. assessed reading level)
All teachers will engage in professional development with <u>Reading Nonfiction</u>	monthly at Faculty Meetings (September -May)	<ul style="list-style-type: none"> • Assessed Reading Level (K&1) • weekly formative assessments for response to text (ex. from <u>Wonders</u> or teacher generated) orally OR in writing
Teachers will apply strategies, stances, and signposts from <u>Reading Nonfiction</u> in the classroom	daily	<ul style="list-style-type: none"> • Assessed Reading Level (K&1) • weekly formative assessments for response to text (ex. from <u>Wonders</u> or teacher generated) orally OR in writing
All teachers will engage in Lesson Study to collaboratively plan, implement, and reflect on application of concepts that are the focus of the School Improvement Plan (ex. areas of need based on county assessments such as phonics/Fundations, Reading Nonfiction, State Cite Explain).	3 times/year	<ul style="list-style-type: none"> • Teacher reflection and comfort with applying concepts (ex. survey) • County ELA Assessments
Teachers will model and students will use the format of State Cite Explain to provide students a framework for providing text evidence (verbally and in writing) and provide opportunities for peer and teacher feedback.	2 times/week, across all content areas	<ul style="list-style-type: none"> • Assessed Reading Level (K&1) • response to text using the State Cite Explain framework in the classroom - orally, in writing, with visuals, etc.
Grade level teams will identify a targeted nonfiction domain or ELA need based on County ELA data that will be addressed through professional development and lesson study.	Identify targeted domain by October 1	<ul style="list-style-type: none"> • County ELA Assessments

School Improvement Goals – ELA, Grades 2-5

In grades 2-5, the percentage of students achieving an 80% or higher on the Spring 2019 CBA will increase by the following percentages, closing half the gap based on data from the Spring 2018 CBA (see chart on p. 1 for specific goals for each grade level).

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<ul style="list-style-type: none"> In 2nd grade, teachers will identify individual students in the "red" and "yellow" zone based on grade-level Spring 2018 county assessments to determine needs for targeted interventions. In grades 3-5, teachers will identify individual students who achieved 70-79% on the Spring 2018 CBA to determine needs for targeted interventions (Lexia, comprehension interventions/LLI, etc.) 	<ul style="list-style-type: none"> identify students by Friday, September 28 begin interventions in October monitor interventions weekly through team Kidtalk 	<ul style="list-style-type: none"> SMART Goals Data reports provided through Lexia Assessed Reading Level Fall CBA Spring CBA
<p>All teachers will engage in professional development with <u>Reading Nonfiction</u></p>	<p>monthly at Faculty Meetings (September -May)</p>	<ul style="list-style-type: none"> Assessed Reading Level Fall CBA Spring CBA weekly formative assessments for response to text (ex. from <u>Wonders</u> or teacher generated)
<p>Teachers will apply strategies, stances, and signposts from <u>Reading Nonfiction</u> in the classroom</p>	<p>daily, as appropriate/when focused on nonfiction</p>	<ul style="list-style-type: none"> Assessed Reading Level Fall CBA Spring CBA weekly formative assessments for response to text (ex. from <u>Wonders</u> or teacher generated)
<p>All teachers will engage in Lesson Study to collaboratively plan, implement, and reflect on application of concepts that are the focus of the School Improvement Plan (Reading Nonfiction, State Cite Explain).</p>	<p>3 times/year</p>	<ul style="list-style-type: none"> Teacher reflection and comfort with applying concepts (ex. survey)
<p>Teachers will model and students will use the format of State Cite Explain to provide students a framework for providing text evidence (verbally and in writing) and provide opportunities for peer and teacher feedback.</p>	<p>3 times/week, across all content areas</p>	<ul style="list-style-type: none"> Assessed Reading Level Fall CBA Spring CBA student writing samples/use of framework in the classroom
<p>Teachers will provide an opportunity for students to practice with reading and responding to text online, including the use of multiple texts (ex. use of ConnectEd assigning text feature).</p>	<p>1 time/month</p>	<ul style="list-style-type: none"> Fall CBA Spring CBA PARCC electronic student responses to text

Grade level teams will identify a targeted nonfiction domain to address through professional development and lesson study.	Identify targeted domain by October 1	<ul style="list-style-type: none"> • Fall CBA • Spring CBA
----------------------------------------------------------------------------------------------------------------------------	---------------------------------------	------------------------------------------------------------------------------------

School Improvement Goals - Math

School Goal: All students in grades pre-K to fifth will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.

- 90% of pre-k students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.
- 95% of kindergarten students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.
- 97% of 1st grade students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.
- 90% of the 2nd grade students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.
- 83% of 3rd grade students will meet the county expectation of 80% mastery on CCPS May Benchmark Assessments.
- 80% of students in grade four will meet or exceed the county expectation of 80% mastery on CCPS May Benchmark Assessment.
- 80% of students in grade five will meet or exceed the county expectation of 80% mastery on CCPS May Benchmark Assessment.

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Teachers will organize math classrooms in order to encourage peer collaboration, student choice of math tools, use of math vocabulary, and student discourse starter phrases. Resources: <ul style="list-style-type: none"> • Interactive Math Word Wall ideas • Student discourse starters • Standards for Math Practice posters/cards 	By the End of Quarter 1	<ul style="list-style-type: none"> • Classroom walk-throughs and feedback
Teachers will choose high-quality math tasks to use with students at least once per week. <ul style="list-style-type: none"> • Task analysis rubric • Teacher role/student role task rubric • Task sources 	Weekly	<ul style="list-style-type: none"> • Task Analysis rubric • County Math Assessments
Teachers will plan questioning they will use to support/extend students as they work on math tasks to foster independence and perseverance.	Weekly	<ul style="list-style-type: none"> • County Math Assessments
Teachers will engage in professional development using the text <u>Intentional Talk</u> .	Faculty Meetings	<ul style="list-style-type: none"> • Teacher surveys
All teachers will engage in Lesson Study to collaboratively plan, implement, and reflect on application of concepts that are the focus of the School Improvement Plan (math tasks and student discourse).	3 times per year	<ul style="list-style-type: none"> • Teacher surveys • County Math Assessments
Teachers will use formative assessment strategies (Formative 5) to collect data during math tasks and use that data to plan instruction and influence flexible grouping.	Weekly	<ul style="list-style-type: none"> • County Math Assessments • Share formative data during Achievement Meetings
Teachers will incorporate writing into their instruction with math tasks through a variety of strategies, including: Closure, Reflection, Error Analysis, and Math Journals.	Weekly	<ul style="list-style-type: none"> • County Math Assessments/Writing Assessments

Grade level teams will identify a targeted domain to address through professional development and lesson study for math tasks.	Identify targeted domain by October 1	<ul style="list-style-type: none">• County Math Assessments (by domain)
--------------------------------------------------------------------------------------------------------------------------------	---------------------------------------	---------------------------------------------------------------------------------------