

**Cranberry Station Elementary School
School Improvement Plan
2018-2019**

School Mission/Vision

Mission:

Maximize learning for all students by providing meaningful instruction and challenging curriculum in a safe and nurturing environment.

***Prepare all students to be College and/or Career Ready
by Implementing the Common Core State Standards***

Vision:

Be a 21st century learning community where all students become creative and strategic thinkers. Students will work collaboratively and communicate effectively and efficiently.

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 Needs Assessment

Math

Percentage of students meeting standards in the content areas of Operations and Algebraic Thinking (OA) and Number in Base Ten (NBT):

	K	1	2	3	4	5
OA	86%	78%	83%	90%	79%	74%
NBT	78%	83%	82%	81%	82%	74%

While many grade levels have surpassed or are close to the county expectation of 80% or higher in the content areas above, we chose to continue this as a focus for the following reasons. These areas have been a focus for the past few years. However, we discussed the value in continuing to improve our instruction using these strategies due to the growth and success we have had to date. As time has been spent building these content areas, teachers are more comfortable, which in turn brings about greater success with the students. Additionally, when we looked at PARCC data, the modeling and reasoning pieces were weaker areas. Over one-third of our students performed poorly in both of those areas on the PARCC assessment. A lot of modeling occurs within the NBT standard and reasoning is needed for the OA standard to be successful. For these reasons, these two content areas will continue to be our focus this school year.

ELA

3 Year Average Trend Data Grades 2-5: Overall Comprehension <i>Students Scoring On or Above Grade on SRI & CBA in May</i>					
	Grade 2	Grade 3	Grade 4	Grade 5	School Avg.
SRI	66%	75%	74%	75%	73%
CBA(≥ 80%)	75%	66%	58%	61%	65%

3 Year Average Trend Data Grades 2-5: CBA Writing <i>Students Scoring On or Above Grade on County Writing Rubric in May</i>					
	Grade 2	Grade 3	Grade 4	Grade 5	School Avg.
Ideas	58%	55%	79%	81%	68%
Organization	54%	62%	79%	47%	61%

The average percentage of students scoring ≥ 80% for CBA is 65%. In addition, writing trend data for CBA indicate 32-38% of students not performing at standard. A review of this data and team discussions indicates a need to focus on student comprehension and development of comprehension ideas in writing by providing direct instruction in comprehension strategies with a continued focus on organization.

Behavior: Red Zone (6+ referrals): 2.8%; Yellow Zone (2-5 referrals): 3.7%; Green Zone (0-1 referrals): 93.5%. Data review indicates improvement in all zones compared to 16-17 performance. Continued direct teaching of social skills and self-regulation strategies while implementing a consistent, progressive response to student behaviors is intended to positively increase our “on track” (Green Zone) performance.

School Improvement Goal

1. By June 2019, 88% of K-5 students will demonstrate a score of 80% or above in the content areas of OA (operations and algebraic thinking) and NBT (numbers in base ten) as measured by End of Year CCPS math assessment.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>1.1 Bar Modeling will be used as one of the strategies to solve word problems.</p> <p>1.2 Each math teacher will implement Math Talk/Number Talk as a means to develop students' use of content vocabulary and mathematical practices.</p> <p>1.3 Math Teachers will receive differentiated Professional Development on bar modeling and Math Talk/Number Talks.</p>	<p>At least one time a week</p> <p>At least one time a week</p> <p>Monthly</p>	<ul style="list-style-type: none">• Increased academic success as measured by formative and summative mathematics assessments (i.e. unit assessments, Mid-Year and End of Year CCPS benchmark assessments)• Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.• Teachers will share progress and actions towards the goals through monthly meetings.

School Improvement Goal

1. By June 2019, 80% of students in K-5 will score a 2 or higher in Development of Ideas when responding to text, as measured by the CCPS writing rubric.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Teachers will explicitly model strategies for close reading and the use of evidence collection to support thinking from text using Notice and Note strategies.</p> <p>2.2 Teachers will receive Professional Development on Notice and Note strategies to use in reading/writing instruction.</p> <p>2.3 Teachers will receive differentiated Professional Development on the State, Cite and Explain process for responding to text.</p>	<p>At least one time a week</p> <p>Quarterly</p> <p>Monthly</p>	<ul style="list-style-type: none">• Increased academic success as measured by formative and summative assessments, (CBA, writing prompts, reader's notebook responses, content specific written responses, and Wonders Assessments resources)• Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.• Teachers will share progress and actions towards the goals through monthly team meetings.

School Improvement Goal

2. By June 2019, at least 95% of our students will have demonstrated “on-track” behaviors (Green Zone or 0 – 1 referral) across all settings as measured by Discipline System data analysis.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Each team will review and analyze Discipline Referral System data to strengthen and improve positive student behavior.</p> <p>3.2 All staff will continuously use the PBIS Matrix to directly teach and review expected “on-track” behaviors with a focus on personalizing it for the classroom culture.</p>	<p>Quarterly</p> <p>Daily</p>	<p>Increase green zone percentage</p> <p>PBIS data pyramid</p> <p>Decrease incidents of physical contact, classroom disruption, and disrespect.</p>