

Eldersburg School

**School Improvement Plan
2018-2019**

School Vision / Mission
<p>EES Vision</p> <p><i>Our vision is to work together to educate the whole child with high standards in a safe and nurturing environment.</i></p>
<p>EES Mission</p> <p><i>The mission of EES is to empower all our students to become <u>Respectful</u>, <u>Responsible</u> citizens who are <u>Ready</u> to succeed in the global community.</i></p>

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives
<p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> ➤ 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.
<p>Meet Each Student's Instructional Needs</p> <ul style="list-style-type: none"> ➤ 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.
<p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> ➤ 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.
<p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> ➤ 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

In the spring of 2018 each grade level team met to examine data from the 2017-2018 assessments given at their grade level. They identified areas of strength and needs in the area of Language Arts and Mathematics based on references from specific data points. The School Improvement Team then synthesized this information and looked for building wide trends. The data charts, goals and strategic actions described throughout this plan are the culmination of this work.

English/Language Arts Grade assessed reading levels continue to show evidence that most students at Eldersburg are reading at or above grade level. CBA data however reflects lower performance. Although average scores in grades 2-5 were all above 72%, this score is misleading since it is possible to score above 100%. When looking at the percent of students demonstrating mastery, the performance is much lower (54-75% of students meeting mastery). The SIT members analyzed content standards to identify areas of need. Students in third grade were below county average on answering referring explicitly to text. At grades 3-5 students were below county expectations on writing narratives, opinions and to inform/explain. A deficit was also seen in the use of conventions across all three grade levels.

Reading Assessed Reading Level(Assessed Reading Level/SRI) – 2017-2018

		Green			Yellow			Red		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
PreK	Jan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	May	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	Jan	86.7	93.6	86.4	12.0	6.4	6.8	1.3	0	6.8
	May	92.1	95.9	85	6.6	1.3	10	1.3	3.8	1.7
1 st	Jan	86.8	90.9	82.7	1.3	1.3	12.3	9.2	7.8	4.9
	May	88.3	89.6	91.5	2.6	2.6	1.2	9.1	7.8	7.3
2 nd	Jan	93.2	91.3	89.5	0	4.35	2.6	6.8	4.35	7.9
	May	93.2	89.0	88.3	0	4.1	5.2	6.8	5.5	6.5
3 rd	Jan	73.8	95.6	93.3	7.5	0	6.7	18.8	4.4	0
	May	73	79.5	94.5	6	2.7	0	21	16.4	5.5
4 th	Jan	85.7	83.1	87.3	3.9	6	1.4	10.4	10.8	11.3
	May	83	82.9	84.1	3	3.7	4.3	14	12.2	11.6
5 th	Jan	75.3	84.6	84.8	5.2	6.4	7.6	19.5	9	7.6
	May	77	83.75	84	5	6.25	8.6	18	7.5	7.4

CBA Assessment (grade level average score)

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2 nd	Fall		61.54	75.73	77.6	80
	Spring	65.0	80.49	82.4	88.0	87.5
3 rd	Fall	47.67	83.54	76.89	82.2	72.4
	Spring	58.5	77.22	84	87.3	77.5
4 th	Fall	40.66	62.20	81.97	84.0	72.1
	Spring	74.5	47.56	78	81.2	81.2
5 th	Fall	56.0	82.19	80.55	78.4	76.7
	Spring	54.5	83.33	84	85.6	81.3



CBA Assessments % of students meeting standard				
CBA Assessment Spring 2017			CBA 2017-2018	
			FALL	SPRING
	Met 70%	Met 80%		
2 nd Grade	86.3%	69.9%	55.8	74
3 rd Grade	90.3%	80.6%	38.4	54.2
4 th Grade	74.4%	59.8%	39.2	66.2
5 th Grade	86.3%	72.5%	54.3	60.5

PARCC ELA Performance by Grade and Performance Level									
% of students	Third			Fourth			Fifth		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Did Not Meet	4.9	8.3	1.4	3.9	2.4	1.4	3.8	2.5	1.2
Partially Met	13.4	8.3	16.4	9.2	7.3	9.9	17.5	8.8	9.9
Approaching	26.8	16.7	30.1	30.3	30.5	11.3	26.3	32.5	23.5
Met	46.3	62.5	47.9	43.4	43.9	52.1	43.8	51.3	61.7
Exceeds	8.5	4.2	4.1	13.2	15.9	25.4	8.8	5.0	3.7
Percentage Meeting or Exceeding Standard	54.9%	66.7%	52.0	56.6%	59.8%	77.5	52.5%	55.3%	65.4

Math

Scores on 2018 PARCC Math assessment yield that between 52.0-77.5% of students met or exceeded standards in math. This is an increase in grades 4 and 5 but a decrease in grade 3. Math benchmark data in grades Pre-K through 3 maintains consistency in percentage of students meeting mastery. These grades also exceed the county average for mastery. Our students in grades 4 and 5 meet the county performance level but are below the standard for mastery. Measures for content standards show no patterns of deficit across grade levels. The School Improvement Team discussed qualitative data seen through observation and analysis of student work. The team concluded that a refocus on the math practices have relevance across content standards. Specifically the team identified math practice standards 1 and 6 for emphasis in instruction. Standard 1 is “makes sense of problems and perseverance in solving them.” Practice 6 is “attend to precision”. These practices will facilitate students making the connection between their effort and achievement.

Math Assessment Benchmark Data (% meeting county standard)						
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pre K	Jan	88	88	100	94	100
	May	94	88	92	82	94
K	Jan	92	99	95	95	92
	May	90	93	88	93	95
1 st	Jan	94	96	99	97	94
	May	95	97	99	99	96



2 nd	Jan	85	87	87	94	86
	May	91	94	94	83	91
3 rd	Jan	83	96	91	96	95
	May	79	97	89	96	95
4 th	Jan	63	68	83	84	76
	May	63	72	86	81	75
5 th	Jan	68	89	50	77	69
	May	67	67	79	79	65

PARCC Math Performance by Grade and Performance Level									
% of Students:	Third			Fourth			Fifth		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Did Not Meet	0	4.2	0	1.3	3.7	2.8	6.3	0	0
Partially Met	6.1	1.4	5.5	5.3	6.1	7.0	8.8	5	7.4
Approaching	22.0	11.1	19.2	30.3	18.3	22.5	18.8	22.5	24.7
Met	53.7	47.2	52.1	60.5	64.6	57.7	52.5	62.5	55.6
Exceeds	18.3	36.1	23.3	2.6	7.3	9.9	13.8	10	12.3
Percentage Meeting or Exceeding Standard	72.0%	83.3%	75.3	63.2	71.9%	67.6	66.3%	73.5%	67.9



School Improvement Goals to Target Areas from Needs Assessment
<ol style="list-style-type: none"> 1. Students in grades Pre-K-5 will read and comprehend grade level text as measured by county assessments (Assessed reading level and/or SRI). 2. Students in grades K-5 will increase their proficiency in written expression as evidenced by scores using county rubrics. Writing will be for a range of purposes and across disciplines. 3. By May of 2019, grade levels Pre-K through 5 will increase the number of student meeting 80%, passing standard, on the CCPS end of year benchmark.

School Improvement Goal		
<ol style="list-style-type: none"> 1. Students in grades Pre-K-5 will increase their skills to read and comprehend grade level text as measured by county assessment (Assessed reading level and/or SRI). 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 First pass instruction of reading strategies in small groups will occur daily using MQI. Resources include Notice and Note, Strategies that Work, The Reading Strategies Book.	September- June	Evidence through classroom walkthroughs and observations as well as student progress data meetings.
1.2 Progress monitoring will occur at all grade levels using running records (K-2 all, 3-5 below grade level readers) to guide instructional decisions.	September- June	Monitoring of data at bi-weekly data and planning meetings. Evidence in observations and teacher conferences.
1.3 Teachers, administrators, resource teacher will meet twice monthly to analyze student data and determine areas for resource teacher support, PD support, and student intervention groups.	September- June	Monitoring of data and decisions during planning sessions.
1.4 Tiers of academic and behavioral interventions will be implemented to promote student success.	September- June	Interventions binders for teachers/student data binders. Interventions will be monitored through SST
1.5 Identified students will participate in Lexia intervention.	September - June	Evidence of fidelity of implementation and score progression.



School Improvement Goal		
2. Students in grades K-5 will increase their proficiency in written expression as evidenced by scores using county rubrics. Writing will be for a range of purposes and across disciplines.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Explicit writing instruction will occur daily in writing classrooms.	September-June	Evidence through classroom walkthroughs and observations as well as work samples shared at student progress data meetings.
2.2 County writing rubrics will be used to assess writing in all curricular areas. Teachers will explicitly teach the applicable rubrics.	September-June	Evidence through classroom walkthroughs and observations as well as through work samples shared at student progress data meetings.
2.3 Writing conferences will be held with individual students and small groups to review, revise, and edit writing.	September-June	Evidence through classroom walkthroughs and observations. Data recorded and presented at student progress data meetings.
2.4 Anchor papers will be utilized for all writing for students to understand the writing expectations.	September-June	Anchor papers displayed in classrooms
2.5 Teachers, administrators, resource teacher will meet twice monthly to analyze student data and determine areas for resource teacher support, PD support, and student intervention groups.	September-June	Meeting notes from data meetings, data from student interventions.

School Improvement Goal		
3. By May of 2019, grade levels Pre-K through 5 will increase the number of student meeting 80%, passing standard, on the CCPS end of year benchmark.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Teachers in all grades will use Number Talks at least two times per week during regular mathematics instruction.	September-June	Evidence during walkthroughs and observations and classroom photos. Team sharing of artifacts, pictures or videos during faculty meetings.
3.2 Teachers, administrators, resource teacher will meet twice monthly to analyze student data and determine areas for resource teacher support, PD support, and student intervention groups.	September-June	Meeting notes from data meetings, data from student interventions.



<p>3.3 Grade level teams will focus on Math Practices 1 and 6 1: Make sense of problems and persevere in solving them 6: Attend to precision</p>	<p>September-June</p>	<p>Walkthroughs, observations</p>
<p>3.4 Teachers will direct students to see and reflect on the correlation between effort and achievement</p>	<p>September-June</p>	<p>Student charts indicating student self-reflection of effort applied and assignment score- (time spent studying facts and fact fluency score)</p>
<p>3.5 Strategic daily review based on the data from previous year benchmarks and current data Pre-K-2 focus: Operations and algebraic thinking and Number and operations in Base Ten Grades 3-5 focus: Fractions, Measurement and Data</p>	<p>September - June</p>	<p>Walkthroughs, math binders section/ math notebook with problems recorded (week of problems per sheet)</p>