

**Ebb Valley Elementary School
School Improvement Plan
2018-2019**

School Vision / Mission
<p>Our Mission Statement: To safely and respectfully work together doing our very best each day.</p> <p>Our Vision: Ebb Valley is a results oriented community preparing learners to excel in an ever changing world.</p>

Carroll County Public Schools Vision 2019: 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.

2018-2019

School Improvement Goals to Target Areas from Needs Assessment
<ol style="list-style-type: none"> 1. ELA: Assessed reading level data indicates a need for targeted instruction on specific skills in Pre-K-1st grade. CBA data for grades 2-5 indicates a need for additional instruction in the areas of clarity and language and conventions. 2. Math: Math assessment data indicates that many students that are not achieving 80% on the summative math assessments (unit test and benchmarks). 3. Behavior: The discipline data for the 2017-2018 school year indicates 5 greatest areas of need (classroom, bus, cafeteria, playground, and hallway.) Classroom referrals totaled 428, bus totaled 141, cafeteria totaled 82, playground totaled 49, and hallway totaled 41 referrals. For the 2018-2019 school year, referrals will be reduced by 10% per area of need.



ELA Data				
Spring 2017 PREK	Spring 2018 PREK	%<county	Spring 2019 PREK	%<county
	Early Concepts of Print	3.3%	Early Concepts of Print	
Spring 2017 Kindergarten	Spring 2018 Kindergarten	%<county	Spring 2019 Kindergarten	%<county
	Hearing Sounds in Words	4.2	Hearing Sounds in Words	
	High Frequency Words	3.5	High Frequency Words	
Spring 2017 First Grade	Spring 2018 First Grade	%<county	Spring 2019 First Grade	%<county
Assessed Reading Level	Assessed Reading Level	2.0	Assessed Reading Level	
Fluency Rating Scale	Fluency Rating Scale	4.7	Fluency Rating Scale	
Spring 2017 Second Grade	Spring 2018 Second Grade	%<county	Spring 2019 Second Grade	%<county
Assessed Reading Level	Assessed Reading Level	7.7	Assessed Reading Level	
Spring 2017 Third Grade	Spring 2018 Third Grade	%<county	Spring 2019 Third Grade	%<county
CBA	CBA	3.0	CBA	
Spring 2017 Fourth Grade	Spring 2018 Fourth Grade	%<county	Spring 2019 Fourth Grade	%<county
CBA	CBA	3.1	CBA	
Spring 2017 Fifth Grade	Spring 2018 Fifth Grade	%<county	Spring 2019 Fifth Grade	%<county
CBA9	CBA	7.2	CBA	

2 nd Grade Opinion Writing (W.2.1)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	99%	91%	+8%	Clarity	89%	91%	-2%				
Language and Conventions	107%	98%	+9%	Language and Conventions	97%	99%	-2%				

3 rd Grade Opinion Writing (W.3.1)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	78%	94%	-16%	Clarity	93%	92%	+1%				
Language and Conventions	83%	101%	-18%	Language and Conventions	101%	100%	+1%				

3 RD Grade: Informative Writing (W.3.2)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	68%	87%	-19%	Clarity	83%	83%	+0%				
Language and Conventions	72%	96%	-24%	Language and Conventions	90%	97%	-7%				



4 th Grade: Opinion Writing (W.4.1)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	90%	96%	-6%	Clarity	88%	89%	-1%				
Language and Conventions	110%	108%	+2%	Language and Conventions	109%	102%	+7%				

5 th Grade: Opinion Writing (W.5.1)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	94%	97%	-3%	Clarity	97%	97%	+0%				
Language and Conventions	109%	110%	-1%	Language and Conventions	104%	107%	-3%				

5 th Grade: Narrative Writing (W.5.3)											
Spring 2017 CBA	EVE	CCPS	%<county	Spring 2018 CBA	EVE	CCPS	%<county	Spring 2019 CBA	EVE	CCPS	%<county
Clarity	97%	91%	+5%	Clarity	95%	92%	+3%				
Language and Conventions	115%	111%	+4%	Language and Conventions	106%	108%	-2%				

Math K-5 Goal: Percentage of students meeting or exceeding proficiency of 80% on the End of Year (EOY) math assessment								
Grade Level	EOY 2017 Ebb Valley	EOY 2017 County Average	EOY 2018 Ebb Valley	EOY 2018 County Average	MYA 2019 Ebb Valley	MYA 2019 County	EOY 2019 Ebb Valley	EOY 2019 County Average
K	90	91	96	92				
1	90	93	88	87				
2	85	82	84	82				
3	68	74	68	72				
4	81	74	83	74				
5	80	72	62	65				



School Improvement Goal 2018-2019		
#1 English Language Arts		
<p>Reading: Pre-K: The Percentage of students mastering the Concepts of Print assessment will meet or exceed the county average. K-5: The percentage of students mastering the assessed reading level will meet or exceed county average. 2-5: The percentage of students achieving 80% on the CBA will meet or exceed the county average.</p> <p>Writing: K-5: The percentage of students mastering the EOY expectations for language and conventions and clarity of writing as measured by the CCPS Writing Rubric will meet or exceed the county average.</p>		
Strategic Actions	Timeline	Measures of Success Desired Performance Level
<p>Reading Grades PreK-3: 1.1 Teachers will implement FUNdations resources with integrity daily and will administer and analyze unit assessments incorporated in FUNdations and CCPA to determine the areas of focus for second chance instruction.</p>	As outlined in FUNdations manual	FUNdations unit test achieve 80% or higher and mastery of grade appropriate CCPA tasks/ (Concepts of Print Assessment Pre-K)
<p>Grades K-1: 1.2 Teachers will provide explicit instruction and opportunities with high frequency words.</p>	Daily	
<p>Grades 2-5: 1.3 Teachers will provide explicit instruction and opportunities for students to read, analyze, synthesize, and respond to multiple texts (print and digital) using text evidence.</p>	Weekly	Formative and summative assessments (teacher observation, anecdotal notes, county high frequency words assessment. Formative and summative assessments (Wonders and CBA). A score of 80% or higher.
<p>Writing K-5: Grade K 1.4a Teachers will provide explicit instruction and opportunities for sentence writing.</p>	Daily	Students will score 80% or higher on formative assessments, teacher created assessments and rubrics.
<p>Grades 1-5: 1.4b Teachers will provide explicit instruction and opportunities for using language and conventions.</p>	Daily	Students will score 2 or 3 on county rubrics in the area of language and conventions.
<p>1.5 Teacher will provide explicit instruction and opportunities to improve clarity in writing.</p>	Daily	Students will score 2 or 3 on county rubrics in the area of clarity.
<p>Grades 2-5 1.6 Teachers will utilize the CCPS writing rubrics to explicitly teach, monitor student progress and reteach skills while students utilize the CCPS writing rubrics to monitor their own writing and peers writing.</p>	Weekly	Students will score 2 or 3 on county rubrics.



School Improvement Goal 2018-2019		
#2 Mathematics		
Math: The Percentage of students meeting or exceeding proficiency of 80% on the EOY math assessment will be equal to or greater than the county percentage of students meeting proficiency at each grade level.		
Strategic Actions	Timeline	Measures of Success Desired Performance Level
2.1 All K-2 classes will engage in weekly challenges that focus on operations and algebraic thinking. (visual model and equation)	1 time weekly	Student performance on the OA portions of the unit tests will be 80% or better. Teacher and students will use grade level formative rubric to monitor student understanding.
2.2 All K-2 classes will engage in one or more monthly mini lessons that focus on operations and algebraic thinking presented by the math specialist. (visual model and equation)	1 time monthly	Student performance on the OA portions of the unit tests will be 80% or better.
2.3 All 3-5 classes will engage in bi-monthly tasks that integrate multiple domains. (operations and algebraic thinking, fractions, measurement/data, geometry, and number and operations in base 10) These tasks will be written by teachers and the math specialist during collaborative planning to address current student needs.	2 times monthly	Students performance on domain specific (OA, NF, MD, G, NBT) portions of unit tests will be 80% or better. Teacher and students will use grade level formative rubric to monitor student understanding.



School Improvement Goal 2018-2019		
#3 Behavior		
<p>Behavior: The discipline data for the 2017-2018 school year indicates 5 greatest areas of need (classroom, bus, cafeteria, playground, and hallway). Classroom referrals totaled 428, bus totaled 141, cafeteria totaled 82, playground totaled 49, and hallway totaled 41 referrals. For the 2018-2019 school year, referrals will be reduced by 10% per area of need.</p>		
Strategic Actions	Timeline	Measures of Success Desired Performance Level
<p>3.1 PBIS Meetings Action Plan- During monthly PBIS Meetings, the team of teachers will review point sheet and discipline data. Write an action plan based on the data to decrease number of referrals in targeted area and/or increase number of monthly PBIS Point Sheets.</p>	Monthly	<p>A decrease in the number of referrals in targeted area and/or increase number of monthly PBIS Point Sheets.</p> <p>After each professional development training, staff will be able to identify new strategies to readily incorporate in their classrooms.</p>
<p>3.2 Professional Development</p> <ul style="list-style-type: none"> • Matrix routines and procedures • Opportunities to Respond • Pre-correcting expected behaviors • Employ Active Supervision 	Quarterly	