



## Friendship Valley Elementary School

### School Improvement Plan

2018-2019

#### School Vision / Mission

**Vision:** Our students will become respectful, responsible, independent thinkers and problem solvers who are prepared to adapt to a continuously changing world.

**Mission:** We are here to educate all students academically and socially, developing and supporting the whole child. We do that by using data, deliberate strategic planning and collaborative problem solving. We do this in partnership with students, teachers and parents.

#### 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

Grade Level	Content Standard	Percentage of students scoring 80% or above within each Content Standard
K	Operations and Algebraic Thinking	74%
	Number and Operations in Base 10	77%
1	Operations and Algebraic Thinking	77%
2	Operations and Algebraic Thinking	42%
		64%



	Number and Operations in Base 10	
3	Operations and Algebraic Thinking Number and Operations in Base 10 Number and Operations- Fractions	74% 53% 36%
4	Operations and Algebraic Thinking Number and Operations in Base 10	82% 66%
5	Operations and Algebraic Thinking Numbers and Operations- Fractions	86% 75%

Grade Level	PLA, CCPA, SRI, CBA	FVE Students Meeting Proficiency	County Students Meeting Proficiency
K	PLA: DAPPA- Substitute Initial Consonant PLA: DAPPA- Delete Initial Consonant PLA: Hearing Sounds in Words High Frequency Words CCPA 1: Short Vowel Sounds CCPA 1: Long Vowel Sounds CCPA 2A: Closed Syllables	83.3% 75.6% 65.4% 88.5% 79.5% 87.2% 60.3%	91.1% 88.4% 80.1% 89% 96.2% 95.5% 82.9%
1	2E: Two Syllables- Closed 2F: R-Controlled High Frequency Words Assessed Reading Level	66.2% 62.3% 62.3% 75.3%	78.4% 76.2% 79.3% 81.3%
2	CCPA 2G: Vowel Diagraphs CCPA 2H: Vowel Diphthongs CCPA 2I: Two Syllables CCPA: 2J Multisyllabic Assessed Reading Level Scholastic Reading Inventory Comprehension Benchmark Assessment	91.8% 76.7% 64.4% 54.8% 68.5% 53.4% 60.3%	94% 88.3% 80.1% 76.5% 83.3% 71.6% 71.6%
3	Comprehension Benchmark Assessment Scholastic Reading Inventory	70.0% 73.3%	61.3% 73.3%
4	Comprehension Benchmark Assessment (70% or higher) Scholastic Reading Inventory	63.7% 76.9%	58.3% 77.4%
5	Comprehension Benchmark Assessment Scholastic Reading Inventory	84.8% 74.2%	68.8% 77.7%



Grade Level	Green Zone < 1 Referral	Yellow Zone 2-5 Referrals	Red Zone Referrals 6 + Referrals
K-5	87.5%	6.5%	5.6%

**School Performance Level Summary: PARCC**

Grade Level	Student Group	% not meeting proficiency on ELA PARCC	% not meeting proficiency on Math PARCC
3	Hispanic (7)	57%	63%
	African-American (6)	84%	50%
	FARMs (16)	69%	64%
	IEP (11)	91%	86%
4	Hispanic (7)	86%	43%
	African-American (5)	80%	80%
	FARMs (20)	80%	60%
	IEP (6)	100%	100%
5	Hispanic (9)	55%	55%
	African-American (5)	40%	60%
	FARMs (12)	67%	67%
	IEP (4)	100%	75%

**School Improvement Goals to Target Areas from Needs Assessment**

1. During the 2018-2019 school year, all students in K-5 will increase their overall proficiency in reading as measured by grade level baseline data and measures for success/performance desired.
2. During the 2018-2019 school year, all students in grades K-5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.
3. During the 2018-2019 school year, FVE will increase the number of students in the green zone to 90%.
4. During the 2018-2019 school year, FVE will reduce the achievement gap among the highest and lowest performing student groups as measured by grade level baseline data and measures for success/performance desired.



School Improvement Goal						
1. During the 2018-2019 school year, all students in K-5 will increase their overall proficiency in reading as measured by grade level baseline data and measures for success/performance desired.						
Strategic Actions	Time Line	Measures of Success / Desired Performance Level				
1.1 Kindergarten- Second grade teachers will use Foundations to teach explicit instruction on all PLA skills 15-20 mins per day 5 days per week.	Daily	PLA Kindergarten	June 2018	Sept. 2018	Jan. 2019	Goal May 2019
		Delete Initial sounds	76%			86%
		Hearing Sounds	65.4%			75%
		Short Vowels	79.5%			89%
		Closed Syllables	60.3%			70%
<ul style="list-style-type: none"> <li>• Weekly walk-throughs focused on feedback related to phonics instruction</li> <li>• PLA/CCPA data</li> <li>• Weekly data meetings</li> <li>• Rigorous, aligned SLOs</li> </ul>						
1.2 Kindergarten-Second grade teachers will use MQI to plan whole group and differentiated, guided reading lessons incorporating Foundations skills and concepts.	Daily					
1.3 Kindergarten teachers will assess student mastery of PLA concepts through weekly formative assessments.	Weekly					
1.4 Kindergarten-Second grade teachers will participate in weekly data meetings with administration and the reading specialist to monitor progress and plan for students.	Weekly					



1.5 First- Second grade teachers will assess student mastery of CCPA concepts and High Frequency words through weekly formative assessments.

On-going

1.6 Instructional assistants will implement teacher-planned HFW lessons during reading group rotations.

On-going

CCPA First Grade	May 2018	Jan. 2019	Goal May 2019
2E- 2 syllable	66.2%		77%
2F-R Controlled	62.3%		72%
HFW	62.3%		80%

CCPA Second Grade	May 2018	Jan. 2019	Goal May 2019
2H Vowel Diphthongs	76.7%		86%
2I 2 Syllables	64.4%		75%
2J Multisyllabic	54.8%		70%
SRI	53.5%		70%
CBA	60.3%		70%



1.7 Third- Fifth grade teachers will participate in professional development related to Notice and Note comprehension strategies.

1.8 Third-Fifth grade teachers will implement MQI to plan whole and small group lessons.

1.9 Third-Fifth grade teachers will participate in weekly data meetings with administration and the reading specialist to develop formative assessments and monitor progress.

On-going

Assessment	May 2018	Jan. 2019	Goal May 2019
Third Grade			
CBA	75.6%		86%
SRI	73.3%		83%
PARCC ELA	55%		70%

Daily

Weekly

Assessment	May 2018	Jan. 2019	Goal May 2019
4 <sup>th</sup> Grade			
CBA	63.7%		74%
SRI	76.9%		87%
PARCC ELA	43%		70%

Assessment	May 2018	Jan. 2019	Goal May 2019
5 <sup>th</sup> Grade			
CBA	84.8%		90%
SRI	74.2%		84%
PARCC ELA	50%		70%



School Improvement Goal						
2. During the 2018-2019 school year, all students in grades K-5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.						
Strategic Actions	Time Line	Measures of Success / Desired Performance Level				
2.1 . Kindergarten teachers will explicitly teach, create formative assessments, and monitor progress on writing an equation to match teen number <b>(NBT)</b> , counting starting at a number besides one <b>(CC)</b> and fact fluency <b>(OA)</b> .	On-going					
		Grade	Jan.	May	Goal Jan.	Goal May
		K	87%	87%	90%	90%
		1	82%	81%	85%	85%
		2	72%	57%	80%	75%
		3	69%	64%	75%	75%
		4	59%	79%	75%	80%
		5	78%	73%	80%	80%



<p>2.2 First grade teachers will explicitly teach, create formative assessments, and monitor progress on completing an equation <b>(OA)</b> and “how many more” word problems <b>(OA)</b>.</p>	<p>On-going</p>	
<p>2.3 Second grade teachers will explicitly teach, create formative assessments and monitor progress on word problems related to fewer <b>(OA)</b> and solving three digit subtraction problems <b>(NBT)</b>.</p>	<p>On-going</p>	
<p>2.4 Third grade teachers will explicitly teach, create formative assessments, and monitor progress on fraction equivalence <b>(NF)</b> and multi-step word problems <b>(OA)</b>.</p>	<p>On-going</p>	
<p>2.5 Fourth grade teachers will explicitly teach, create formative assessments, and monitor progress on interpreting remainders (NBT), multi-step word problems <b>(OA)</b>, and word problems related to fractions <b>(NF)</b>.</p>	<p>On-going</p>	
<p>2.6 Fifth grade teachers will explicitly teach, create formative assessments, and monitor progress on writing expressions for statements (OA) and addition and subtraction of three fractions with different denominators (NF).</p>	<p>On-going</p>	
<p>2.7 Weekly data meetings with administration and math resource to analyze formative data and plan using MQI framework.</p>		





<b>School Improvement Goal</b>														
3. During the 2018-2019 school year, FVE will increase the number of students in the green zone to 90%.														
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>												
3.1 All teachers will utilize in-class break areas as a response to tier one behaviors.	Daily	<table border="1"> <thead> <tr> <th></th> <th>May 2018</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Green Zone</td> <td>87.9%</td> <td>90%</td> </tr> <tr> <td>Yellow Zone</td> <td>6.5%</td> <td>8%</td> </tr> <tr> <td>Red Zone</td> <td>5.6%</td> <td>2%</td> </tr> </tbody> </table>		May 2018	Goal	Green Zone	87.9%	90%	Yellow Zone	6.5%	8%	Red Zone	5.6%	2%
			May 2018	Goal										
		Green Zone	87.9%	90%										
		Yellow Zone	6.5%	8%										
Red Zone	5.6%	2%												
3.2 Students in red and yellow zones will have formal/informal behavior plans to address tier 1,2,3 behaviors.	Daily													
3.3 Staff will implement a school-wide behavior program to develop consistent behavioral expectations, responses, and interventions.	On-going													
3.4 Increased collaboration among general and special education teachers to review IEPs and BIPs to ensure appropriate programming.	On-going													
3.5 Professional development and implementation of the Model for Quality Instruction (MQI) to increase student engagement.	Monthly													



<b>School Improvement Goal</b>		
4. During the 2018-2019 school year, FVE will reduce the achievement gap among the highest and lowest performing student groups in grades 3-5, as measured by grade level baseline data and measures for success/performance desired.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
4.1 Staff PD for cultural proficiency	Monthly	Each student group identified in the needs assessment will increase the number of students meeting proficiency on ELA and Math PARCC by at least 25%.
4.2 Weekly data meetings focused on student group achievement data	Weekly	
4.3 Staff PD on MQI framework, specifically differentiated instruction	Monthly	
4.4 Implementation of a community advisory committee representing stake-holders from each student group	Monthly	