

**Hampstead Elementary School
School Improvement Plan
2018-2019**

School Vision / Mission
<p>Vision:</p> <p>To become a high achieving community of life-long learners who demonstrate strong character and independent thinking.</p> <p>Mission:</p> <p>The Hampstead Elementary School Community provides all students with a meaningful, engaging learning environment while recognizing diversity and striving for academic excellence.</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

➤ **2017-2018 Math Benchmark Data (grades PK-5)**

January and May CCPS Mathematics Benchmark Expectations are for all students, countywide to earn 80% on the assessments. After analysis of County and PARCC data we determined that students need to score 88% or higher on the May CCPS Mathematics Benchmark Assessment to obtain a score in which they meet or exceed standards on PARCC. As a result, the goal is to increase the number of students scoring 88% or above on the May Benchmark Assessment. Data shows that 4 of the grade levels met the goal and the other three were no more than 7% points away.

****The goal for 88% and above proficiency for 2019 is based on the cohort data from year to year and will follow the same group of students each year.***

Grade Level	88% or above 2017	Goal for 88% or above 2018	2018 Results	Goal for 88% or above 2019	Results
Pre-K	67	70	74	77	
K	83	70	80	77	
1	81	86	81	83	
2	62	83	76	84	
3	72	65	62	79	
4	74	75	76	65	
5	75	77	77	79	

Grade Level	Area of Need	Percent of Students Earning 80% or Higher	County Percent
PreK	Counting and Cardinality	82%	84%
Kindergarten	Numbers and Operations in Base 10	74%	79%
1 st Grade	Geometry	69%	78%
2 nd Grade	Measurement and Data	71%	68%

	Operations & Algebraic Thinking	74%	67%
3rd Grade	Number and Operations (Fractions)	25%	39%
4th Grade	Geometry	52%	47%
	Measurement and Data	76%	69%
5th Grade	Measurement and Data	63%	54%

➤ **2017-2018 Comprehension Benchmark Assessment Data (grades 2-5)**

October and February Comprehension Benchmarks were analyzed for all students in grades 3-5 who scored 80% or above. We used last year's assessment data to identify the most missed standard(s) by grade-level and at the school level.

Grade Level	CBA 2 Proficiency May 2018 (score of 80% or higher)	May 2019 Expected Goal (score of 80% or greater)
Grade 2	74.5%	78%
Grade 3	80%	83%
Grade 4	70%	75%
Grade 5	76.9%	80%

➤ **2017-2018 Carroll County Phonics Assessment (grades PreK-2)**

CCPA data was analyzed for all students who scored 70% or above. We used last year’s assessment data to identify the most missed phonics standard(s) in grades PreK-2.

Grade Level	Phonics Based Skill	May 2018 Achieved Level	May 2019 Expected Level
Pre-K	Initial Consonant the Same	82.4%	85%
Kindergarten	Hearing Sounds in Words	76.8%	80%
Grade 1	Hearing Sounds in Words	76.8% (scores transferred from EOY Kindergarten)	92%

➤ **2017 – 2018 Carroll County Comprehension Benchmark Assessment**

CBA data was analyzed for Special Education students who scored 80% or above.

Grade Level	Number of students Receiving Special Education Services	Number of students not meeting standards	May 2017 Average Score Achieved
Grade 2	2	2	60%
Grade 3	6	5	68%
Grade 4	7	6	69%
Grade 5	5	5	76%



School Improvement Goal ELA		
<ol style="list-style-type: none"> 1. By May 2019, 75% of students in grades 3-5 will score proficient or advanced on PARCC ELA assessments. 2. By May 2019, students in grades PreK-1 at Hampstead Elementary School will show an increase in % of students meeting standards for phonics subtests as measured by the CCPA and/or HSIW. 3. By May 2019, students in grades 2-5 at Hampstead Elementary School will show an increase in % of students meeting standards for the CBA assessment as measured by CBA2. 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Grade level teams for grades PreK-2 will create specific grade level goals to focus on and track individual progress in the area of phonics.	Sept. – May	1.1 Teacher created pre and post assessments and CCPA/DAPPA.
1.2 Grade level teams for grades preK-2 will form targeted intervention groups for phonemic awareness and phonics skills	Sept. – May	1.2 Kid Talk meetings and monthly meetings with grade level teams to discuss and monitor student achievement/progress
1.3 Grades PreK-2 teachers will utilize the Foundations program and target specific phonics needs during guided reading group	Sept. – May	1.3 Progress monitoring, walk-throughs, observations, CCPA/DAPPA.
1.4 Teachers in grades K and 1 will create and administer weekly dictation sentences to monitor the progress of skills assessed in hearing sounds in words.	Sept. – May	1.4 Teachers created dictation sentences (weekly) for progress monitoring, parent/school connection with biweekly dictation homework, walk-throughs, observation.
1.5 Grade level teams for grades 2-5 will create specific grade level goals to focus on and track individual progress when using multiple sources to answer and provide support for text-dependent questions	Sept- May	1.5 Formative classroom assessments focused on multiple texts, CBA when applicable.
1.6 The reading specialist will work with individual teams to plan for instruction and assessment for phonics (grades PreK-2)	Sept – May	1.6 Collaborative planning with team and reading specialist to locate multiple sources and create text dependent questions to be stored in grade level



<p>and close reading with multiple sources (grades 3-5).</p> <p>1.7 Grade level teams in grades 3-5 will use the signposts from Notice and Note Nonfiction to align reading and writing instruction in all content areas.</p> <p>1.8 All grade levels will display context clues poster and discuss specific context clues that are used when determining the meaning for words during Wonders units and other instructional units.</p>	<p>Sept – May</p> <p>Sept - May</p>	<p>specific folder on the P drive. Informal walk-throughs and classroom observations.</p> <p>1.7 PD on Notice and Note Nonfiction, walk-throughs, observations, data from CBA 1 and 2.</p> <p>1.8 Frequent walk-throughs focused on vocabulary and evidence of vocabulary instruction, One Book One School, use of Wonders Visual Vocabulary Cards, and Rev it Up (grades 3-5).</p>
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Mathematics		
1. By May 2019, grade levels PK-5 will increase the number of students scoring 88% or above on the CCPS End of Year Mathematics assessment by 3%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Grade level teams will identify specific target areas based upon End of Year/Mid-Year Benchmark Data, students will receive additional support in the identified areas:</p> <ul style="list-style-type: none"> ➤ K: Place Value, identifying tens and ones. ➤ I: Use addition and subtraction within 20 (1st grade) and within 100 (2nd grade) ➤ 2: Measurement and Data - Compare measurement problems. ➤ 3: Equivalent Fractions in context, measurement and data (line plots) ➤ 4: Measurement and Data (Finding area and perimeter within context) ➤ 5: Measurement and Data (Interpretation of Data, Finding the volume of a composite figure with missing sides). 	Sept. - May	Formative Assessment and Specific Unit Assessment Items recorded on a progress monitoring tool.
<p>2.2 Grade level teams will continue communicating with parents in regards to how students are solving problems as they relate to the grade level curriculum and create sample problems as a resource for parents.</p>	Sept. - May	End of Year Parent Survey
<p>2.3 The Mathematics Resource Teacher will provide PD in areas of need as discussed per grade level and as identified during Vertical Team Meetings by utilizing the book <u>Mindset Mathematics</u> books to improve first pass instruction (Grades 3 – 5)</p>	Sept. - May	Collaborative planning with teams and math resource teacher, and lesson plans.



School Improvement Goal – Special Education		
<ol style="list-style-type: none"> 1. By June 2019, students in grades K-2 receiving special education services who did not meet grade level expectations on their fall running record will increase reading level by 1 year (see growth chart). 2. By June 2019, students in grades 2-5 receiving special education services will improve reading skills as measured by the Comprehensive Benchmark Assessment (CBA) by increasing their November 2018 CBA score by 20%, maintaining proficiency, and/or reaching proficiency (80%) by county standards. 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Special education teachers will participate in professional development focused on strategies to improve overall reading comprehension with the reading Specialist.</p> <p>3.2 Special education teachers will work with the reading specialist to analyze individual student running records and/or CBAs in order to identify specific areas of need and collaborate with general education teachers to plan targeted instruction.</p> <p>3.3 General education and special education teachers will collaborate to provide students who did not meet grade level expectations with instruction on using multiple sources across nonfiction texts with and without a reader (cold reads).</p> <p>3.4 Special Education Teachers and General Education Teachers will participate in pacing meetings to review student needs, monitor progress, and develop/change interventions</p> <p>3.5 Special Education Teachers and administration will monitor attendance, changes to IEPS and other factors that may affect student achievement.</p>	<p>Sept.- May</p> <p>Sept.-May</p> <p>October-May</p> <p>Sept. - May</p> <p>Sept. - May</p>	<p>3.1 Walk-throughs, observations, and professional development.</p> <p>3.2 Analyze student tests, running records, and CBA data.</p> <p>3.3 County Formative and Summative Assessments</p> <p>3.4 Monitor and analyze progress on classroom performance.</p> <p>3.5 Reviewing students during SST, meeting with school counselor, and parent contact.</p>