

Linton Springs Elementary School

**School Improvement Plan
2018-2019**

School Vision / Mission

Our Mission Statement:

The community of LSE will acknowledge, respect, and value the diverse needs and learning styles of our students so that each individual can reach his or her fullest potential.

Our Vision:

The LSE community strives to be *productive lifelong learners who work collaboratively and independently*. All will *show care and respect for others and demonstrate responsibility to make wise choices*.

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

ELA

The school-wide average for students in grades 3 – 5 on the Spring CBA will increase by 3.1%.

CBA Averages	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Grade 3	83	73.3	91.3	84.3
Grade 4	75	77.1	80.9	73.8
Grade 5	84	86.9	91.7	87.7
School Average	80.6	79.1	87.9	81.9

Rationale:

Overall, Linton Springs students' performance on the CBA dropped during the 2017-18 school year. One possible cause for the drop in scores was that students began taking the assessment online as opposed to paper/pencil. The overall school average (grades 3 – 5) dropped from 87.7 in Spring 2017 to 81.9 in Spring 2018. However, the grade 2 performance on the written format CBA remained steady with an average of 88.75% Spring 2017 and 88.64% in Spring 2018. We have set our goal at 85%, which would reflect a 3.1 percent increase in the school wide average for grades 3 – 5 from 2018 to 2019. However, LSE ELA teachers across all grade levels report continued weakness in students' abilities to interact with text productively to make inferences, comparisons, synthesize information from multiple texts and provide evidence to support their thinking. The LSE leadership team believes that direct instruction in the elements of close reading, consistent use of Notice and Note and choosing appropriate text embedded with rich vocabulary is critical to enhance reading comprehension. Frequent opportunities to practice with teacher support, in peer groups and independently will allow our students to become efficient and effective at interacting with challenging text thus increasing student achievement. This will be the focus of SLOs as students craft well written responses to reading across disciplines at LSE. The Instructional Leadership Team believes that improving students' written responses will have a direct and positive impact on overall CBA and PARCC performance. Progress will be monitored monthly using the 4DX process.

School Needs Assessment

Math

The school-wide mean score for students in grades 3 – 5 on the EOY Math Assessment will increase by 3.7%.

CCPS Math Assessment Mean Scores	Jan 2017	May 2017	Jan 2018	May 2018
Grade 3	83	83	87	86
Grade 4	82	84	80	85
Grade 5	85	86	88	82
School Wide Mean Score	83.3	84.3	85	84.3

Rationale:

Overall, Linton Springs' students scored below the 88% expectation according to the CCPS Measures of Success Desired Performance Level. In an effort to close the gap between current performance and the goal, we must increase our

school wide mean score (grades 3 – 5) by 3.7%. LSE Math teachers across all grade levels have shared concerns that students are struggling with unfamiliar math problems demonstrating a need for a combination of skills and processes required to attack and solve unfamiliar problems. Of particular concern are the standards of Number and Fractions in grades 3-5 and Operations and Algebraic Thinking in PreK-grade 2. When presented with an unfamiliar problem, teachers have noted that many students often become easily frustrated, rush through the problem or give up.

The LSE leadership team believes that in grades PreK-2, explicit instruction in solving word problems with opportunities to practice with teacher support will help all of our students to become efficient and effective problem solvers thus increasing student achievement. Operations and algebraic thinking will be the focus of SLOs and progress will be monitored monthly using the 4DX process.

The LSE leadership team believes that in grades 3-5, explicit instruction in Number and Operations-Fractions with opportunities to solve problems with teacher support, and the use of manipulatives will help all of our students to become efficient and accurate with the representation and computation of fractions. Number and Operations- Fractions will be the focus of SLOs and progress will be monitored monthly using the 4DX process.

School Needs Assessment

GAP

The gap in performance for special education students on the Spring CBA will decrease by 4%.

Determining GAP – Student Group Averages

Grades 3 - 5	# Students in group	CBA Spring 2015	CBA Spring 2016	CBA Spring 2017	Math MYA 2017	Math EOY 2017	CBA Spring 2018	Math MYA 2018	Math EOY 2018
School Wide	321	80.6	79.1	87.9	83.3	84.3	82	85	84
FARMs	45	78.8	81.1	79.85	78.23	74.23	72	75	74
Special Education	40	66.6	62.3	66.8	46.1	54.1	55	61	56

PARCC – Percentage of students meeting expectations

Grades 3-5	2018 Math	2018 ELA
Schoolwide	70	70
Special Education	13	19

Rationale:

Overall, Linton Springs' students school wide outscored the FARMs population by 10% on the CBA Spring 2018 and outscored the **Special Education** population by **27%** on the same assessment. In Math, students school wide outscored the FARMs population by **10%** on the 2018 EOY assessment and outscored the **Special Education** population by **28%** on the same assessment. The greatest gap in performance in both reading/writing and math occur between the LSE school wide population and the Special Education population. In cross referencing students found in both the FARMs and Special Education populations, there are **11** students in common. The performance of Special Education students on the 2018 PARCC was well below that of the school wide population. Special educators will participate in 4DX discussions to support their student achievement in the area of reading comprehension, with a focus on including relevant text evidence in written responses. Additionally, special educators will receive professional development in using the CCPS curriculum and best practices in the classroom.

School Improvement Goals to Target Areas from Needs Assessment

1. **ELA:** The school wide average for students in grades 3 – 5 on the spring CBA will increase by 3.1%.
2. **Math:** The school wide mean score for students in grades 3 – 5 on the EOY assessment will increase by 3.7%.
3. **GAP:** The gap in performance for special education students on the spring 2018 CBA will decrease by 4%.

School Improvement Goal -ELA

1. The school wide average for students in grades 3 – 5 on the spring CBA will increase by 3.1%.

Strategic Actions	Timeline	Measures of Success Desired Performance Level
1.1 All grade level educators, Special Educators and ELA Specialist will explicitly provide instruction on how to unlock a prompt using common language for primary and intermediate grades.	Sept - June	-Classroom walk throughs and observations -Wonders Assessment -Fall and Spring CBA results -Student writing portfolios -4DX goal achievement (SLOs)
1.2 All grade level educators, Special Educators and ELA specialist will work collaboratively to plan for the instruction and modeling of various strategies in the organization of ideas.	Sept.-June	
1.3 All grade level educators, Special Educators and ELA specialist will work collaboratively to plan lessons using the State, Cite, Explain framework to form a clear, concise written response.	Sept.-June	
1.4 Provide opportunities for collaborative scoring of written responses to provide consistency across grade levels.	Monthly	
1.5 Students in grades 2-5 will keep writing portfolios which contain Notice and Note, writing rubrics, and student work samples.	Sept.-June	
1.6 Teacher Student Learning Objectives (SLOs) will be written, implemented and monitored to support the school wide need in written response to text.	October	

School Improvement Goal - Math		
2. The school wide average for students in grades 3 – 5 on the EOY assessment will increase by 3.7%		
Strategic Actions	Timeline	Measures of Success Desired Performance Level
2.1 Grade level teachers will work collaboratively with the math resource teacher to design resources, lessons, and/or assessments.	2+ per month	<ul style="list-style-type: none"> -Classroom walkthroughs and observations -Teacher-made assessments -Unit assessments -MYA results -4DX goal achievement (SLOs) -End of year self-reflection regarding goal attainment
2.2 Professional development in the identification and use of manipulatives to support instruction and student learning.	Throughout school year	
2.3 Professional development in mathematical representations and drawings to support instruction and student learning.		
2.4 Teachers in all grade levels will use cyclical review of learned skills.	Weekly	
2.5 Teacher Student Learning Objectives (SLOs) will be written, implemented and monitored to support the school wide need in Operations and Algebraic Thinking, and Numbers and Operations- Fractions.	Throughout school year	

School Improvement Goal - Gap		
3. The gap in performance for special education students on the Spring 2019 CBA will decrease by 4%.		
	Timeline	Measures of Success Desired Performance Level
3.1 Special educators, general educators and the ELA specialist will work collaboratively to plan mini-lessons to explicitly teach students how to locate and use evidence from the text to form a clear, concise written response.	weekly	-Classroom walkthroughs and observations -Teacher-made assessments -Wonders assessments -4DX goal achievement
3.2 Special educators and general educators will develop and implement a means for communicating about students to foster the transfer of skills to the general education IEP setting and in the development of IEP goals.	monthly	
3.3 Use of technology in responding to text to prepare students for online testing.	Throughout school year	
3.4 Professional development offered on writing process, writing rubrics, reading curricula and strategies for identifying relevant text evidence within text.	Throughout school year	
3.6 special educators will participate in 4DX discussions and process.	Monthly November - May	