

**Mt. Airy Elementary School
School Improvement Plan
2018-2019**

School Vision / Mission
<p><u>Mt. Airy Elementary Vision Statement:</u> The MAES community will foster flexible thinkers who can adapt to the ever-changing demands of a globally competitive society.</p> <p><u>Mt. Airy Elementary Mission Statement:</u> To provide rigorous, articulated and aligned instruction in order to prepare all students with the skills necessary to meet the challenges of the 21st century global community.</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
1. 2017-2018 CBA Data



Grade	Fall '17 CBA Average	Fall '17 CBA % Meeting Goal	Spring '18 CBA Average	Spring '18 % Meeting Goal
3	73%	38%	80%	59%
4	74%	50%	81%	62%
5	76%	51%	82%	65%

2. 2017-2018 Math Benchmark Assessments

Grade	MYA Average	MYA % Meeting Goal	EOY Average	EOY % Meeting Goal
3	87%	77%	87%	84%
4	83%	68%	86%	79%
5	85%	78%	83%	67%

3. 2018 PARCC (Percent Meeting or Exceeding Expectations)

Grade	ELA (2017)	Difference b/w Male and Female	Difference b/w FARM and Non-FARM	Math (2017)	Difference b/w FARM and Non-FARM
3	53% (-8%)	14.7%	16.3%	69% (-4%)	31.3%
4	60% (-3%)	19.7%	14.8%	73% (-1%)	36.8%
5	56% (-5%)	19.2%	45.8%	65% (3%)	62.2%

Our ELA data is stagnant at both the county and PARCC levels compared with last year. Our ELA data across grade-levels shows a need for focusing on informational standards and informational writing. A large achievement gap for our male and FARM students was also noted. (see 2018 PARCC Table 3 above)

Our Math data is stagnant at both the county and PARCC levels compared with last year. Our data demonstrated a need for measurement and data standards while applying other standards as well. A large achievement gap for our FARM students was also noted. (see 2018 PARCC Table 3 above)

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2019, 3rd, 4th and 5th grades will increase their average for informational standards RI 1, 2, 3, 9 and W2 to at least 85% as measured by CBA 1 and 2.
2. By January 2019 and Spring 2019, students will meet or exceed grade level standard goals in the area of Measurement and Data (Grades 3 – 5) as measured by the CCPS January and May summative assessments. By Spring 2019, students will show a 3% increase in the number of students meeting the County standard score of 80%, as measured by the January and May Benchmark assessments. (Grades 3 – 5: May 2018 (77%) / Target May 2019 (80%).)
3. By May 2018, we will improve the percentage of staff members reporting that the targeted areas are “in place and effective” by 20% on the PBIS Self-Assessment Survey.

School Improvement Goal

1. By June 2019, 3rd, 4th and 5th grades will increase their average for informational standards RI 1, 2, 3, 9 and W2 to at least 85% as measured by CBA 1 and 2.



Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>1 – Use vertical teaming (2nd-5th) to develop understanding of progressions with RI Standards 1, 2, 3, 9 and W2 to inform grade level planning instruction including objectives and formative assessments.</p> <p>1.2 – Long term planning to include multiple texts, including multimedia texts, across the ELA, Science, SS county curriculum and resources incorporating writing and informational standards. Students should be comparing multiple informational texts at least once per week.</p> <p>1.3 – Daily incorporation of instructional strategies that focus on engaging boys, ELL and FARM students (ex. <i>Reading Nonfiction: Notice and Note Stances, Signposts and Strategies</i> and <i>Engaging Students in Poverty</i> strategies).</p> <p>1.4 – Explicit instruction in response strategies for multiple choice response and prompts at least one time per week (ex. Modeling multiple choice through think aloud, students collaborating by unlocking a prompt in a small group and creating a plan without writing).</p>	<p>Monthly ILT Meeting</p> <p>Vertical Teaming PD in September with Humanities teachers</p> <p>Long term planning ½ day PD by grade-level team in October</p> <p>Weekly Collaborative Planning with Reading Specialist and Grade Level Teams</p> <p>October 8th PD session</p> <p>At least one time per week in each Humanities classroom September-June</p>	<p>Monthly data meetings to monitor student progress towards targeted MD College and Career Readiness Standards</p> <p>Winter and Spring CBA scores</p> <p>Student scores on informational writing tasks</p> <p>Walk-throughs and Observations</p>



2. By January 2019 and Spring 2019, students will meet or exceed grade level standard goals in the area of Measurement and Data (Grades 3 – 5) as measured by the CCPS January and May summative assessments. By Spring 2019, students will show a 3% increase in the number of students meeting the County standard score of 80%, as measured by the January and May Benchmark assessments. (Grades 3 – 5: May 2018 (77%) / Target May 2019 (80%)).

Grade	2018 MYA	2019 Goal	2019 Actual	2018 EOY	2019 Goal	2019 Actual
3	74%	80%		85%	88%	
4	45%	55%		64%	74%	
5	68%	75%		54%	64%	

Common Core State Standards

3rd Grade: 3.MD.A.1, 3.MD.B.3, 3.NBT.A.1, 3.NBT.A.3, 3.OA.D.8

4th Grade: 4.MD.B.4, 4.MD.A.2, 4.NF.A.1, 4.OA.A.3, 4.NBT.B.4

5th Grade: 5.MD.5, 5.MD.1, 5.MD.2, 5.G.2, 5.NF.2, 5.NF.6

Students will create and/or interpret data sets and solve single or multistep problems pertaining to the data. Students will collect data, create models to represent the data and demonstrate computational fluency to solve problems related to the data (3rd grade – whole numbers, 4th grade – whole numbers, fractions, decimal fractions, 5th grade – whole numbers, fractions, decimal fractions, unlike fractions.)

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 -- Utilize Daily Data Chats (week-long presentation of and interpretation of a single data set) with all students to strengthen understanding of interpreting data displays, such as bar graphs, line plots, circle graphs, and charts/tables, and to increase computational fluency with whole numbers, fractions, and decimals.	Weekly September through May	Daily formative observations



<p>2.2 – Incorporate CUBES/Unlock the prompt instructional strategies to support students’ comprehension of multi-step word problems.</p>	<p>Weekly September through May</p>	<p>Self and peer checklist Classroom discussions</p>
<p>2.3 – Vertical team meeting to develop a deeper understanding of the progression of standards related to the Measurement and Data domain in grades 3-5 to inform planning, instruction, and formative assessment.</p>	<p>Vertical team meeting with Math Resource Teacher in October</p>	<p>Application of instructional strategies in classroom WIG Goal data January and May summative assessment data</p>
<p>2.4 – Long-term planning with grade level teams to focus on instruction of solving problems involving various measurement concepts, as well as representing and interpreting data.</p>	<p>Grade-level team PD with Math Resource Teacher in November</p>	<p>Application of instructional strategies in classroom WIG Goal data January and May summative assessment data County math tasks</p>



3. By May 2019, we will improve the percentage of staff members reporting that the targeted areas are “in place and effective” by 20% on the PBIS Self-Assessment Survey.

Targeted Areas:

School-wide Systems

- Distinctions between office v. classroom managed problem behaviors are clear. (39.4%)
- Options exist to allow classroom instruction to continue when problem behavior occurs. (33.3%)
- Staff receive regular feedback on behavior patterns. (33.3%)

Classroom Systems

- Problem behaviors receive consistent consequences. (42.4%)

Non-Classroom Systems

- Staff receives regular opportunities for developing and improving active supervision skills. (15.6%)

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
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<p>3.1 Staff will monitor and communicate progress through monthly faculty meetings, quarterly staff surveys, weekly newsletters, and Kidtalk/IST, SST, and PBIS team meetings.</p>	<p>Ongoing</p>	<p># of documented communications (i.e. meeting agendas, faculty meeting presentations, etc.) Staff Surveys (including SAS)</p>
<p>3.2 Staff will implement behavior management strategies/interventions differentiated for Tier 1, Tier 2, and Tier 3.</p>	<p>Ongoing</p>	<p>Intervention tracking sheets SST agendas Support room log Discipline data Staff surveys (including SAS)</p>
<p>3.3 Staff will identify students meeting the criteria for targeted behavior supports and determine appropriate interventions.</p>	<p>Ongoing</p>	<p>Intervention tracking sheet SST agendas Support room log Discipline data Staff surveys (including SAS)</p>
<p>3.4 Staff will follow discipline procedures outlined in behavior management flow chart distinguishing between classroom-managed and office-managed behaviors in order to ensure consistency across school settings.</p>	<p>Ongoing</p>	<p>Support room log Stop-and-Think data Discipline data (minors v. majors) Staff surveys (including SAS)</p>
<p>3.5 Staff will engage in professional development related to consistent behavior management strategies and active supervision skills for specific subgroups.</p>	<p>Periodically</p>	<p>Meeting agendas/presentations Staff Surveys (including SAS)</p>