Manchester Elementary School
School Improvement Plan
2018-2019

School Vision / Mission
Our Vision **Our vision at Manchester Elementary School is to ensure that every student can thrive as a responsible citizen in a changing world by providing rigorous and challenging curriculum in partnership with quality staff, caring families and supportive community members.** **Our Mission** **The mission of Manchester Elementary School is to prepare all students to become successful learners in school and in life.** **Our Motto** **Where Learning Never Ends!**

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.

Measures of Success - Desired Performance Levels
By 2019: ✓ A minimum of 75% of students in grades 3-5 will score proficient/advanced on PARCC ELA and mathematics assessments. The remaining 25% of students will grow at least one proficiency level in grade 4 and 5 or if the student is taking PARCC for the first time, they will score a minimum of a level three. ✓ The achievement/performance gap on the following indicators between the following groups will be less than or equal to 5%: **Proficiency on PARCC ELA Grades 3-5** White / Minority Gap ≤ 5% Non-FARMS / FARMS Gap ≤ 5% Non-Special Education / Special Education Gap ≤ 5% **Proficiency on PARCC Mathematics Grades 3-5** White / Minority Gap ≤ 5% Non-FARMS / FARMS Gap ≤ 5% Non-Special Education / Special Education Gap ≤ 5%

School Needs Assessment

Reading Assessment Data

Spring 2018 CBA data

Grade (MAN compared to CCPS)	Met >70%	Met <80%	Average
2nd	**71.1%**	**50.0%**	**79.1**
CCPS 2nd	84.7%	71.6%	85.9
3rd	**62.1%**	**49.2%**	**73.7**
CCPS 3rd	74.3%	61.3%	79.8
4th	**72.5%**	**45.9%**	**75.8**
CCPS 4th	75.8%	58.3%	78.6
5th	**75.2%**	**54.0%**	**78.3**
CCPS 5th	81.5%	68.8%	84.4

Math Assessment Data

MID/EOY Assessment % at 80

Grade	Jan Mid year	CCPS Mid Year	May EOY	CCPS EOY
PreK	***100***	***88***	***100***	86
K	***92***	***89***	***91***	92
1	***95***	***86***	***95***	87
2	***69***	***78***	***66***	82
3	***66***	***75***	***59***	72
4	***77***	***66***	***71***	74
5	***62***	***72***	***56***	65

PARCC DATA

% performing at level

Grade	1	2	3	4	5
3rd Math	***7***	***10***	***23***	***46***	***14***
CC 3rd math	*4*	*10*	*22*	*45*	*19*
3rd ELA	***18***	***10***	***25***	***43***	***4***
CC 3rd ELA	*13*	*13*	*23*	*47*	*4*
4th Math	***0***	***9***	***25***	***58***	***8***
CC 4th Math	*4*	*9*	*26*	*55*	*5*
4th ELA	***4***	***14***	***24***	***41***	***17***
CC 4th ELA	*8*	*12*	*23*	*43*	*14*
5th Math	***6***	***11***	***29***	***44***	***11***
CC 5th Math	*4*	*10*	*22*	*51*	*12*
5th ELA	***9***	***14***	***29***	***47***	***0***
CC 5th ELA	*6*	*12*	*25*	*51*	*5*

Social/Emotional/Behavioral:

Based upon the 2017-2018 school year:

- 109 students received office referrals – 17%
- Top locations for office referrals – classroom, cafeteria, playground, hallway
- Top behaviors identified in office referrals– physical contact, attack on staff or student, disrespect, disruption, unsafe behavior.
- Highest months of office referrals – October, November, January and May

Based on Office Discipline Referrals (ODR)

91.39% of students were in the Green Zone (0-1 referrals)

6.4% of students were in the Yellow Zone (2-5 referrals)

3.3% of students were in the Red Zone (6+ referrals)

School Improvement Goals to Target Areas from Needs Assessment

1. By June of 2019, all students will demonstrate proficiency on the taught mathematics curriculum by achieving 80% or higher on county math assessments with a 5% or less gap in performance between all sub-groups.
2. By June of 2019, students at each grade level will increase proficiency in comprehension when writing in response to text across content areas as measured by the CCPS informational writing rubrics and comprehension assessment items requiring text evidence support. Increasing class averages by a minimum of 5% points and with a 5% or less gap in performance between all sub-groups.
3. Between September 5, 2018 and June 14, 2019, 95% of students will demonstrate the 4 Bee Behaviors across all settings, as measured by, discipline referrals (remain in the green zone, 0-1 discipline referrals). Staff members will provide direct teaching of growth mindset and emotional regulation skills in all classrooms with a focus with on mindsets, goals and self-regulation skills. Identified yellow and red zone students will receive additional targeted instruction in these areas.

Carroll County Public Schools

School Improvement Goal

By June of 2019, all students will demonstrate proficiency on the taught mathematics curriculum by achieving 80% or higher on county math assessments with a 5% or less gap in performance between all sub-groups.

Strategic Actions	***Timeline***	***Measures of Success/Desired Performance Level***
1.1 In order to develop student ability to reason mathematically, problem solve, and evaluate and critique the reasoning of others first pass instruction will include Number Talks and Tasks based on formative assessment data and grade specific domain needs.	1.1 weekly	**Progress Monitoring meetings:** Teachers will analyze formative and summative assessment data at bi-monthly team meetings in order to identify flexible student groups and develop appropriate lesson plans to meet the needs of individual students and maintain a focus on meeting the yearlong School Improvement goal.
• PD on Number talks and tasks will be provided to increase competency and consistency in the use of this strategy.	• fall/winter	Teams will meet at least monthly with math resource, administration and other support staff as needed to: • Use ongoing data (formative assessments, classroom observations, and unit tests, entrance/exit passes) to analyze student needs and plan for re-teaching concepts to identified students. • identify intervention needs • Request professional development needs. • Share updates on identified students with whom teachers need to use the Progressions Documents. • determine appropriate success based on unit and grade level scoring criterion • Identify key assessments, analyze data, and determine appropriate instructional strategies. • complete problem solving structures/create and implement consistent problems
1.2 All teachers in K-5 will used the Model for Quality Instruction to plan and deliver explicit instruction on problems that address the problem solving structures and strategies needed to solve them. Including but not limited to:	1.2 daily	
• close reading of questions using strategies to increase understanding of what is being asked • explicit teaching of question types • explicit teaching of how to tackle multiple step problems	• weekly	
• utilizing the ELA specialist to address reading in mathematics	• monthly	**Assessments:** Formative assessments bi-annually as aligned with CCPS assessments windows On-going informal assessment EOY state testing
1.3 Teachers in grades 1-5 will provide opportunities for students to communicate mathematically in writing weekly. Teachers in K will incorporate written communication in the form of pictures and numbers.	1.3 weekly	Unit tests and benchmarks will be used to determine: • If increased instruction on problem solving improves student achievement on county level assessments. • If students are transferring academic vocabulary in their understanding of the questions. If students are achieving at least 80% mastery standards
1.4 Teachers will identify appropriate academic vocabulary and explicitly teach academic vocabulary in daily instruction. Including but not limited to:	1.4 weekly	
• Dispelling the idea of a "key math word" and teaching the different meanings of commonly identified "key words" • Defining mathematical vocabulary vs. the relationship vocabulary – more fewer, etc. • Connecting fact fluency to academic vocabulary		
• PD to focus on the use of math tools connected to mathematical language	• fall	

1.5 Teams will collaborate weekly with at least one of the following: Administration, ELA Specialist, Math Specialist or other identified staff to analyze and use data, including but not limited to formative and summative assessments, classroom observations/anecdotal notes, writing samples, etc. to identify student needs and explicitly plan for instruction	1.5 2x /Month a. Math data meeting b. Math planning meeting	

School Improvement Goal

By June of 2019, students at each grade level will increase proficiency in comprehension when writing in response to text across content areas as measured by the CCPS informational writing rubrics and comprehension assessment items requiring text evidence support. Teachers in grades 2-5 will increase the percentages of students obtaining proficiency on the CBA based on county averages.

*2nd – 79% grade level average in 2018 to 84% in 2019

*3rd - 79% prior grade level average in 2018 to 84% in 2019

*4th – 74% prior grade level average in 2018 to 80% in 2019

*5th – 76% prior grade level average in 2018 to 81% in 2019

(Writing Standard 2 – Writing to Inform and Reading Information Standard 1)

Strategic Actions	***Timeline***	***Measures of Success/Desired Performance Level***
2.1. Teachers will administer formative and summative comprehension and writing assessments in order to make instructional decisions and monitor progress during team meetings in grades 2-5.	Weekly	**Progress Monitoring Meetings :** Teachers will analyze formative and summative assessment data at bi-monthly team meetings in order to identify flexible student groups and develop appropriate lesson plans to meet the needs of individual students and maintain a focus on meeting the yearlong School Improvement goal.
2.2 Teams will collaborate weekly with ELA resource, administration and other support staff as needed to use ongoing data (formative assessments, classroom observations, writing samples, writing journals) to analyze student needs and plan for first pass instruction and re-teaching identified groups of students.	Weekly	Teams will meet at least monthly with math resource, administration and other support staff as needed to: • Use ongoing data (formative assessments, classroom observations, and unit tests, entrance/exit passes) to analyze student needs and plan for re-teaching concepts to identified students. • identify intervention needs • Request professional development needs. • Share updates on identified students with whom teachers need to use the Progressions Documents. • determine appropriate success based on unit and grade level scoring criterion • Identify key assessments, analyze data, and determine appropriate instructional strategies. • complete problem solving structures/create and implement consistent problems • determine success based on grade level scoring criterion
2.3 First pass instruction will include opportunities to respond to text citing text evidence including • K-5 oral/written daily • gr. 2-5 citing multiple sources at least twice monthly as measured by formative assessments using rubrics • PD for utilizing State Cite Explain • Focused readers response 1x/w based on data meetings • Standard Based Student choice writing 1x/wk • Explicit teaching of academic vocabulary in daily instruction.	Daily	Team leaders and IST will monitor data and groups. **Assessments**: Students will demonstrate proficiency based on grade level expectations outlined in the CCPS writing rubrics and CBA assessment questions.

2.4 Teachers will explicitly instruct students to analyze and evaluate writing samples using the CCPS Writing Rubrics. • Teaching to the standard, anchor charts, models • Understanding academic language of the prompt 2.4 Pre-K thru 1st grade will work with the ELA specialist to identify measures of success that will likely indicate student preparedness for the CBA assessment.	Weekly Ongoing – discussion at least monthly	CCPS writing rubrics and monthly formative assessment data in order to determine if students are developing proficiency with concepts and to identify students who need additional support or progression. Formative assessments CBA data Classroom based summative assessments CBA writing rubrics (2-5) CCPS assessment timeline as well as through on-going formative assessment and mid-year and end-of year state assessments

School Improvement Goal			
By June 2019, 95% of students will demonstrate the 4 Bee Behaviors across all settings, as measured by discipline referrals (remain in the green zone, 0-1 discipline referrals). Students in the red and yellow zone from the 2017-2018 school year will decrease the amount of office referrals by 50%.			
	Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**
3.1	Provide entire staff PD on calming corners and progressive discipline	August	Decrease in office discipline referrals Increase in student achievement (county-level assessments), reduction of negative student behaviors
3.2	School counselor provides access to growth mindset resources.	September	
3.3	Identify yellow and red zone students and have them participate in needs based small group intervention for a minimum of 8 weeks. School counselor will lead groups or provide plans for groups led by other identified staff.	October/ongoing	Students in the red zone, 2016-2017 school year, (discipline referral data) will be in the yellow or green zone by the end of the 2017-18 school year.
3.4	Social/Emotional lessons in all pre-K and kindergarten classrooms	Sept. 2017	Identified yellow and red zone students will have a 50% reduction in ODRS's
3.5	Grade level specific lessons to address areas of concern indicated by referral and stop & think sheet data	Ongoing	Percent of classes meeting monthly goals There will be a minimum 25% reduction in referrals from the 2017-2018 school year compared to the 2018-2019 school year during months identified in needs assessment.
3.6	Grade level goal with data tracking to decrease identified areas of behaviors resulting in referrals	monthly	
3.7	Re-establish and train staff on the Check and Connect Mentoring Program	Quarter 1	
3.8	Provide "behavior boot camp" for all students to reinforce the 4 bee behaviors (PBIS)	October, November, January, May	
3.9	Identified staff members will provide direct teaching of growth mindset and emotional regulation skills in all classrooms with a focus with on mindsets, goals and self-regulation skills.	Ongoing	