



**Mechanicsville Elementary School
School Improvement Plan
2018 – 2019**



School Vision / Mission Statements

Vision:

The staff and families of Mechanicsville Elementary School will share responsibility for ensuring that all students excel beyond their potential while developing responsible citizenship.

Core Values

At MES We Value:

A welcoming and safe environment,
Excellence in teaching and learning,
Celebrating what makes us unique, and
Quality partnerships among family and community members.



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School Needs Assessment

The Mechanicsville Elementary School Improvement Team analyzed data from a variety of sources that included but were not limited to: CCPS reading data, math unit assessment data, PARCC scores, and intervention data.

Through analysis of our grade level reading data, it was determined that while we have strengths in particular subtests, overall our students in grades K-2 are demonstrating skills that are below county expectations on several CCPA subtests.

Grade 1

2A: Closed syllables, 2B: Closed Syllables with Digraphs, 2C: Closed Syllables with Blends, 2D: Vowel-Consonant-e, 2E: Two Syllables-Closed, 2F: R-Controlled, High Frequency Words, and Assessed Reading Level.

CCPA Subtest	Spring 18 Meeting Standard	Spring 18 CCPA County Average
2A: Closed Syllables	96.0%	97.6%
2B: Closed Syllables w/ Digraphs	94.7%	95.3%
2C: Closed Syllables	88.0%	91.8%
2D: Vowel-Consonant-e	77.3%	86.6%
2E: Two Syllables-Closed	68.0%	78.4%
2F: R-Controlled	65.3%	76.2%
High Frequency Words	73.3%	79.3%
Assessed Reading Level	81.3%	77.3%

*Areas highlighted represent a score discrepancy of at least 5% when compared to county average scores

Grade 2

2G: Vowel Digraphs, 2H: Vowel Diphthongs, 2I: Two Syllables, 2J: Multisyllabic, Assessed Reading Level

CCPA Subtest	Spring 18 Meeting Standard	Spring 18 CCPA County Average
2G: Vowel Digraphs	90.9%	94.0%
2H: Vowel Diphthongs	77.3%	88.3%
2I: Two Syllables	62.1%	80.1%
2J: Multisyllabic	56.1%	76.5%
Assessed Reading Level	77.3%	83.3%

*Areas highlighted represent a score discrepancy of at least 5% when compared to county average scores



Mighty Mustangs

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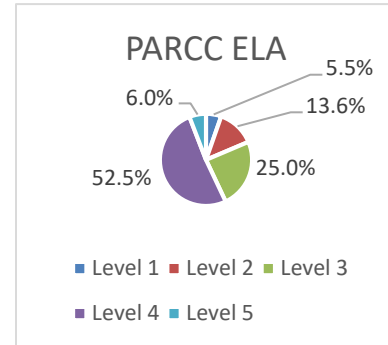
Carroll County Public Schools
Building the Future

Through analysis of our Comprehension Benchmark Assessment data, it was determined that MES continues to perform above county expectations in all grade levels. It was further determined that a sizeable group of students are earning high scores on the CBA; however, are earning scores on the PARCC assessments that are approaching but not meeting expectations for college and career readiness.

Percentage of Students Meeting 80% Proficiency on Spring Comprehension Benchmark Assessment (CBA):

Grade	Spring 18 CBA (≥ 80%)	Spring 18 CBA (≥ 80%) County Average	Spring 19 CBA (≥ 80%) Goal
2 nd	78.8%	71.6%	
3 rd	74.3%	61.3%	84%
4 th	67.0%	58.3%	79%
5 th	79.2%	68.8%	72%

2018 PARCC Grades 3-5 ELA Scores

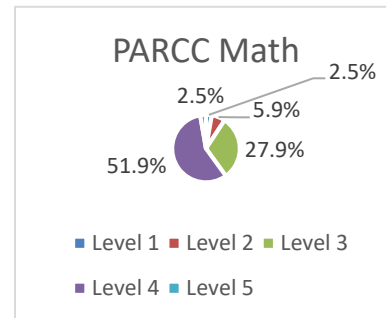


Through analysis of our grade level math benchmark data, it was determined that our students continue to make steady growth with their understanding of targeted math skills and are consistently performing above county expectations, with the exception of Kindergarten and grade 4. It was further determined that a sizeable group of students are earning high scores on the Math Benchmark Assessment; however, are earning scores on the PARCC assessments that are approaching but not meeting or exceeding expectations for college and career readiness.

Percentage of Students Meeting 80% Proficiency on Math Spring Benchmark Assessment (BA):

Grade	May 2018 BA Data	May 18 BA County Average	Spring 19 BA Data (Goal)
PreK	87%	86%	
Kinder	91%	92%	92%
1 st	92%	87%	94%
2 nd	86%	82%	95%
3 rd	77%	72%	89%
4 th	60%	74%	80%
5 th	75%	65%	65%

2018 PARCC Grades 3-5 Math Scores



School Improvement Goals to Target Areas from Needs Assessment

1. Students in Kindergarten – Grade 2 in all subgroups will demonstrate at least one year’s growth in reading as measured by their May 2019 assessed reading level.
2. Students in 3rd–5th grade will acquire and apply knowledge of reading standards/practices to improve reading comprehension, grammatical composition, and effective writing skills as evidenced by a growth in the number of students reaching an 80% proficiency or higher score on CCPS Comprehension Benchmark Assessments.
3. Students in Pre-K – 5th grade will acquire and apply knowledge of math standards/practices to improve application of real world problem solving and reasoning skills as evidenced by a growth in the number of students reaching an 80% proficiency or higher score on the CCPS math benchmarks.



Mighty Mustangs

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Carroll County Public Schools
Building the Future

School Improvement Goal – Primary Reading		
Students in Kindergarten – Grade 2 in all subgroups will demonstrate at least one year’s growth in reading as measured by their May 2019 assessed reading level.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Teachers will provide systematic, explicit phonics instruction.	Daily	<ul style="list-style-type: none"> • Whole group—Foundations lessons • Small group differentiated instruction, as appropriate • Foundations Unit Assessments • CCPA
1.2 Teachers will assess students’ acquisition of high frequency words and provide instruction/intervention as appropriate.	Daily/Weekly	<ul style="list-style-type: none"> • Informal notes of student performance when practicing phonics patterns needed when reading different levels of text. • Weekly HFW assessments
1.3 Teachers will provide tactile and hands on independent practice opportunities for students on targeted phonics skills.	Weekly	<ul style="list-style-type: none"> • Highly engaging instructional rotations • Formative Assessments • Foundations Assessments • CCPA
1.4 Teachers will engage in focused data chats and provide data-driven interventions to target individual student needs.	Weekly/Quarterly	<ul style="list-style-type: none"> • Open and flexible grouping based on weekly and monthly formative assessment data • Analysis of instructional strengths, needs, and review of intervention data

School Improvement Goal – Intermediate Reading		
Students in 3 rd —5 th grade will acquire and apply knowledge of reading standards/practices to improve reading comprehension, grammatical composition, and effective writing skills as evidenced by a growth in the number of students reaching an 80% proficiency or higher score on CCPS Comprehension Benchmark Assessments.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
2.1 Teachers will provide systematic, explicit reading comprehension/ vocabulary instruction.	Daily/Weekly	<ul style="list-style-type: none"> • Weekly <i>Wonders</i> assessments • Use of Notice & Note: Strategies for Close Reading (literature) • Use of Notice & Note: Reading Non-Fiction, Stances, Signposts, and Strategies
2.2 Teachers will implement small group reading lessons focused on gathering and locating text-based evidence/support	Daily/Weekly	<ul style="list-style-type: none"> • Implementation of lesson planning templates that capture elements of MQI and elements of Fountas & Pinnell guided reading instruction for novel studies. • Weekly, collaborative planning meetings • Professional Development with Reading Specialist, as needed
2.3 Teachers will incorporate CBA practice questions/text dependent writing prompts (across all subject areas) into small group instruction and provide ongoing feedback, as appropriate.	Daily/Weekly	<ul style="list-style-type: none"> • Anecdotal notes • Informal and common formative assessments • Use of Notice & Note: Strategies for Close Reading (literature) • Use of Notice & Note: Reading Non-Fiction, Stances, Signposts, and Strategies



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2.4 Teachers will engage in focused data chats and provide data-driven interventions to target individual student needs.	Weekly/Quarterly	<ul style="list-style-type: none"> • Open and flexible grouping based on weekly and monthly formative assessment data • Analysis of instructional strengths, needs, and review of intervention data
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School Improvement Goal- Math		
Students in PreK – 5 th grade will acquire and apply knowledge of math standards/practices to improve application of real world problem solving and reasoning skills as evidenced by a growth in the number of students reaching an 80% proficiency or higher score on the CCPS math benchmarks.		
Strategic Actions	Timeline	Measures of Success/Desired Outcomes
3.1 Teachers in Grades Pre-K-5 will incorporate Standard for Mathematical Practice #2 (Reasons abstractly and quantitatively) through student-directed problem-solving tasks.	Daily	<ul style="list-style-type: none"> • Develop common expectations of behaviors related to SMP#2 • Development of student-directed lessons/unit math tasks which foster collaborative problem solving skills in solving real world math problems • Formative and summative assessments including unit assessments and county benchmark assessments • Teachers in all grades will participate in professional development opportunities focused on reasoning and questioning. • Development and use of a Problem Solving Plan to guide students in interpreting and solving word problems reasonably
3.2 Students will apply place value strategies to computation of problems using all four math operations. Emphasis will be placed on accuracy of basic fact strategies and precision of solutions.	Daily	<ul style="list-style-type: none"> • Formative and summative assessments including exit passes, math journal tasks, unit assessments, and county benchmark assessments • County-wide fact programs, fact fluency ratings and scores
3.3 Teachers will monitor student progress and provide support, interventions, and extensions for those not meeting standards or exceeding standards by using a variety of resources through focused grade level data chats.	Weekly	<ul style="list-style-type: none"> • Exit passes, formative, and summative assessments will be used to monitor progress • Student work will be shared and discussed at Kidtalk, achievement meetings, team planning, and Instructional Support Team • Analysis of instructional strengths, needs, and review of intervention data
3.4 Teachers will provide opportunities for verbal discourse and written communication Number Talks at a minimum of twice/week to develop student ability to reason mathematically, problem solve, evaluate and critique the reasoning of others.	Weekly	<ul style="list-style-type: none"> • Teachers will monitor student progress by using timely formative assessments to identify student needs and differentiate and re-teach through weekly warm-ups • Grade level math tasks • Teacher modeling of verbal discourse and written communication