

Parr's Ridge Elementary School

School Improvement Plan

2018 - 2019

School Vision / Mission
<p>The mission of Parr's Ridge Elementary is to achieve academic success by working together in a safe and nurturing environment.</p> <p>Parr's Ridge is a school where positive relationships, high expectations, and rigorous curriculum achieve a creative and motivating learning community. We value positive, independent thinking along with respectful and responsible behaviors. Our school is a place where everyone is eager to learn and grow.</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.



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

1. Based on data from the 2017 – 2018 School Year, students need to master grade level expectations according to Information to Support Instruction from their incoming reading level, as evidenced by running records.

May 2018 Reading Levels

Kindergarten	91% Mastered Grade level Expectations
First Grade	77% Mastered Grade Level Expectations
Second Grade	87% Mastered Grade Level Expectations

2. Based on data from our 2017-2018 CCPS January and May math assessments, students need to master grade level expectations (Student meeting 80% or more on the county Benchmarks).

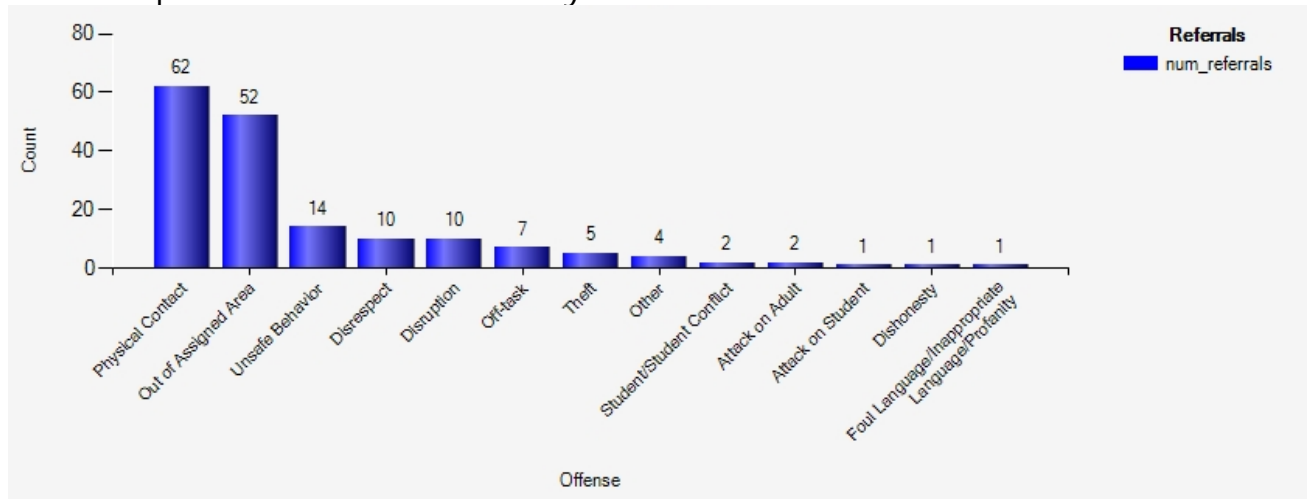
Math Benchmark Data

Percentage of students meeting the County Standard Score

Pre-K		79% May
Kindergarten	88% January	93% May
First Grade	84% January	79% May
Second Grade	77% January	91% May



3. Based on our 2017-2018 Discipline Data, students need to show respect for their peers in the area of Physical Contact.





School Improvement Goals to Target Areas from Needs Assessment

1. By May 2019, 88% of students will master Grade Level Reading Expectations according to county expectations.
2. By June 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. (May 2018 (86%) / Target May 2019 (89%))
3. By May 2019, students will show a 5% decrease in discipline referral data, specifically physical contact. Teachers will promote positive behaviors by supporting ongoing social and emotional development.



School Improvement ELA Goal						
1.1 By May 2018, 88% of students will master CCPS grade level reading expectations (3% increase) as evidenced by running records.						
Strategic Actions	Time Line	Measures of Success / Desired Performance Level				
<p>1.1 Reading skills and strategy instruction through the use of CCPS resources (Wonders)</p> <ul style="list-style-type: none"> • Modeling and using county resources effectively • Using weekly assessment data to inform reading strategy instruction <p>1.2 Phonics instruction through Foundations</p> <ul style="list-style-type: none"> • Modeling and using county resources effectively Using weekly assessment data to inform instruction <p>1.3 High Frequency Words</p> <ul style="list-style-type: none"> • Reading in isolation and in context • Multi-modality approaches • Encoding words in personal generated sentences <p>1.4 Reading prompts/questions requiring analysis and synthesis of multiple texts in writing (and oral responses)</p> <ul style="list-style-type: none"> • Students working in teams evaluating work and sample responses 	Ongoing	<p>-Wonders and other weekly skill/ strategy assessments</p> <p>-CBA Data</p> <p>-Running records</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Meeting Expectation 2018</td> <td style="text-align: center;">GOAL 2019</td> </tr> <tr> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> </tr> </table>	Meeting Expectation 2018	GOAL 2019	85%	88%
	Meeting Expectation 2018	GOAL 2019				
	85%	88%				
	Ongoing	<p>-Foundations weekly skill assessments</p> <p>-CCPA Assessments</p>				
Ongoing	<p>-Monitoring Reading level projection spreadsheets</p> <p>-Fluency Rating</p> <p>-January and May portal High frequency word data</p> <p>-Student created self-monitoring visual aligned with grade-level expectations</p>					
		<p>-Student responses</p>				



School Improvement Math Goal		
2. By June 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. (May 2018 (86%) / Target: May 2019 (89%))		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 (OA) Provide daily exposure to word problems through <ul style="list-style-type: none"> • Teacher-created, grade-level bank of word problems • Numberless word problems • Retelling of word problems using beginning, middle, and end organizer • Use part-part-whole visual models (start unknown, change unknown) • Focus on the task being asked (attending to precision) • Using a symbol for the unknown (?) in equations and visual models 	Ongoing	-Teacher record of frequency -Use of part-part-whole models on student assessments -January and May County Benchmark Data
2.2 Use formative assessment techniques to monitor students' understanding of content and to make instructional decisions, as laid out in <u><i>The Formative Five</i></u> .	Ongoing	-Teacher record of frequency
2.3 (OA) Provide daily opportunities for fact fluency review and practice <ul style="list-style-type: none"> • Use of center activities, partner games, home-school connection, and technology • Use of multiple presentation of facts (words, numbers, and unknowns in different places) • Understanding the meaning of the equal sign and how it can appear in an equation 	Ongoing	-Teacher record of frequency Student interviews -FF Phases of Development data



School Improvement Social and Emotional Goal		
<p>3. By May 2019, students will show a 5% decrease in discipline referral data, specifically physical contact. Teachers will promote positive behaviors by supporting ongoing social and emotional development.</p>		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Promoting Self-Regulation of Student Behavior</p> <ul style="list-style-type: none"> Continued focus/PD on Mindfulness Common currency for positive recognition of student behaviors (PRIDE tickets or a comparable currency that easily translates) Common expectations as dictated by County Expectations for classrooms and support rooms (calm down corner, reflection space, use of behavior tiers of intervention) 	Monthly	Staff record of frequency Monitor Referral data and Stop and Think Data
<p>3.2 Implement 2X10 Program</p> <ul style="list-style-type: none"> Staff members meet with identified students for 2 minutes, ten days in a row Conversations should focus on non-academic topics but can include school topics if the student brings it up, Focus is on relationship building. 	Daily Monthly	Monitor Stop and Think and Referral data monthly
<ul style="list-style-type: none"> Lego Club (Support and address specific gender behaviors as identified through discipline data) 		-Monitor Stop and Think and Referral data monthly



Carroll County Public Schools
Building the Future