

2018-2019



SCHOOL IMPROVEMENT

PLAN

PINEY RIDGE ELEMENTARY

School Vision / Mission

Piney Ridge Vision Statement:

- To inspire a community of caring independent individuals who positively impact our changing world.

Piney Ridge Mission Statement:

- To develop students as thinkers, problem solvers, and communicators. All will work to ensure maximum achievement for every child in all curricular areas.

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

Reading Assessment			Math Assessment Data			PARCC Level Data Students																																								
PLA/SRI Data (on grade)			Benchmark Data (% at 80)			2017-2018 PARCC % of grade level																																								
Grade	Jan	May	Grade	Jan 17-18	May 17-18	Grade	#1	#2	#3	#4	#5																																			
K	94%	94%	K	91	94	3 rd Math	5	3	12	52	16																																			
1 st	80%	89%	1 st	86	92	3 rd ELA	9	6	23	42	8																																			
2 nd	83%	14%(N) 41%(O)	2 nd	71	91	4 th Math	2	8	24	55	9																																			
3 rd	84%	85%	3 rd	79	72	4 th ELA	3	7	24	39	25																																			
4 th	80%	80%	4 th	75	86	5 th Math	2	9	22	60	8																																			
5 th	85%	86%	5 th	81	82	5 th ELA	3	12	20	64	2																																			
GRADE	CBA #1	CBA #2	*Proficiency on PARCC ELA and Mathematics will have a 5% gap or less by 2018																																											
2 nd	61%	70%	<ul style="list-style-type: none"> • White/Minority • FARM/Non-FARM • SPED/Non-SPED 																																											
3 rd	54%	76%	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th colspan="3" style="text-align: center;">Math</th> <th colspan="3" style="text-align: center;">ELA</th> </tr> <tr> <th style="text-align: center;">LEVEL</th> <th style="text-align: center;">1&2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4&5</th> <th style="text-align: center;">1&2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4&5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">9</td> <td style="text-align: center;">14</td> <td style="text-align: center;">77</td> <td style="text-align: center;">17</td> <td style="text-align: center;">26</td> <td style="text-align: center;">57</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">10</td> <td style="text-align: center;">24</td> <td style="text-align: center;">65</td> <td style="text-align: center;">10</td> <td style="text-align: center;">24</td> <td style="text-align: center;">66</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">11</td> <td style="text-align: center;">22</td> <td style="text-align: center;">67</td> <td style="text-align: center;">15</td> <td style="text-align: center;">20</td> <td style="text-align: center;">65</td> </tr> </tbody> </table>										Math			ELA			LEVEL	1&2	3	4&5	1&2	3	4&5	3 rd	9	14	77	17	26	57	4 th	10	24	65	10	24	66	5 th	11	22	67	15	20	65
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School Improvement Goals to Target Areas from Needs Assessment

School Improvement Goal #1 (MATHEMATICS)

- All grade levels will increase the percentage of students obtaining proficiency (80% or higher) on the January and May Math Benchmark Assessment through an increased teacher content knowledge that will facilitate flexible thinking and student oriented tasks.

Student Improvement Goal #2 (ELA)

- Teachers in grades K, 1, and 2 will increase the percentage of students meeting the county standard for assessed reading level (K – level D, 1 – level J, 2- level O) by providing explicit instruction on sight words, decoding strategies, and responding to inferential comprehension questions by using text support.
- Teachers in grades 3, 4, and 5 will increase the percentage of students meeting the county expectation on the Comprehension Benchmark Assessment 2 (80% or higher) by providing explicit instruction on unpacking the question and responding to text.

Student Improvement Goal #3 (BEHAVIOR)

- Utilizing PBIS, PAW Character Behaviors, ETM focus on school culture, Piney Ridge students will display respectful behaviors (use kind words and actions, be a good listener, help and be kind to others) throughout all settings and decrease disrespect referrals by 10%.

Math School Improvement Goal

All grade levels will increase the percentage of students obtaining proficiency (80% or higher) on the January and May Math Benchmark Assessment through an increased teacher content knowledge that will facilitate flexible thinking and student oriented tasks.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																																								
<p>Strategic Action: <i>Increase opportunities for students to productively struggle through problems by teaching students how to apply reasoning and use modeling to make sense of word problems.</i></p> <p>Professional Development</p> <ul style="list-style-type: none"> • Parameters of Productive struggle: Thinking needed, probing questions, student to student communication, awareness of time spent on problem, allowing for mistakes, ect. • Utilize Formative 5 book and MRT to increase the daily use and analysis of formative assessment data to guide instruction • Weekly collaborative planning sessions • Cross- grade level content specific professional development opportunities to create differentiated student oriented tasks to meet the needs of all students and promote written responses. • Promote collaboration between classroom and Gifted and Talented resources to enhance instruction for all students and increase the identification of exceptional academic talent. • Faculty Meetings • Development of Math Committee • Bar modeling • Unpacking the prompt – teaching how to communicate mathematically • Basic Facts: to allow students to focus on process and not computation • Mix in previous concepts (cyclical review) <p>Resources:</p> <ul style="list-style-type: none"> • Math in Practice Text/ Number Talk text and videos • Math websites – 3 Act Math • PARCC Tasks • Jo Boahler’s book and youcubed.org 	<p>Ongoing</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Assessments (as appropriate) • Planning meetings with Jenny • Pacing conferences & walkthroughs <p style="text-align: center;">MATH BENCHMARK DATA</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">Jan BM</th> <th colspan="2">May BM</th> </tr> <tr> <th>Grade</th> <th>17-18</th> <th>18-19 goal</th> <th>17-18</th> <th>18-19 goal</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>91</td> <td>92</td> <td>94</td> <td>96</td> </tr> <tr> <td>1st</td> <td>86</td> <td>89</td> <td>92</td> <td>94</td> </tr> <tr> <td>2nd</td> <td>71</td> <td>80</td> <td>91</td> <td>93</td> </tr> <tr> <td>3rd</td> <td>79</td> <td>83</td> <td>72</td> <td>77</td> </tr> <tr> <td>4th</td> <td>75</td> <td>80</td> <td>86</td> <td>90</td> </tr> <tr> <td>5th</td> <td>80</td> <td>84</td> <td>82</td> <td>86</td> </tr> </tbody> </table> <p style="font-size: small;">*88% of students in grades 2-5 will score at the mastery level (70% or higher) on the CBA by 2018</p> <p style="text-align: center;">PARCC MATH PERCENT AT 4's & 5's</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>71%</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>4th Grade</td> <td>76%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>5th Grade</td> <td>72%</td> <td>67%</td> <td>72%</td> </tr> </tbody> </table> <p style="font-size: small;">*75% of students in grades 3-5 will score proficient/advanced on PARCC ELA and mathematics assessments by 2018</p>		Jan BM		May BM		Grade	17-18	18-19 goal	17-18	18-19 goal	K	91	92	94	96	1 st	86	89	92	94	2 nd	71	80	91	93	3 rd	79	83	72	77	4 th	75	80	86	90	5 th	80	84	82	86		2017	2018	2019	3 rd Grade	71%	77%	80%	4 th Grade	76%	65%	70%	5 th Grade	72%	67%	72%
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<ul style="list-style-type: none"> Interpreting graphs (weekly) 		
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ELA School Improvement Goal

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Teachers in grades 3, 4, and 5 will increase the percentage of students meeting the county expectation on the Comprehension Benchmark Assessment 2 (80% or higher) by providing explicit instruction on unpacking the question and responding to text.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																									
<p><u>Strategic Action:</u></p> <ul style="list-style-type: none"> Collaborative planning to develop organizers, exemplars, find paired text, differentiate instruction and utilize student friendly rubrics within teams and across grade levels to support writing instruction. Promote collaboration between classroom and Gifted and Talented resources to enhance instruction for all students and increase the identification of exceptional academic talent. Professional development focused on explicit instruction using context clues to determine the meaning of vocabulary and/or figurative language in text. Professional development on unlocking the prompt and ways to respond to text for all types of writing. Professional development on strategies introduced in Notice and Note to focus on close reading in the classroom. <p><u>Resources:</u></p> <ul style="list-style-type: none"> PARCC and CBA sample questions Written response rubrics 	<p>Ongoing</p>	<p><u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> Formative Assessments (teacher created and/or county or Wonders assessments) Planning meetings with Katie Pacing conferences & walkthroughs <p style="text-align: center;">CBA PERCENT AT/ABOVE STANDARD</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>GRADE</th> <th>CBA 1 2017</th> <th>CBA 2 2018</th> <th>CBA 1 2018</th> <th>CBA 2 2019</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>73%</td> <td>82%</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>3rd</td> <td>80%</td> <td>83%</td> <td>83%</td> <td>86%</td> </tr> <tr> <td>4th</td> <td>65%</td> <td>84%</td> <td>70%</td> <td>88%</td> </tr> <tr> <td>5th</td> <td>57%</td> <td>78%</td> <td>62%</td> <td>82%</td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">*2017-2018 standard of 70% 2018-2019 standard of 80%</p> <p style="text-align: center;">PARCC ELA PERCENT AT 4's & 5's</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>67%</td> <td>57%</td> <td>62%</td> </tr> <tr> <td>4th Grade</td> <td>70%</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>5th Grade</td> <td>67%</td> <td>65%</td> <td>70%</td> </tr> </tbody> </table> <p style="font-size: x-small; text-align: center;">*75% of students in grades 3-5 will score proficient/advanced on PARCC ELA and mathematics assessments by 2018</p>	GRADE	CBA 1 2017	CBA 2 2018	CBA 1 2018	CBA 2 2019	2nd	73%	82%	77%	85%	3rd	80%	83%	83%	86%	4th	65%	84%	70%	88%	5th	57%	78%	62%	82%	Grade	2017	2018	2019	3rd Grade	67%	57%	62%	4th Grade	70%	66%	71%	5th Grade	67%	65%	70%
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Behavior School Improvement Goal

Utilizing PBIS, PAW Character Behaviors, ETM focus on school culture, Piney Ridge students will display respectful behaviors (use kind words and actions, be a good listener, help and be kind to others) throughout all settings and decrease disrespect referrals by 10%.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level												
<p><u>Strategic Action:</u> <i>Explicit instruction and strategies reinforced daily focusing on Self-Awareness, Self-Monitoring, Self Control, and coping strategies to improve behavior.</i></p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Continuation of PBIS/Character education/ PAW Behavior Program Equity Committee (PBIS/ETM) focus on respect across all school settings (cafeteria, hallway, recess, ect) Calming station PD and implementation in all instructional areas Team/School alignment on respectful behaviors within teams and full staff Class meetings and restorative circles Tools for Teaching PD Mindfulness Curriculum and Mindset Practices within the classroom <p><u>Resources:</u></p> <ul style="list-style-type: none"> Classroom presentations to promote PAW behaviors, PAW bucks/Fuzzies, Mindfulness and Growth Mindset Mind-up Curriculum Buddy Bench at recess Parent Information highlighting PBIS, PAW behaviors, Mindfulness, Growth Mindset, and the buddy bench Students of the Month Diversity Council Piney Pledge Calming Signal Chimes Quarterly assemblies highlighting Respectful, Responsible, and Resilient behaviors (PAW) Student leaders from Diversity council 	<p>Ongoing</p>	<p><u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> Referral Data/Quarterly SIT Meetings Bi-weekly SST Meetings Pacing conferences & walkthroughs <p align="center">OFFICE REFERRALS</p> <table border="1" data-bbox="927 989 1409 1272"> <thead> <tr> <th>Behavior</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>Disrespect</td> <td align="center">34</td> <td align="center">30</td> </tr> <tr> <td>Physical Contact/Attack on Student</td> <td align="center">103</td> <td align="center">93</td> </tr> <tr> <td>Classroom Disruption</td> <td align="center">36</td> <td align="center">32</td> </tr> </tbody> </table>	Behavior	2017-2018	2018-2019	Disrespect	34	30	Physical Contact/Attack on Student	103	93	Classroom Disruption	36	32
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