

# Robert Moton Elementary School School Improvement Plan 2018-2019



## School Vision / Mission

In order to develop independent, successful learners the RME community will motivate, communicate, and collaborate to provide a consistent approach to 21<sup>st</sup> century learning.

## Carroll County Public Schools Vision 2018-2019: 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.

Grade Level	Content Standard	Percentage of testers scoring 80% or above with the Content Standard
Pre-K	Counting and Cardinality	82%
K	Counting and Cardinality	84%
1	Operations and Algebraic Thinking	90%
	Number and Operations in Base Ten	81%
2	Operations and Algebraic Thinking	68%
3	Number and Operations- Fractions	31%
	Number and Operations in Base Ten	56%
4	Number and Operations in Base Ten	34%
5	Number and Operations in Base Ten	62%
5	Number and Operations- Fractions	45%

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Grade Level	% of RME students meeting proficiency in PLA, CCPA, CBA Spring 2018
Pre-K	<b>PLA: Letter Identification- Upper Case Letters 71% (County 79%, -8%)</b> <b>PLA: Letter Identification- Lower Case Letters 71% (County 78%, -7%)</b> <b>PLA: Early Concepts of Print 100% (County 96%, +4%)</b>
K	<b>PLA: Hearing Sounds in Words 64% (County 80%, -16%)</b> <b>PLA: High Frequency Words 74% (County 94%, -20%)</b> <b>CCPA: Short Vowel Sounds 81% (County 96%, -15%)</b> <b>PLA: Reading Level 76% (County 91%, -15%)</b>
1	<b>CCPA: 2A Closed Syllables 100% (County 98%, +2%)</b> <b>CCPA: 2B Closed Syllables with Digraphs 93%% (County 95%, -2%)</b> <b>CCPA: 2C Closed Syllables with Blends 83% (County 92%, -9%)</b> <b>CCPA: 2D Vowel-Consonant-e 80% (County 87%, -7%)</b> <b>CCPA: 2E Two Syllables-Closed 71% (County 78%, -7%)</b> <b>CCPA: 2F R-Controlled 67% (County 77%, -10%)</b> <b>PLA: High Frequency Words 76% (County 79 %, -3%)</b> <b>PLA: Assessed Reading Level- 74% (County 81%, -7%)</b>
2	<b>CCPA: 2G Vowel Digraphs 92% (County 94%, -2%)</b> <b>CCPA: 2H Vowel Diphthongs 86% (County 88%, -2%)</b> <b>CCPA: 2I Two Syllables 72% (County 80%, -8%)</b> <b>CCPA: 2J Multisyllabic 77% (County 78%, +1%)</b> <b>PLA: Assessed Reading Level 76% (County 83%, -7%)</b> <b>CBA: 2018 Spring 72% (County 85%, 13%)</b> <b>SRI: 64% (County 72%, -8%)</b>
3	<b>PLA: Assessed Reading Level 88% (County 88%, -18%)</b> <b>CBA: 2018 Spring 49% (County 75%, -25%)</b> <b>SRI: 58% (County 77%, -15%)</b>
4	<b>CBA: 2018 Spring 51% (County 76%, -25%)</b> <b>SRI: 53% (County 72%, -24%)</b>
5	<b>CBA: 2018 Spring 66% (County 82%, -16%)</b> <b>SRI: 63% (County 78%, -15%)</b>

### Discipline Data

Grade	Green zone < 1 Referral	Yellow Zone 2-5 Referrals	Red Zone 6+ Referrals	
Total Mainstream	373 students = 92.3%	18 students = 4.4%	13 students = 3.3%	404 students
Grade	Green zone < 4 Referral	Yellow Zone 5-9 Referrals	Red Zone 10+ Referrals	
Total BEST	12 students = 36%	6 students = 18%	15 students = 45%	33 students

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## School Improvement Goals to Target Areas from Needs Assessment

1. All students in grades Pre-K through 5 will increase their overall proficiency in reading as measured by the PLA, CCPA, and CBA to meet or exceed the county average.
2. All students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.
3. During the 2018-2019 school year, RME will increase the number of students in the green zone to 95%.

## School Improvement Goal

1. During school year 2018-2019, the percentage of students meeting county expectations will increase by 20% as measured by the PLA, CCPA and CBA in Pre-K-5.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																				
<p>1.1a Pre-K teachers explicitly teach CAP and will use Foundations to explicitly instruct letter identification and matching familiar consonant sounds/letters.</p> <p>1.1b CCPS resource teachers will provide Pre-K teachers, Interventionists and instructional assistant with professional development through Pre-K Training sessions.</p> <p>1.1c Interventionist provided through the Judy Center Grant for Pre-K will provide a research based intervention to students who have not met expectations on formative assessments.</p>	Daily	<u>Pre-K</u>																				
	August November	<table border="1" style="width: 100%; border-collapse: collapse; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 15%;">PLA Skill</th> <th style="width: 15%;">May 2018</th> <th style="width: 15%;">Sept. 2018</th> <th style="width: 15%;">Jan. 2019</th> <th style="width: 15%;"><u>Actual</u> May 2019</th> </tr> </thead> <tbody> <tr> <td><b>Upper</b></td> <td style="text-align: center;">71%</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Lower</b></td> <td style="text-align: center;">71%</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>CAP</b></td> <td style="text-align: center;">100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PLA Skill	May 2018	Sept. 2018	Jan. 2019	<u>Actual</u> May 2019	<b>Upper</b>	71%				<b>Lower</b>	71%				<b>CAP</b>	100%			
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October-May	<p><u>Pre-K</u></p> <ul style="list-style-type: none"> <li>Monthly data progress monitoring</li> <li>Monthly Pre-K breakfasts with Parents</li> <li>Walk-throughs/feedback</li> <li>PLA data</li> </ul>																					

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<p>1.2a K teachers will use Foundations to teach explicit instruction on letter identification and matching familiar consonant sounds/letters.</p> <p>1.2b Kindergarten teachers will plan and deliver explicit, targeted instruction on hearing sounds in words, high frequency words and short vowel sounds. FAF will support HFW through strategic implementation of instructional strategies.</p> <p>1.2c Kindergarten, Title I Resource and Reading Resource teachers will plan and deliver targeted interventions to students not meeting county expectations through ongoing data progress monitoring and assessments.</p> <p>1.2d Kindergarten teachers will receive professional development related to hearing sounds in words connected to Foundations &amp; writing.</p> <p>1.2e Kindergarten teachers will receive professional development related to high frequency words, and short vowels from the Reading Specialist.</p> <p>1.2f Kindergarten teachers, Title I Resource and Reading Resource teachers will plan and deliver research based targeted reading interventions to students not meeting county Reading Level expectations &amp; will be monitored through data progress monitoring.</p>	Daily	<b><u>Kindergarten</u></b>				
		<b>PLA Skill</b>	<b>May 2018</b>	<b>Sept. 2018</b>	<b>Jan. 2019</b>	<b>May 2019</b>
		<b>CAP</b>				
	Daily	<b>DAPPA</b> segmenting				
		<b>DAPPA</b> blending				
		<b>Letter ID</b>				
		<b>Letter Sounds</b>				
	September	<b>HSIW</b>	81%			
		<b>HFW</b>	74%			
		<b>Short Vowels</b>	64%			
Monthly	<b>Reading Level</b>	76%				
		<ul style="list-style-type: none"> <li>• Monthly data progress monitoring</li> <li>• Walk-throughs/feedback</li> <li>• Pacing Conferences</li> <li>• PLA data</li> </ul>				
Monthly						

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<p>1.3a First grade teachers will plan and deliver explicit, first pass instruction and targeted interventions for CCPA 2A-2F.</p> <p>1.3b First grade teachers will implement explicit, first pass instruction and targeted interventions on High Frequency Words. FAF will support HFW through strategic implementation of instructional strategies.</p> <p>1.3c First grade teachers, Title I Resource and Reading Resource teachers will plan and deliver targeted interventions to students not meeting county reading level expectations through ongoing data progress monitoring and assessments.</p> <p>1.3d First grade teachers, Title I Resource and Reading Resource teachers will plan and deliver research based targeted reading interventions to students not meeting county Reading Level expectations &amp; will be monitored through data progress monitoring.</p> <p>1.3e First grade teachers will receive professional development focused on CCPA: 2A-2F from the Reading Specialist.</p>	Daily	<b>First Grade</b>					
		Daily	<b>CCPA Skill</b>	<b>May 2018</b>	<b>Sept. 2018</b>	<b>Jan. 2019</b>	<b>Jan. 2019</b>
			2A: Closed Syllables	100%			
			2B: Closed Syllables-Digraphs	93%			
			2C: Closed Syllables-Blends	83%			
			2D: V-C-e	80%			
			2E: Two Syllables-Closed	71%			
			2F: R-controlled	67%			
			HFW	76%			
			Reading Level	74%			
	Monthly	<ul style="list-style-type: none"> <li>Monthly data progress monitoring / pacing</li> <li>Walk-throughs/feedback</li> <li>CCPA data</li> <li>PLA data</li> </ul>					

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<p>1.4a Second grade teachers will plan and deliver explicit, first pass instruction and targeted interventions for CCPA 2D-2J.</p> <p>1.4b Second grade teachers, Title I Resource and Reading Resource teachers will plan and deliver targeted interventions to students not meeting county reading level expectations through ongoing data progress monitoring and assessments.</p> <p>1.4c Second grade teachers, Title I Resource and Reading Resource teachers will plan and deliver research based targeted reading interventions to students not meeting county reading level expectations &amp; will be monitored through data progress monitoring.</p> <p>1.4d Second grade teachers will receive professional development focused on CCPA: 2D-2J from the Reading Specialist.</p> <p>1.4e Title I Resource teachers will create and monitor SMART goals related to comprehension strategies &amp; writing.</p>	Daily	<b>Second Grade</b>																																								
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<p>1.5a Third-Fifth teachers will plan and deliver explicit, targeted instruction in order for students to master CCPA.</p>	Ongoing	<div style="text-align: center; border: 1px solid black; margin-bottom: 10px;"> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="7">Third-Fifth Grade</th> </tr> <tr> <th></th> <th>May 2018</th> <th>May 2018</th> <th>Dec. 2018</th> <th>Dec. 2018</th> <th>May 2019</th> <th>May 2019</th> </tr> <tr> <th></th> <th>CBA</th> <th>SRI</th> <th>CBA</th> <th>SRI</th> <th>CBA</th> <th>SRI</th> </tr> </thead> <tbody> <tr> <td><b>3<sup>rd</sup> Grade</b></td> <td>49%</td> <td>58%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>4<sup>th</sup> Grade</b></td> <td>51%</td> <td>53%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>5<sup>th</sup> Grade</b></td> <td>66%</td> <td>63%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>Walk-throughs/feedback</li> <li>Pacing Conferences</li> <li>CBA data</li> <li>SRI data</li> </ul>	Third-Fifth Grade								May 2018	May 2018	Dec. 2018	Dec. 2018	May 2019	May 2019		CBA	SRI	CBA	SRI	CBA	SRI	<b>3<sup>rd</sup> Grade</b>	49%	58%					<b>4<sup>th</sup> Grade</b>	51%	53%					<b>5<sup>th</sup> Grade</b>	66%	63%				
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<p>1.5b Third- Fifth teachers will plan and deliver explicit, first pass instruction focused on comprehension using Notice and Note to support instruction.</p>	Ongoing																																											
<p>1.5c Third-Fifth grade teachers, Title I Resource and Reading Resource teachers will plan and deliver research based targeted reading interventions to students not meeting county on grade reading level expectations &amp; will be monitored through data progress monitoring.</p>	Ongoing																																											
<p>1.4d Title I Resource teachers will create and monitor SMART goals related to comprehension strategies &amp; writing. **NOTICE and NOTE Fiction and Non-Fiction</p>	Monthly																																											
<p>1.4e Third- Fifth grade teachers will plan and deliver explicit, first pass instruction related to determining the meaning of words and phrases, including general and domain-specific words in a text relevant to respective grade levels (RI2.4, RL2.4, RI3.4, RL3.4, RI4.4, RL4.4, RL.5.4, RI5.4). **NOTICE and NOTE Fiction and Non-Fiction</p>	Ongoing																																											
<p>1.4f Reading Resource Specialist will use the CCPS Writing Rubrics &amp; Sign Posts in Notice and Note to drive Professional Development for teachers in grades 3-5.</p>	Ongoing																																											
<p>1.4g STEM teachers will receive professional development on informational writing connected to Sign-Posts from Notice &amp; Note.</p>	Ongoing																																											

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## School Improvement Goal

2. During school year 2018-2019, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the county average.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																		
<p>2.1a Pre-K and Kindergarten teachers will teach explicit instruction on counting and cardinality. (PK.CC.1, PK.4a, 4b &amp; 4c, K.CC.2, K.CC.4a, 4b &amp; 4c)</p> <p>2.2b The Math Specialist will provide Pre-K, Kindergarten teachers and paraprofessionals with professional development on Counting and Cardinality.</p> <p>2.3c A Title I Resource teacher for kindergarten and an interventionist through the Judy Center Grant for Pre-K will provide a research based intervention to students who are not meeting expectations on formative assessments created by the Math Specialist.</p> <p>2.4d Use math tasks/exit tasks and formative assessments to monitor student growth, discuss results as a team at data meetings.</p>	Daily	<p><b>PreK-K</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Math Benchmark</th> <th style="width: 15%;">Skill</th> <th style="width: 10%;">Jan 2017</th> <th style="width: 10%;">May 2017</th> <th style="width: 10%;">Jan 2018</th> <th style="width: 10%;">May 2018</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>Counting and Cardinality</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>K</td> <td>Counting and Cardinality</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">84%</td> </tr> </tbody> </table>	Math Benchmark	Skill	Jan 2017	May 2017	Jan 2018	May 2018	Pre-K	Counting and Cardinality	78%	78%	88%	82%	K	Counting and Cardinality	85%	90%	79%	84%
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Weekly																				
<p>2.1a First grade teachers will plan and deliver explicit, targeted instruction on operations and algebraic thinking, and Numbers in Base Ten (1.OA.1, 1.NBT.1-6,)</p> <p>2.2b The Math Specialist will provide teachers with professional development on operations and algebraic thinking and Numbers in Base Ten.</p> <p>2.2b 1<sup>st</sup> grade teachers, Title I Resource and Math Resource teachers will plan and deliver targeted interventions to students not meeting county expectations</p>	Daily	<p><b>Grade 1</b></p> <p><b>Operations and Algebraic Thinking</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Jan. 2017</th> <th style="width: 15%;">May 2017</th> <th style="width: 15%;">Jan. 2018</th> <th style="width: 15%;">May 2018</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> (OA)</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>1<sup>st</sup> (NBT)</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">81%</td> </tr> </tbody> </table>	Grade	Jan. 2017	May 2017	Jan. 2018	May 2018	1 <sup>st</sup> (OA)	81%	82%	79%	90%	1 <sup>st</sup> (NBT)	73%	89%	79%	81%			
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<p>through ongoing data progress monitoring and assessments.</p> <p>2.3c Math Resource Specialist will provide professional development in problem solving structures and instructional strategies for Numbers in Base Ten.</p> <p>2.4d Use math tasks/exit tasks and formative assessments to monitor student growth, discuss results as a team at data meetings.</p>	<p>Ongoing</p> <p>Weekly</p>											
<p>2.1a Second grade teachers will plan and deliver explicit, targeted instruction on operations and algebraic thinking, and Numbers in Base Ten (2.OA.1)</p> <p>2.2b The Math Specialist will provide teachers with professional development on operations and algebraic thinking and Numbers in Base Ten.</p> <p>2.2b 2<sup>nd</sup> grade teachers, Title I Resource and Math Resource teachers will plan and deliver targeted interventions to students not meeting county expectations</p> <p>2.3c Math Resource Specialist will provide professional development in problem solving structures and instructional strategies for Numbers in Base Ten.</p> <p>2.4d Use math tasks/exit tasks and formative assessments to monitor student growth, discuss results as a team at data meetings.</p>	<p>Daily</p> <p>Monthly</p> <p>Daily</p> <p>Ongoing</p> <p>Weekly</p>	<p style="text-align: center;"><b>Grade 2</b> <b>Operations and Algebraic Thinking</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Jan. 2017</th> <th style="width: 15%;">May 2017</th> <th style="width: 15%;">Jan. 2018</th> <th style="width: 15%;">May 2018</th> </tr> </thead> <tbody> <tr> <td><b>2<sup>nd</sup></b></td> <td style="text-align: center;">61%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">68%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Monthly data progress monitoring</li> <li>• Walk-throughs/feedback</li> <li>• Pacing Conferences</li> <li>• January and May Benchmark data</li> <li>• Unit assessments</li> <li>• Formatives</li> </ul>	Grade	Jan. 2017	May 2017	Jan. 2018	May 2018	<b>2<sup>nd</sup></b>	61%	70%	72%	68%
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<b>2<sup>nd</sup></b>	61%	70%	72%	68%								

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<p>2.1a 3<sup>rd</sup>- 5<sup>th</sup> grade teachers will plan and deliver explicit, targeted instruction on fractions and base ten. (3.NF.1, NF.2, NF.3a, NBT.1,2,3, 4NBT. 1,2,4,5,6, 5NBT. 1,2,3,5,6,7, 5.NF.1,2,3,4)</p> <p>2.2b The Math Specialist will provide 3-5 teachers with professional development on numbers and operations, fractions and base ten.</p> <p>2.3c Grades 3-5, Title I Resource and Math Resource teacher will plan and deliver targeted interventions to students not meeting county expectations through ongoing data progress monitoring and assessments.</p> <p>2.4 The Math Specialist will provide professional development on problem solving strategies for multistep problems.</p> <p>2.5e The Math Specialist will create review activities.</p> <p>2.6f Teachers will use county math tasks and exit tasks to assess and guide instructional decisions</p> <p>2.7g Number talks on arithmetic and/or modeling strategies</p> <p>2.8h- Fact support from Title 1 on Fridays, focus on strategies and games to review. Use warm ups, parent support, and homework to support fluency. Fact fluency support from FAF.</p>	Daily	<p style="text-align: center;"><b>Grades 3-5 Numbers and Fractions</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>January 2017</th> <th>May 2017</th> <th>January 2018</th> <th>May 2018</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> (Fractions)</td> <td>70%</td> <td>48%</td> <td>61%</td> <td>31%</td> </tr> <tr> <td>3<sup>rd</sup> (Base Ten)</td> <td>82%</td> <td>66%</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>4<sup>th</sup> (Base Ten)</td> <td>68%</td> <td>44%</td> <td>77%</td> <td>73%</td> </tr> <tr> <td>5<sup>th</sup> (Base Ten)</td> <td>59%</td> <td>62%</td> <td>53%</td> <td>34%</td> </tr> <tr> <td>5<sup>th</sup> (Fractions)</td> <td>N/A</td> <td>74%</td> <td>N/A</td> <td>45%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Monthly data progress monitoring</li> <li>• Walk-throughs/feedback</li> <li>• Pacing Conferences</li> <li>• January and May Benchmark data</li> <li>• Unit Assessments</li> <li>• Formatives</li> <li>• Teacher/Math Resource Specialist Created Assessments</li> </ul>	Grade	January 2017	May 2017	January 2018	May 2018	3 <sup>rd</sup> (Fractions)	70%	48%	61%	31%	3 <sup>rd</sup> (Base Ten)	82%	66%	44%	56%	4 <sup>th</sup> (Base Ten)	68%	44%	77%	73%	5 <sup>th</sup> (Base Ten)	59%	62%	53%	34%	5 <sup>th</sup> (Fractions)	N/A	74%	N/A	45%
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School Improvement Goal		
3. During school year 2018-2019, RME will increase the number of students in the green zone to 95%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 School Counselor will organize and manage small group interventions with identified yellow zone students focused on self-regulation and mindfulness skills.	August-June	Discipline System Data Weekly SST behavior tracking form Monthly grade level kid talking
3.2 Staff will receive the county wide professional development on the appropriate use of the support room and the classroom reflection space and calming area.	August	Discipline System Data Support Room Log
3.3 Staff will participate in professional development focused on trauma sensitive classrooms and de-escalation tools.	August-June	Discipline System data Staff surveys
3.4 Review of Tiered Intervention process with staff involved in repeated minor and/or major referrals.	August-June	Discipline System data Kid-Talk goals
3.5 Before students reach the yellow and red zone with behavior teachers will initiate the kid-talk process and/or refer students of concern to the Student Services Team.	August-June	Discipline System data Kid-Talk goals Weekly SST behavior tracking form
3.6 Creating time in each classroom for Recess and Cafeteria staff to build relationships with students.	August-June	Discipline System data – specifically recess and lunch data Support Room data Student survey