

**Runnymede Elementary  
School Improvement Plan  
2018-2019**

<b>School Vision / Mission</b>
Runnymede strives to provide a safe environment to deliver the highest quality of education to meet student needs as we prepare them for success in school and participation in the larger community.

<b>Carroll County Public Schools Vision 2018: Focus on Excellence Objectives</b>
<p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> <li>➤ Fully implement a CCPS curriculum aligned with the Maryland State Standards.</li> <li>➤ Partner with local institutions of higher education to ensure college readiness.</li> <li>➤ Enhance programs to ensure career readiness for all students.</li> </ul>
<p>Meet Each Student's Instructional Needs</p> <ul style="list-style-type: none"> <li>➤ Close the achievement gap between highest achieving and most struggling students.</li> <li>➤ Provide appropriate education services for students identified with Autism Spectrum Disorder.</li> <li>➤ Enhance alternative programs responsive to the needs of at-risk students.</li> <li>➤ Implement a Gifted and Talented Program aligned with COMAR requirements.</li> <li>➤ Enhance alternative learning opportunities through the use of digital resources.</li> </ul>
<p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> <li>➤ Attract and retain highly qualified, effective, and diverse employees.</li> <li>➤ Promote a culture of diversity in the workplace.</li> <li>➤ Develop an electronic observation, evaluation, feedback, and professional development system.</li> <li>➤ Continuously monitor the organizational structure to support the Vision 2018 Plan.</li> </ul>
<p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> <li>➤ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.</li> <li>➤ Improve and modernize the environment within our school facilities and school buses.</li> <li>➤ Enhance security for all CCPS students, staff, volunteers, and visitors.</li> </ul>

<b>School Needs Assessment</b>							
<p><b>ELA:</b> Percentage of students scoring a 2 or higher on the spring CBA Opinion/Argument writing piece, Narrative writing piece, and Selected Response questions related to RI.1 and RL.1.</p>				<p><b>Rationale:</b> Overall, Runnymede students scored lower on the Spring 2018 Comprehension Benchmark Assessment in the areas of development of ideas in writing as measured the CCPS writing rubric, and in identifying accurate text evidence. Teachers have observed that many students are reluctant to refer back to text for evidence or that students have difficulty choosing the appropriate main idea and details to support an answer. This is evidenced by a relative weakness in student scores on the spring CBA. Therefore, we believe that continuing to work with main idea and details through written responses and in selected response questions will be the best way to address this goal. The overall spring CBA average is 82%.</p>			
<b>Grade</b>	<b>Overall Spring 2017</b>	<b>Overall Spring 2018</b>	<b>Spring Overall 2018 Ideas from Opinion/Argument Writing</b>			<b>Spring 2018 Main Idea/Details RI.1 and RL.1</b>	<b>Spring 2018 Ideas from Narrative</b>
<b>2</b>	82%	85%	72%			75%	69%
<b>3</b>	78%	80%	83%			79%	69%
<b>4</b>	77%	77%	80%			53%	80%
<b>5</b>	85%	84%	82%			81%	65%
<b>School Average</b>	81%	82%	79%	72%	71%		



**Math: Operations and Algebraic Thinking EOY Data**

Grade	17-18 EOY percentage of students meeting expectations RUE	17-18 EOY percentage of students meeting expectations county	Differential
PK			
K	85	86	-1%
1	81	81	+0%
2	59	68	-9%

Rationale: Data from the 2017/18 EOY assessment shows that Operations and Algebraic Thinking is an area of need for students in grades K-2. Comparing Runnymede EOY data to county EOY data in the area of OA, we found that the percentage of Runnymede students that met the county expectations were as much as 9% lower than the county for grades K-2 and as much as 29% in the area of NF in grades 3-5. Grade level strategic actions to meet this goal will focus on appropriate grade level skills related to OA and NF.

**Math: Number and Operations – Fractions EOY Data**

Grade	17-18 EOY percentage of students meeting expectations RUE	17-18 EOY percentage of students meeting expectations county	Differential
3	21	39	-18%
4	61	72	-11%
5	37	66	-29%

**Special Education CBA Data**

Grade	Number of students	March CBA Class Average	IEP CBA Average	Discrepancy
2nd	10	82%	49%	33
3rd	8	78%	48%	30
4th	6	77%	45%	32
5 <sup>th</sup>	4	85%	63%	22
Total				29

Rationale: The largest achievement gap among groups of students in 2016-2017 was between Special Education students and all students on the Comprehension Benchmark Assessment. While the achievement gap was comparable between the Mid-Year Assessment in Math and the Comprehension Benchmark Assessment in ELA, there is a better alignment between IEP goals/objectives and Comprehension Benchmark Assessment content. Special educators report a need to collaborate with regular education teachers and use instructional strategies to support students' abilities to respond to literature.



1. **ELA:** Spring CBA average score will increase from 82% to 84%.
2. **Math:** The percentage of students in grades K – 2 meeting or exceeding county expectations in the areas of Operations and Algebraic Thinking on the CCPS EOY assessment and the percentage of students in grade 3-5 meeting or exceeding county expectations in the area of Numbers and Operations-Fractions on the CCPS EOY assessment will increase based on the below chart.
3. **Special Education:** 55% of students receiving special education services in reading comprehension with at least 90% of the goal period in grades 2-5 will increase their average score on the 2018 CBA 2 by 5%.

<b>School Improvement Goal - ELA</b>		
1. Spring CBA average score will increase from 82% to 84%.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
1.1 Use <i>Wonders</i> leveled readers to provide consistent comprehension questions.	All listed actions will occur from September through June.  School progress monitoring to occur monthly at Leadership Team Meetings.  Grade level progress monitoring to occur bi-weekly at PD/4 DX Data Meetings or Team Planning Meetings.	Progress of the listed actions will be measured through the following:  Comprehension Benchmark Assessment  Teacher-made assessments  SLO goal achievement  Increase in the number of students achieving a 4 or 5 level on PARCC
1.2 Model and write written responses scaffolding multiple step questions.		
1.3 Teachers will implement lessons on paraphrasing and quoting accurate evidence from the text using and expanding upon the State Cite Explain framework.		
1.4 Teachers in grades PreK through 5 will model finding accurate text evidence through written responses and selected response questions		
1.5 Teachers in grades K-5 will incorporate CBA practice questions using multiple texts to provide practice in identifying main idea and details in both selected response questions and response to text questions.		
1.6 Teachers in grades 3-5 will introduce or review online PARCC practice with students.		
1.7 Teachers will create common expectations for student performance across grade levels.		
1.8 Teachers will grade as a team in order to build consistency in grading writing pieces. .		
1.9 Collaborative teacher planning, data analysis, and PD..		
1.10 Teacher Student Learning Objectives.		



1.11 Teaches will attend collaborative cross grade level meetings during staff meeting hours		
1.12 Teachers will implement the Common Core Performance Coach book.		

**School Improvement Goal - Math**

1. The percentage of students in grades K – 2 meeting or exceeding county expectations in the areas of Operations and Algebraic Thinking on the CCPS EOY assessment will increase as follows:

Grade	2017-2018 data	% of increase
K	85%	5%
1	81%	5%
2	59%	10%

2. The percentage of students in grade 4-5 meeting or exceeding county expectations in the area of Numbers and Operations-Fractions on the CCPS EOY assessment will increase as follows:

Grade	2017-2018 data	% of increase
4	21%	10%
5	61%	13%

50% of students in 3<sup>rd</sup> grade will meet or exceed county expectations in the area  
Of number operations -Fractions

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
2.1 Teachers in all grades will increase communication daily during math instruction. <ul style="list-style-type: none"> <li>• “Get the Goof”, graphs, visual models, charts, etc.</li> <li>• Specific Number Talks (2x/week)</li> </ul> Focus on OA (K-2) and NF (3-5)	All listed actions will occur from August through June.	Progress of the listed actions will be measured through the following:  Unit assessments  Teacher-made Assessments



<p>2.2 Teachers in all grades will give students opportunities to build definitions and apply vocabulary terms throughout daily math instruction.</p> <ul style="list-style-type: none"> <li>• anchor charts related to OA (K-2), NF (3-5)</li> <li>• OA and NF vocabulary used by both teachers and students</li> </ul>	<p>School progress monitoring to occur monthly at Leadership Team Meetings.</p>	<p>Formal Classroom and Walk-Through Observations</p> <p>4DX goal achievement</p> <p>School progress monitoring to occur at Leadership Team Meetings.</p>
<p>2.3 Teachers in grades 1-5 will utilize silent discussions, Notice Wonder Evidence and/or 3-Act Tasks to provide opportunities for students to demonstrate understanding.</p> <ul style="list-style-type: none"> <li>• Identify opportunities where silent discussions/NEW/3-Act Tasks would be beneficial during weekly collaborative planning.</li> </ul>	<p>Teachers will report monthly progress towards the goal.</p>	<p>Increase in the number of students achieving a 4 or 5 or PARCC</p>
<p>2.4 Teachers will participate in professional development opportunities focused on the following:</p> <ul style="list-style-type: none"> <li>• Operations and Algebraic Thinking (K-2)</li> <li>• Numbers and Operations-Fractions (3-5)</li> <li>• Data Analysis</li> <li>• Plan appropriate tasks for OA (K-2), NF (3-5)</li> <li>• Modeling with mathematics and writing for math</li> </ul>		
<p>2.5 Focused PD for 1<sup>st</sup> and 2<sup>nd</sup> year teachers on OA (K-2<sup>nd</sup> grade) NF (3<sup>rd</sup>-5<sup>th</sup>) standards and instruction.</p>		

<b>School Improvement Goal – GAP (special education)</b>		
<p>3. 55% of students receiving special education services in reading comprehension with at least 90% of the goal period in grades 2-5 will increase their average score on the 2019 CBA 2 by 5% to 10%.</p>		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success/Desired Performance Level</b>
<p>3.1 Special Education teachers will collaboratively plan with grade level teachers and/or the ELA specialist.</p>	<p>All listed actions will occur from August through</p>	<p>Progress of the listed actions will be measured through the following:</p>



<p>3.2 Use <i>Wonders</i> leveled readers daily to provide consistent comprehension questions.</p>	<p>June.</p> <p>School progress monitoring to occur monthly at Leadership Team Meetings.</p> <p>Grade level progress monitoring to occur monthly at PD/Data Meetings or Team Planning Meetings.</p>	<p>Interim Assessments CBA 1 Progress toward IEP ELA goals CBA 2 Data collection on ELA IEP goals that pertain to CBA skills</p> <p>School progress monitoring to occur monthly at Leadership Team Meetings.</p> <p>Grade level progress monitoring to occur monthly at PD/Data Meetings or Team Planning Meetings.</p> <p>4DX goal achievement</p>
<p>3.3 Teachers in Pre-K through 5<sup>th</sup> grade will implement lessons at least once a week in ELA/content focusing on gathering and locating text evidence/support.</p>		
<p>3.4 Teachers in Pre-K through 5<sup>th</sup> grade will model finding text evidence through read alouds.</p>		
<p>3.5 Teachers in grades 2-5 will incorporate CBA practice questions using text evidence.</p>		
<p>3.6 Professional development for Special Education teachers using grade level curriculum.</p>		
<p>3.7 Teachers in grades 2 through 5 will give interim assessments that reflect the CBA assessment and skills.</p>		
<p>3.8 Collaboration between regular education and special education teacher on progress of IEP ELA goals.</p>		
<p>3.9 Teachers in grades 2-5 will implement lessons focused on paraphrasing and/or quoting accurately from the text.</p>		
<p>3.10 Teachers in grades 1 through 5 will implement lessons focusing on main idea and details in order to accurately summarize text.</p>		