

## Sandymount Elementary School School Improvement Plan 2018-2019

### School Vision / Mission

Strategic Thinkers, Excited Learners, Successful Leaders

### 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

#### MATH:

Grade Level	SES (targeted standard)	CCPS (targeted standard)
Pre-K	92	77
K	89	88
1	84	80
2	67	67
TOTAL	332 (83%)	312 (78%)

Grade Level	SES (targeted standard)	CCPS (targeted standard)
3	28	39
4	75	72
5	67	66
TOTAL	170 (57%)	177 (59%)

**Rationale:** Our May 2018 EOY data indicates that we have a total average of 83% of our Pre-K – 2 grade students that are scoring 80% or above in Operations and Algebraic Thinking. The average for CCPS is 78% so we plan to increase our EOY percentage by 2.5% (half of the 5% difference from the county average). Our May 2018 EOY data indicates that we have a total average of 57% of our 3 - 5 grade students that are scoring 80% or above in Numbers and Operations Fractions. The average for CCPS is 59% so we plan to increase our EOY percentage by 5 points (which is 10% of our school average).

**ELA:**

Grade Level	Baseline		County		Goal	
Pre-K	85% overall PLA		84.18%		87% overall PLA	
K	94% overall PLA		89.25%		91% overall PLA	
1st	87% overall PLA		85.07%		90% overall PLA	
2nd	87% overall PLA		84.37%		89% overall PLA	
2nd	76.5% met standard		72% met standard		79% will meet CBA (80%)	
3 <sup>rd</sup>	54.6% met CBA standard	81.7% met SRI	59% met CBA	73.3% met SRI	59% will meet CBA (80%)	83% will meet SRI
4th	57% met CBA standard	75.4% met SRI	58% met CBA	77.4% met SRI	59% will meet CBA	78% will meet SRI
5th	78% met CBA standard	75% met SRI	68% met CBA	77.7% met SRI	80% will meet CBA	78% will meet SRI

**Rationale:** Our May 2018 data indicates that many of our students are not meeting expectations on county-based ELA assessments. Our goal is to increase the number of students meeting expectations on county assessments by increasing the percentage of students in all grade levels who earn proficient scores.

**PBIS/ETM: Major Referral counts for 2017-2018**

Physical contact	Disruption	Disrespect
46	46	29

**Rationale:** The total number of students with major discipline referrals in the areas of physical contact, disruption and disrespect is 121. Based on previous data, a reasonable decrease in the number of referrals is 10%. The strategic actions listed will help promote progressive discipline techniques to help us achieve our target of 109 or fewer referrals in these three areas. Given that hallways, classroom and playground are areas that garner the most referrals, specific instruction will be offered at the beginning of recess and hallway movement.

**School Improvement Goals to Target Areas from Needs Assessment**

1. The percentage of students in grades Pre-K – 2 grade meeting or exceeding county expectations in the area of Operations and Algebraic Thinking on the CCPS math benchmark assessment will increase from 83% to 85% by May 2019. The percentage of students in grades 3 - 5 in Numbers and Operations Fractions meeting or exceeding county expectations on the CCPS math benchmark assessment will increase from 57% to 62%.
2. The percentage of students in grades Pre-K through 5 who meet or exceed grade level expectations in reading (preK-1<sup>st</sup> decoding and fluency; 2<sup>nd</sup>-5<sup>th</sup> reading comprehension) will increase. See chart below for growth measures per grade.
3. The amount of major office referrals for students in grades PreK-5 in the areas of physical contact, disruption and disrespect will decrease from 121 to 109 by May 2019.

## School Improvement Goal 1: Math

1. The percentage of students in grades PreK – 2 grade meeting or exceeding county expectations in the area of Operations and Algebraic Thinking on the CCPS math benchmark assessment will increase from 83% to 85% by May 2019. The percentage of students in grades 3-5 in Numbers and Operations Fractions meeting or exceeding county expectations on the CCPS math benchmark assessment will increase from 57% to 62%.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Concrete, pictorial, and abstract approaches to instruction will be used consistently across all grade levels to improve mathematical understanding.	daily	Walkthroughs, student observations, anecdotal notes, classwork, formative assessments
1.2 Students will actively participate in setting and monitoring short term goals in using mathematical practices based on classroom and assessment performance.	per unit	Conferencing to include timely and consistent feedback to students, anecdotal notes (weekly tally charts – 2 to 3 times a week for consistency)
1.3 Common formative assessments will be developed, used and analyzed among grade level teams to plan for next steps in instruction.	daily	Increased assessment scores, conferencing to include timely and consistent feedback to students, team collaboration and progress monitoring towards a team goal
1.4 Teachers and students will use a problem solving template to increase consistency and use of problem solving strategies.	weekly	Walkthroughs, student observations, anecdotal notes, classwork, formative assessments

## School Improvement Goal 2: ELA Reading

**ELA:** The percentage of students in grades Pre-K through 5 who meet or exceed grade level expectations in reading (preK-1<sup>st</sup> decoding and fluency; 2<sup>nd</sup>-5<sup>th</sup> reading comprehension) will increase. See chart below for growth measures.

Grade Level	Baseline		County		Goal	
PreK	85% overall PLA		84.18%		87% overall PLA	
K	94% overall PLA		89.25%		91% overall PLA	
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Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>1. Teachers and students will consistently collaborate by setting goals in order to increase student achievement by focusing on:</p> <ul style="list-style-type: none"> <li>a. In grades Pre-K and Kindergarten, teachers will increase phonological awareness skills by providing intentional daily instruction and practice with manipulating sounds.</li> <li>b. In grades K-2, teachers will plan and deliver systematic, explicit daily phonics instruction through FUNdations lessons and small group activities.</li> </ul> <p>2. Teachers will provide explicit instruction in written response to text through daily reading and writing activities:</p> <ul style="list-style-type: none"> <li>a. All teachers and students will use Notice &amp; Note signposts to respond to text dependent questions and support student comprehension of text orally and in writing.</li> <li>b. Teachers will model and provide scaffolds for extended responses.</li> </ul>	<p>Daily</p> <p>Daily</p> <p>Weekly</p>	<p>DAPPA</p> <p>CCPA FUNdations Unit tests</p> <p>CBA SRI</p>

### School Improvement Goal 3: PBIS

The amount of major office referrals for students in grades PreK-5 in the areas of physical contact, disruption and disrespect will decrease from 121 to 109 by May 2019.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 The PBIS team will provide teacher resources/PD to integrate The Growth Mindset/Mind Up curriculum concepts into instruction, as well as continuing to reinforce the current PBIS strategies.</p>	<p>On-going</p>	<p>Decrease in referrals by staff and students demonstrating an understanding of the Growth Mindset/MindUP curriculum.</p>
<p>3.2 Students will receive explicit instruction from the guidance counselor, support room personnel and classroom teachers on respect and conflict resolution.</p>	<p>On-going</p>	<p>Decrease in referrals and tier 2 &amp; 3 interventions</p>
<p>3.3. Structured play provided for identified students with increased recess equipment available during recess to connect with current PE curriculum.</p>	<p>On-going</p>	<p>Decrease in referrals that take place on the playground during recess</p>
<p>3.4 Implement new master schedule to allow for a better flow for transitions, added to a school-wide initiative for consistent hallway expectations as stated in the PBIS matrix.</p>	<p>On- going</p>	<p>Decrease in referrals that take place in the hallway and during transition periods</p>