

## Mount Airy Elementary School

### School Improvement Plan 2020-2021

#### School Vision / Mission

**Mt. Airy Elementary Vision Statement:** The MAES community will foster flexible thinkers who can adapt to the ever changing demands of a globally competitive society.

**Mt. Airy Elementary Mission Statement:** To provide rigorous, articulated and aligned instruction in order to prepare all students with the skills necessary to meet the challenges of the 21<sup>st</sup> century global community.

#### Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

##### Multiple Pathway Opportunities for Student Success

- ☐ Prepare students to exit CCPS college, career, and community ready.
- ☐ Improve the proficiency level of each student group in ELA and mathematics.
  - o Grade 3 Reading
  - o Middle School Algebra
  - o MCAP ELA Proficiency
  - o MCAP Math Proficiency
- ☐ Provide access to a well-rounded, varied, and rigorous curriculum to all students.
  - o Under-represented Student Groups in High School Courses

##### Family and Community Partnerships

- ☐ Demonstrate transparency, trust, and respect.
  - o Meaningful, informative, timely, respectful, two-way, and multimodal communication
- ☐ Seek out, welcome, and engage parent and community volunteers to enhance achievement.
  - o Outreach to families
- ☐ Partner with local government, businesses, and agencies to support learning.

##### Successful Workforce

- ☐ Recruit and retain highly qualified and diverse employees reflective of our community.
  - o Recruit and retain
- ☐ Provide professional and leadership development for effectiveness and cultural competence.
  - o Equitable opportunities for employee growth
- ☐ Promote a culture of continuous improvement

##### Safe, Secure, Healthy, and Modern Learning Environment

- ☐ Establish a welcoming culture of diversity.



- o Welcoming, diverse, respectful, and civil culture
- ☐ Promote respect and civility.
- ☐ Collaborate internally and externally to support students' health and well-being.
- ☐ Provide safe and secure schools, facilities, and assets.
  - o Safe to Learn Act
- ☐ Maintain modern schools, facilities, and resources that support the educational program.
  - o Facilities Condition Index (FCI)

### School Needs Assessment

1. 2019 Spring CBA Data:
  - 3<sup>rd</sup>-83 % mean in 2019
  - 4<sup>th</sup>- 79% mean in 2019
  - 5<sup>th</sup>- 82% mean in 2019
  - County Expectation: 88%**
  - 3<sup>rd</sup>- 68% obtained mastery in 2019
  - 4<sup>th</sup>- 60% obtained mastery in 2019
  - 5<sup>th</sup>- 64% obtained mastery in 2019

2. Math Benchmark Assessment

January 2020	January 2019	May 2019
Mean Scores: 3 <sup>rd</sup> -80%  4 <sup>th</sup> -85%  5 <sup>th</sup> -84% <b>County Expectation: %</b>	Mean Scores: 3 <sup>rd</sup> -88%  4 <sup>th</sup> -83%  5 <sup>th</sup> -82% <b>County Expectation: %</b>	Mean Scores: 3 <sup>rd</sup> -89%  4 <sup>th</sup> -85%  5 <sup>th</sup> -85% <b>County Expectation: %</b>
Met Standard of 80%: 3 <sup>rd</sup> -65%  4 <sup>th</sup> -79%  5 <sup>th</sup> -75%	Met Standard of 80%: 3 <sup>rd</sup> -83%  4 <sup>th</sup> -75%  5 <sup>th</sup> -68%	Met Standard of 80%: 3 <sup>rd</sup> -87%  4 <sup>th</sup> -79%  5 <sup>th</sup> -75%



Content Standards Targeted:	January	May
Numbers and Operations: Base Ten(3 <sup>rd</sup> -5 <sup>th</sup> )	54%, 87%, 64%	75%, 84%, 40%
January 2020 Data	59%,84%, 76%	n/a

3. **2018-2019** PARCC DATA-Percent Meeting or Exceeding Expectations:

Grade	ELA	Math
Three	63%	79%
Four	57%	64%
Five	59%	58%

**County Expectation: %**

**County Achievement Gap Expectations: less than or equal to 5% discrepancy between**

**\*white/minority**

**\*FARMS/Non-FARMS**

**\*Non-Special Education/Special Education**

Currently: white/non-white discrepancy=3<sup>rd</sup> ELA-18.2% Math-22.6% 4<sup>th</sup> ELA-31.3% Math-15.7% 5<sup>th</sup> ELA-10%  
Math-17.1%

FARMS/Non-FARMS=3<sup>rd</sup> ELA-38.3% Math-38.5% 4<sup>th</sup> ELA-31.8% Math-30.6% 5<sup>th</sup> ELA-34.8% Math-46.4%

Non-Special Education/Special Education=3<sup>rd</sup> ELA-43.6% Math-49.8% 4<sup>th</sup> ELA-49.8% Math-52.1% 5<sup>th</sup> ELA-66.9%  
Math-48.1%

**NOTE: Percentages derived from number of students meeting levels 4 or 5 on PARCC.**

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

1. Overall percentage of students meeting expectations for informational standards, as measured by CBA 2 by June 2020 will increase by 4%.
2. Overall percentage of students meeting expectations W1 and W2, as measured by CBA 2 by June 2020 will increase by 4%.
3. 3. By Spring 2020, 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. (Grades 3-5) May 2019 (80%)/ Target May 2020 (83%).



**School Improvement Goal**

1.

Priority Focus:	Baseline Performance	Performance Target 2020-2021	Performance Target 2022-2023
Overall percentage of students meeting expectations for informational standards will increase by 4%, as measured by CBA 2 by June 2021	Overall Avg: 64% 3 <sup>rd</sup> grade: 68% 4 <sup>th</sup> grade: 60% 5 <sup>th</sup> grade: 64%	Overall Avg: 68% 3 <sup>rd</sup> grade: 72% 4 <sup>th</sup> grade: 64% 5 <sup>th</sup> grade: 68%	Overall Avg: 80%

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Work to implement Notice and Note strategies and writing throughout all content (STEM, Humanities, and Fine Arts and Fitness)	<p>Notice and Note County Presentation</p> <p>Cross curricular team meeting during the first 2 weeks including special education, ESOL, and Advanced Academics</p>	<p>Virtual Monthly data meetings to monitor student progress towards targeted MD College and Career Readiness Standards</p> <p>(analyzing exit passes, formative data collected via google forms and other virtual tools .)</p> <p>Winter and Spring CBA Scores</p> <p>5th grade: school based formatives via edcite</p> <p>4th grade: school based formatives via edcite</p> <p>3rd grade; school based formatives via edcite</p>



<p>1.2 Long term planning to include multiple texts, including multimedia texts, across the ELA, Science, SS county curriculum and resources incorporating writing and informational standards. Students should be comparing multiple informational texts at least once per week.</p>	<p>Monthly check-in with STEM teams and collaborative grading of STEM writing</p>	<p>Students' scores on informational writing tasks across discipline areas:</p> <ul style="list-style-type: none"><li>-create prompts to integrate stem writing via google forms</li><li>-use nearpod to facilitate informational writing tasks</li><li>-using google docs to allow for teacher editing when scoring writing and providing feedback</li></ul>
<p>1.3 Daily incorporation of instructional strategies that focus on engaging diverse learners (boys, ELL, minority, and FARM students, special education and advanced academics) -Establishing relationships in a virtual world</p>	<p>Ongoing PD for Notice and Note  Performance Academy Feedback  Monthly WIG meetings to target specific needs/students</p>	<p>Virtual walk-throughs and observations</p> <ul style="list-style-type: none"><li>-Student parent interview</li><li>-Share boards</li><li>-Topic Starters</li><li>-Google Slides and Padlet</li><li>-Personalized virtual field trips</li><li>-post cards</li><li>-individualized, small and whole group google meets</li></ul>



<p>1.4 Explicit instruction in response strategies for multiple choice response and prompts at least one time per week (ex. Modeling multiple choice through think aloud, students collaborating by unlocking a prompt in a small group and creating a plan without writing).</p>	<p>Weekly warm-up text and think-alouds  Collaborative peer review of writing samples</p>	<p>Lesson Planning  Walk-through and observation  Screencastify</p>
<p>1.5 Regular video conferencing with students to set goals and progress monitor, as well as to review student assessment.</p>	<p>Monthly or more frequently as time permits in the virtual schedule</p>	<p>Progress Monitoring</p>

**School Improvement Goal**

2.

Priority Focus:	Baseline Performance	Performance Target 2020-2021	Performance Target 2022-2023
Overall percentage of students meeting expectations W1 and W2 will increase by 4%, as measured by CBA 2 by June 2021	Overall Avg: 64% 3 <sup>rd</sup> grade: 68% 4 <sup>th</sup> grade: 60% 5 <sup>th</sup> grade: 64%	Overall Avg: 68% 3 <sup>rd</sup> grade: 72% 4 <sup>th</sup> grade: 64% 5 <sup>th</sup> grade: 68%	Overall Avg: 80%



Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>2.1 Work to implement Notice and Note strategies and writing throughout all content (STEM, Humanities, and Fine Arts and Fitness)</p> <p>2.2 Long term planning to include multiple texts, including multimedia texts, across the ELA, Science, SS county curriculum and resources incorporating writing and informational standards. Students should be comparing multiple informational texts at least once per week.</p>	<p>Notice and Note County Presentation</p> <p>Virtual cross curricular team meeting during the first 2 weeks including special education, ESOL and Advanced Academics</p> <p>Regular check-in with STEM teams and collaborative grading of STEM writing</p> <p>Ongoing PD for Notice and Note</p>	<p>Monthly data meetings to monitor student progress towards targeted MD College and Career Readiness Standards</p> <p>Winter and Spring CBA Scores</p> <p>Students' scores on informational writing tasks across discipline areas</p> <p>*Adding weekly educator schedules based on the master virtual schedule</p> <p>Virtual Walk-through and observations</p>
<p>2.3 Daily incorporation of instructional strategies that focus on engaging boys, ELL, minority, and FARM students.</p>	<p>"Emotional Poverty" by Ruby K. Payne, Ph.D. book study</p>	<p>Lesson Planning</p> <p>Walk-through and observation</p> <p>*virtual sharing of strategies after Aug. SVLS</p>
<p>2.4 Explicit instruction in response strategies for multiple choice response and prompts at least one time per week (ex. Modeling multiple choice through think aloud, students collaborating by unlocking a prompt in a small group and creating a plan without writing).</p>	<p>Performance Academy-WIG meetings to target specific needs/students</p> <p>Weekly warm-up text and think-alouds-</p> <p>Collaborative peer review of writing samples (using what virtual tool?)</p>	<p>Lesson Planning</p> <p>Walk-through and observation</p> <p>Screencastify</p> <p>Google Forms</p> <p>Performance Matters</p>



<p>2.5 Monthly conferencing with students to set goals and progress monitor, as well as to review student assessment.</p>	<p>Monthly</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"><li>*ILT discussion to create a school based plan</li><li>*guidelines/expectations/structure</li></ul>
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**School Improvement Goal**

3. By Spring 2020, 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. (Grades 3-5) May 2019 (80%)/ Target May 2020 (83%).

By January 2020 and Spring 2020, students will meet or exceed grade level standard goals in the area of Number and Operations in Base Ten (Grade 3-5) as measured by the CCPS January and May summative assessments.

Grade	2019 MYA	2020 Goal	2020 Actual	2021 Actual	2019 EOY	2021 Goal	2021 Actual
3	83%	86%	65%		87%	90%	
4	73%	76%	79%		79%	82%	
5	68%	71%	75%		75%	78%	

**Common Core State Standards**

3<sup>rd</sup> Grade: 3.NBT.A.1 3.NBT.A.2 3.NBT.A.3

4<sup>th</sup> Grade: 4.NBT.A.2 4.NBT.B.5 4.NBT.B.6

5<sup>th</sup> Grade: 5.NBT.B.5 5.NBT.B.6 5.NBT.A.3.B 5.NBT.B.7 5.NBT.A.1 5.NBT.A.2 5.NBT.A.3

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
3.1 Weekly Data Chats – 3x week long presentation of and interpretation of a single data set	Weekly September through May (continue virtually)	Daily formative observations
3.2 Number talks 2x a week	Weekly September through May (continue virtually)	Classroom observations Daily Routines to Jumpstart Your Math Class BrainingCamp (pd?)



<p>3.3 Fact Practice Parent volunteers and IAs making custom flash cards for each student's needs</p>	<p>Ongoing  Vertical Teaming PL on fact practice (continue virtually) Tools: 1. Brainingcamp  2. Daily Routine Jumpstart  3. Xtramath</p>	<p>Number Talks Unit Assessments Benchmark Assessments  October</p>
<p>3.4 CUBES/Unlock the prompt Teaches what important information to look for in a word problem.</p>	<p>Weekly September through May (continue virtually)</p>	<p>Self and peer checklist Classroom discussions</p>
<p>3.5 Professional Development- vertical teaming and instructional strategies for cohesion and monitoring.</p>	<p>Determined by Math Specialist</p>	<p>Application of instructional strategies in classroom  BrainingCamp New digital tools Daily Routines to Jumpstart Your Math Class</p>
<p>3.6 - Monthly conferencing with students to set goals and progress monitor, as well as to review student assessment.</p>	<p>Monthly or more frequently as time permits in the virtual schedule</p>	<p>Progress Monitoring</p>