

Mechanicsville Elementary School

School Improvement Plan

2021-2022



School Vision / Mission
<p>Vision: The staff and families of Mechanicsville Elementary School (MES) will share responsibility for ensuring that all students excel beyond their potential while developing responsible citizenship.</p> <p>Mission: AT MES, we support students with diverse needs through differentiated learning opportunities.</p>

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none"> ➤ Prepare students to exit CCPS college, career, and community ready.
<ul style="list-style-type: none"> ➤ Improve the proficiency level of each student group in ELA and mathematics. <ul style="list-style-type: none"> ○ Grade 3 Reading ○ Middle School Algebra ○ MCAP ELA Proficiency ○ MCAP Math Proficiency
<ul style="list-style-type: none"> ➤ Provide access to a well-rounded, varied, and rigorous curriculum to all students. <ul style="list-style-type: none"> ○ Under-represented Student Groups in High School Courses
<p>Family and Community Partnerships</p> <ul style="list-style-type: none"> ➤ Demonstrate transparency, trust, and respect. <ul style="list-style-type: none"> ○ Meaningful, informative, timely, respectful, two-way, and multimodal communication ➤ Seek out, welcome, and engage parent and community volunteers to enhance achievement. <ul style="list-style-type: none"> ○ Outreach to families ➤ Partner with local government, businesses, and agencies to support learning.
<p>Successful Workforce</p> <ul style="list-style-type: none"> ➤ Recruit and retain highly qualified and diverse employees reflective of our community. <ul style="list-style-type: none"> ○ Recruit and retain ➤ Provide professional and leadership development for effectiveness and cultural competence. <ul style="list-style-type: none"> ○ Equitable opportunities for employee growth ➤ Promote a culture of continuous improvement
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ Establish a welcoming culture of diversity. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Safe to Learn Act ➤ Maintain modern schools, facilities, and resources that support the educational program. <ul style="list-style-type: none"> ○ Facilities Condition Index (FCI)

Mechanicsville Elementary School School Improvement Plan 2021-2022



PreK-5 Reading Needs Assessment (2021-2022)

Pre-K	PLA: Letter Identification- Upper Case Letters - 80% PLA: Letter Identification- Lower Case Letters -80% PLA: Classifying Words by Initial Sound -80% PLA: Rhyme Identification-100%
K	PLA: HSIW- 70.97% PLA: Letter Sounds - 91.9% DAPPA segmenting- 88.71% HFW: 72.58% PLA: Reading Level - 75.81%
1	CCPA: 2C Closed Syllables with Blends - 69.84% CCPA: 2D V-C-e - 69.84% CCPA: 2E Two Syllables Closed - 50% CCPA: 2F R-Controlled - 42% PLA: High Frequency Words -47.62% PLA: Assessed Reading Level- 62%
2	CCPA 2I: Two Syllables -80% CCPA 2J: Multi- syllabic -82.07% PLA: Assessed Reading Level -86.49% CBA: 2021 Winter -85.14%
3	CBA: 2021 Spring -85.14% RI: 89.06%
4	CBA: 2021 Spring - 70.27% RI: 82.43%
5	CBA: 2021 Spring - 72.6% RI: 78.26%

Based on the CCPS End of Year ELA Data, the above CCPS grade level expectations are the greatest areas of need for our school and students. With a focus on these areas we will be able to increase the overall score of both the CCPS Mid-Year CCPS PLA / CBA Assessments and End of Year PLA/ CBA Assessment for the 2021-2022 school year.

PreK-5 Math Needs Assessment (2021-2022)

Grade Level	Content Standard	Percentage of testers scoring 80% or above with the Content Standard in May 2021
Pre-K	Counting and Cardinality	93%
K	Operations and Algebraic Thinking	83%
1	Operations and Algebraic Thinking	54%
2	Numbers in Base Ten	66%
3	Operations and Algebraic Thinking	72%
4	Numbers in Base Ten	54%
5	Numbers in Base Ten	63%

Based on the CCPS End of Year Math Data, the above content standards are the greatest areas of need for our school and students. These standards have trended over the years as continued areas of need. We expect with a focus on these areas we will be able to increase the overall score of both the CCPS Mid-Year Mathematics Assessment and End of Year Mathematics Assessment for the 2021-2022 school year.

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School Improvement Goals to Target Areas from Needs Assessment

- All students in grades Pre-K through 5 will increase their overall reading ability as measured by county-based assessments to meet or exceed the county average.

Pre-K - Fifth Grade						
	May 2021	Nov. 2021	Jan 2022	March 2022	May 2022	May 2022 <u>GOAL</u>
Pre-K	Letter ID 80%					90%
Kinder	Reading Level 75.81%					90%
1 st Grade	Reading Level 62%					80%
2 nd Grade	Reading Level 86.49%					95%
3 rd Grade	RI 89.06%					95%
4 th Grade	RI 82.43%					90%
5 th Grade	RI 78.26%					90%

- All students in grades Pre-K through 5 will increase their overall abilities in mathematics as measured by the county-based assessments to meet or exceed the county expectation of 80% proficiency.

Grade Level	Content Standard	Percentage of testers scoring 80% or above with the Content Standard in May 2021	Goal for percentage of testers scoring 80% or above with the Content Standard in May 2022
Pre-K	Counting and Cardinality	93%	98%
K	Operations and Algebraic Thinking	83%	90%
1	Operations and Algebraic Thinking	54%	80%
2	Numbers in Base Ten	66%	85%
3	Operations and Algebraic Thinking	72%	90%
4	Numbers in Base Ten	54%	80%
5	Numbers in Base Ten	63%	85%

- All students in grades Pre-K through 5 will increase their overall proficiency in writing as measured by the primary writing rubrics and the grades 2-5 CBA to meet or exceed the county expectation.

Pre K- Second						
	May 2021 LS	May 2021 HSIW	Jan 2022 LS	Jan 2022 HSIW	Goal May 2022 LS	Goal May 2022 HSIW
Pre-K	85.14%	89.06			90%	95%
1 st Grade	70.27%	82.43%			80%	90%
2 nd Grade	72.6%	78.26%			85%	90%

Second-Fifth Grade					
	May 2021 CBA - Writing	Goal Jan. 2022 CBA - Writing	Jan. 2022 CBA - Writing	Goal May 2022 CBA - Writing	May 2022 CBA - Writing
2 nd Grade	85.14%	90%		92%	
3 rd Grade	85.14%	90%		92%	
4 th Grade	70.27%	85%		90%	
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2021-2022



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Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																																				
<p>1.1a Direct instruction or practice for upper case and lower-case letters at least 3 times per week as measured by walk throughs.</p> <p>1.1b Analyze on going current data to identify 100% students in need of specific intervention & Implement interventions to meet the needs of all students who have not mastered grade level expectations.</p> <p>1.1c Classroom teachers will provide daily explicit FUNdations instruction with fidelity on letter identification and letter sounds. Teachers will administer and analyze unit assessments incorporated in FUNdations and CCPA to determine the areas of focus for second chance instruction.</p>	Daily	<u>Pre-K</u>																																																				
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<p>1.2a. Classroom teachers will provide daily explicit FUNdations instruction with fidelity on letter identification and letter sounds. Teachers will administer and analyze unit assessments incorporated in FUNdations and CCPA to determine the areas of focus for second chance instruction.</p> <p>1.2b. Create multiple opportunities to communicate in writing connected to non -fiction and literary text and experiences. (print and digital)</p> <p>1.2c. Implement specific targeted interventions for all students not achieving on grade level expectations. (Focus on phonological and phonemic awareness, fundations double dose, HFW, RL)</p>	Daily	<u>Kindergarten</u>																																																				
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<p>1.2c Teachers will receive on going professional development connected to targeted needs of students through progress monitoring. (phonological and phonemic awareness, Foundations, HFW, HSIW, RL)</p>	<p>Weekly planning meetings</p>	<ul style="list-style-type: none"> Monthly data progress monitoring Weekly Walk-throughs/feedback Pacing Conferences PLA data Grade level data collection monitoring 																																													
<p>1.3a Implement specific targeted interventions for all students not achieving on grade level expectations. Monitor & update data through quarterly pacing conferences. (Foundations double dose, CCPA, HFW, RL)</p> <p>1.3b Closely monitor CCPA 2A - Closed syllables. Teachers & IA's will receive professional development from the reading specialist to meet specific needs of targeted students. Monitor monthly through data meetings & update all data through quarterly pacing conferences.</p> <p>1.3c Collaborate to develop quarterly parent workshops/ communication to implement support in learning gaps. (HSIW, HFW, RL)</p> <p>1.3d During weekly collaborative team planning examine data discrepancies to develop SMART goals to increase proficiency and consistency. (Teachers will engage in monthly focus data discussions and provide data- driven interventions to target individual student needs)</p>	<p>Minimum 30 minutes 3 times/ week = 90 weekly</p> <p>Minimum 30 minutes 3 times/ week = 90 weekly Daily</p> <p>Quarterly concluding report card distribution</p> <p>Monthly data focus meetings</p>	<p style="text-align: center;">First Grade</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">CCPA Skill</th> <th style="text-align: center;">May 2021</th> <th style="text-align: center;">Jan. 2022</th> <th style="text-align: center;">Goal May 2022</th> <th style="text-align: center;">May 2022</th> </tr> </thead> <tbody> <tr> <td>2A: Closed Syllables</td> <td style="text-align: center;">82.54%</td> <td></td> <td style="text-align: center;">92%</td> <td></td> </tr> <tr> <td>2B: Closed Syllables-Digraphs</td> <td style="text-align: center;">80.95%</td> <td></td> <td style="text-align: center;">90%</td> <td></td> </tr> <tr> <td>2C: Closed Syllables-Blends</td> <td style="text-align: center;">69.84</td> <td></td> <td style="text-align: center;">85%</td> <td></td> </tr> <tr> <td>2D: V-C-e</td> <td style="text-align: center;">69.84%</td> <td></td> <td style="text-align: center;">85%</td> <td></td> </tr> <tr> <td>2E: Two Syllables- Closed</td> <td style="text-align: center;">50%</td> <td></td> <td style="text-align: center;">75%</td> <td></td> </tr> <tr> <td>2F: R-controlled</td> <td style="text-align: center;">42%</td> <td></td> <td style="text-align: center;">75%</td> <td></td> </tr> <tr> <td>HFW</td> <td style="text-align: center;">47.62%</td> <td></td> <td style="text-align: center;">75%</td> <td></td> </tr> <tr> <td>Reading Level</td> <td style="text-align: center;">62%</td> <td></td> <td style="text-align: center;">85%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Monthly data progress monitoring /pacing Weekly Walk-throughs/feedback Pacing Conferences Grade level data collection monitoring Wonders Assessments PLA data CCPA data 	CCPA Skill	May 2021	Jan. 2022	Goal May 2022	May 2022	2A: Closed Syllables	82.54%		92%		2B: Closed Syllables-Digraphs	80.95%		90%		2C: Closed Syllables-Blends	69.84		85%		2D: V-C-e	69.84%		85%		2E: Two Syllables- Closed	50%		75%		2F: R-controlled	42%		75%		HFW	47.62%		75%		Reading Level	62%		85%	
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Carroll County Public Schools
Building the Future

<p>1.4a Professional development to ensure all students make 1 year’s growth with a focus on students achieving above grade level expectations.</p> <p>1.4b During weekly collaborative team planning examine data discrepancies to develop SMART goals to increase proficiency and consistency. (Teachers will monitor data from formatives, quizzes, unit tests, etc. to regroup students for second chance learning opportunities & will engage in focus data discussions to provide data- driven interventions to target individual student needs when examining CCPA, RL, RI and CBA)</p> <p>1.4c During collaborative team planning examine data discrepancies to develop SMART goals to increase proficiency and consistency. (Teachers will engage in focus data chats and provide data- driven interventions to target individual student needs)</p> <p>1.4d 2nd Grade teachers will receive professional development focused on targeted needs of students. (Extended learning opportunities, CCPA, RI, ConnectEd, Lexia, LLI, Foundations)</p>	<p>Weekly planning meetings</p> <p>At least one per lesson</p> <p>Monitor through Weekly planning meetings</p> <p>Weekly planning meetings</p> <p>Weekly planning meetings</p>	<h3 style="text-align: center; margin: 0;">Second Grade</h3> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">CCPA Skill</th> <th style="width: 15%;">May 2021</th> <th style="width: 15%;">Jan. 2022</th> <th style="width: 10%;"><u>Goal</u> May 2022</th> <th style="width: 10%;">May 2022</th> </tr> </thead> <tbody> <tr> <td>CCPA 2G: Vowel Digraphs</td> <td>91.8%</td> <td></td> <td>96%</td> <td></td> </tr> <tr> <td>CCPA 2H: Vowel Diphthongs</td> <td>86.49%</td> <td></td> <td>98%</td> <td></td> </tr> <tr> <td>CCPA 2I: Two Syllables</td> <td>80.%</td> <td></td> <td>91%</td> <td></td> </tr> <tr> <td>CCPA 2J: Multi- syllabic</td> <td>82.07%</td> <td></td> <td>94%</td> <td></td> </tr> <tr> <td>Reading Level</td> <td>86.49%</td> <td></td> <td>98%</td> <td></td> </tr> <tr> <td>SRI/RI</td> <td>89.06%</td> <td></td> <td>96%</td> <td></td> </tr> <tr> <td>CBA</td> <td>85.14%</td> <td></td> <td>95%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Monthly data progress monitoring / pacing Weekly Walk-throughs/feedback CCPA data Wonders Assessments Pacing Conferences Grade level data collection monitoring 	CCPA Skill	May 2021	Jan. 2022	<u>Goal</u> May 2022	May 2022	CCPA 2G: Vowel Digraphs	91.8%		96%		CCPA 2H: Vowel Diphthongs	86.49%		98%		CCPA 2I: Two Syllables	80.%		91%		CCPA 2J: Multi- syllabic	82.07%		94%		Reading Level	86.49%		98%		SRI/RI	89.06%		96%		CBA	85.14%		95%	
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student needs when examining CCPA, RL, RI and CBA) 1.5c. Implement specific targeted interventions for all students not achieving on grade level expectations. (focus, foundations 2 nd chance learning, Lexia, LLI..)	Daily	
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School Improvement Goal

2. All students in grades Pre-K through 5 will increase their overall abilities in mathematics as measured by the county-based assessments to meet or exceed the county expectation of 80% proficiency.

Pre-K-Fifth Grade					
	Jan 2021 MYA	May. 2021 EOY	Jan 2022 MYA	<u>Goal</u> May 2022 EOY	May 2022 EOY
Pre-k	100%	100%		100%	
Kinder.	83%	84%		90%	
1 st Grade	80%	67%		80%	
2 nd Grade	71%	68%		80%	
3 rd Grade	64%	73%		85%	
4 th Grade	47%	64%		80%	
5 th Grade	65%	69%		83%	

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																			
2.1: Teachers and staff (K-5) will embed fact practice in all subject areas (including special areas and special education).	Weekly	Students will increase their fact fluency as measured by CCPS provided or teacher created fact assessments as noted in the table below. This table reflects the percentage of students achieving 80% or better on their fact fluency assessments.																																			
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**chart will be completed after baseline data is collected*

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<p>2.2: Daily direct instruction and/or practice will occur during math blocks focusing on fact practice.</p>	<p>Daily</p>	<p>Students will increase their fact fluency as measured by CCPS provided or teacher created fact assessments as noted in the table in 2.1.</p>
<p>2.3: Targeted professional development for all math teachers with a focus on best practices will occur at each grade level based on their greatest content need - K: Operations and Algebraic Thinking 1st: Operations and Algebraic Thinking 2nd: Numbers in Base Ten 3rd: Operations and Algebraic Thinking 4th: Numbers in Base Ten 5th: Numbers in Base Ten</p>	<p>Weekly planning meetings Additional support and/or professional development as needed</p>	<p>All students will score 80% or higher on unit assessments.</p>
<p>2.4: Each math teacher will conduct data chats with their students using the provided data chats in the CCPS curriculum or another teacher created format (ex. Days of school, weather tallies, graphs, line plots, etc.)</p>	<p>Weekly</p>	<p>All students will score 80% or higher on unit assessments.</p>

Mechanicsville Elementary School School Improvement Plan 2021-2022



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School Improvement Goal																																																																																														
<p>3 All students in grades Pre-K through 5 will increase their overall proficiency in writing as measured by the primary PLA Phonetic application assessments (letter sounds, HSIW) and CCPS writing rubrics grades 2-5 CBA to meet or exceed the county expectation.</p>																																																																																														
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Strategic Actions			Time Line		Measures of Success / Desired Performance Level																																																																																									
<p>3.1 Teachers will utilize the CCPS writing rubrics to explicitly teach, monitor student progress and reteach writing skills (small group). Collaboration between grade level rubrics and how they are used with students.</p>			<p>Once a week. (minimum)</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e6f2ff;"> <th colspan="9">Pre K- Second</th> </tr> <tr> <th></th> <th>May 2021</th> <th>May 2021</th> <th>Jan 2022</th> <th>Jan 2022</th> <th>Goal</th> <th>Goal</th> <th>May 2022</th> <th>May 2022</th> </tr> <tr> <th></th> <th>LS</th> <th>HSIW</th> <th>LS</th> <th>HSIW</th> <th>LS</th> <th>HSIW</th> <th>LS</th> <th>HSIW</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>85.14%</td> <td>89.06%</td> <td></td> <td></td> <td>93%</td> <td>95%</td> <td></td> <td></td> </tr> <tr> <td>1st Grade</td> <td>70.27%</td> <td>82.43%</td> <td></td> <td></td> <td>80%</td> <td>94%</td> <td></td> <td></td> </tr> <tr> <td>2nd Grade</td> <td>72.6%</td> <td>78.26%</td> <td></td> <td></td> <td>83%</td> <td>94%</td> <td></td> <td></td> </tr> </tbody> </table>					Pre K- Second										May 2021	May 2021	Jan 2022	Jan 2022	Goal	Goal	May 2022	May 2022		LS	HSIW	LS	HSIW	LS	HSIW	LS	HSIW	Pre-K	85.14%	89.06%			93%	95%			1 st Grade	70.27%	82.43%			80%	94%			2 nd Grade	72.6%	78.26%			83%	94%																																	
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<p>3.3 Increase opportunities for students to participate in cross curricular, school wide writing opportunities to build stamina & write across multiple content areas. Professional development for all teachers on how to include writing into daily instruction. Monitored by walk throughs.</p>			<p>Twice a month (minimum)</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e6f2ff;"> <th colspan="5">Second-Fifth Grade</th> </tr> <tr> <th></th> <th>May. 2021</th> <th>Jan. 2022</th> <th>Goal</th> <th>May 2022</th> </tr> <tr> <th></th> <th>CBA - Writing</th> <th>CBA - Writing</th> <th>May 2022</th> <th>CBA - Writing</th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td>85.14%</td> <td></td> <td>94%</td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>85.14%</td> <td></td> <td>94%</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>70.27%</td> <td></td> <td>82%</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>72.6%</td> <td></td> <td>85%</td> <td></td> </tr> </tbody> </table>					Second-Fifth Grade						May. 2021	Jan. 2022	Goal	May 2022		CBA - Writing	CBA - Writing	May 2022	CBA - Writing	2 nd Grade	85.14%		94%		3 rd Grade	85.14%		94%		4 th Grade	70.27%		82%		5 th Grade	72.6%		85%																																																			
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<p>3.4 Collaboration between grade levels directly connected to writing in instruction.</p>			<p>Quarterly (staff meetings)</p>																																																																																											

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<p>3.5 Collaborative planning and Professional Learning opportunities focused on literary & non-fiction writing instruction.</p>	<p>Weekly Planning meetings</p>	<ul style="list-style-type: none">• Pacing Conferences• CBA data• Common local writing assessments for primary grades• Weekly walk-throughs/feedback• Pacing Conferences• CBA data• Walk-throughs/feedback• Grade level data collection
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