

Mt. Airy Elementary School

School Improvement Plan 2021 -2022

School Vision / Mission
<p>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.</p> <p>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 st century global community.</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. ● Improve the proficiency level of each student group in ELA and mathematics. ● Provide access to a well-rounded, varied, and rigorous curriculum to all students.
<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.
 - Facilities Condition Index (FCI)

School Needs Assessment

ELA:

<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
61% of students achieved 80% or greater on the Spring 2021 CBA	58% of students achieved 80% or greater on the Spring 2021 CBA	53% of students achieved 80% or greater on the Spring 2021 CBA
67% of students achieved the grade level expectation on the Spring RI (572+)	71% of students achieved the grade level expectation on the Spring RI (720+)	74% of students achieved the grade level expectation on the Spring RI (824+)
67% of third grade students achieved mastery of two syllable words and 79% showed mastery of multisyllabic words on the spring CCPA.		

Math-

<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
68% of 3rd grade students achieved 80% or greater on the Spring 2021 EOY Math Assessment	71% of 4th grade students achieved 80% or greater on the Spring 2021 EOY Math Assessment	63% of 5th grade students achieved 80% or greater on the Spring 2021 EOY Math Assessment

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2022, 80% or more of our students will read and comprehend grade-level text, as measured by the CBA and Reading Inventory.
2. By June 2022, 80% or more of our students will achieve grade level proficiency in writing, as measured by the writing portion of the CBA and grade level writing prompts.
3. By June 2022, 80% or more of our students will achieve 80% or higher on the spring administration of the Math Benchmarks Assessment.



School Improvement Goal

By June 2022, 80% or more of our students will read and comprehend grade-level text, as measured by the CBA and Reading Inventory.

- **Third Grade Sub Goals:**
- 80% of students will master (17/21) the 2 syllable section of the Carroll County Phonics Assessment measured quarterly until mastery. (since there are only 2 forms of CCPA we do not want the students to become too familiar with the assessment)
- **Fourth Grade Sub Goals: (see writing area)**
- **Fifth Grade Sub Goals:**
1.4 80% of students will score 80% or better on weekly Wonder assessments and/or teacher created Humanities assessments in order to meet the county expectation on the Comprehension Assessment.

Teachers will use band growth to closely monitor individual student progress and increase the percentage of students in the 80% band.

May 2021 CBA Scores 80% or better-maintain mastery Those scoring in another band should increase one level.	May 2022 CBA Score Goal
80-100%	maintain or exceed
70-79%	80% or greater
60-69%	75% or greater
Below 60%	70% or greater

● Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Improve nonfiction reading skills through the use of <i>Notice and Note Nonfiction Stances, Signposts, and Strategies</i> using activities such as journal entries, class discussions, bookmark, county resources, etc.)	Weekly Professional Development Review of Notice and Note for all and ongoing PD to refine and share ideas and instructional successes	Students will average 80% on Journal entries and classwork related to the signposts. 100% of staff will teach or reinforce N&N strategies as evidenced by walk through observations.
1.2 Develop context clue strategies (base words, prefix/suffix, definition, synonym/antonym, inference,	Weekly Professional Development Review of	66% of team members (⅔) will share instructional success stories during team meetings and/or other professional development opportunities.



examples) to make unknown vocabulary in grade level texts accessible to all students.	Context Clue Strategies for all and ongoing PD to refine and share ideas and instructional successes	
1.3 Explore text using technology (as available) and improve proficiency with accessibility tools in order to enhance digital literacy	Bimonthly	100% of staff will participate in monthly data meetings to monitor student progress towards nonfiction MD College and Career Readiness Standards a measured by school-based grade level formative assessments
1.4 Utilize weekly Wonders assessments to diagnose student needs related to vocabulary and comprehension	Weekly	100% of staff will analyze assessments to determine 80% mastery on vocabulary and comprehension sections
1.5 Utilize teacher created assessments to diagnose student needs and pull flexible groups to ensure all students meet the team goal.	Bimonthly	100% of staff will analyze overall progress and item analysis on the Winter and Spring CBA Scores
1.6 Utilize the 2021-2022 Intervention Plan-Tier 1 and Tier II interventions based on last year's student academic data as well as weekly social emotional lessons for all.	Daily	100% of staff will participate in Bi-weekly data collection and quarterly review of student progress.

School Improvement Goal
<p>2. By June 2022, 80% or more of our students will achieve grade level proficiency in writing, as measured by the writing portion of the CBA, grade level writing prompts and portions of the weekly Wonders Assessments.</p> <ul style="list-style-type: none"> ● Third Grade Sub Goal: 80% of students will score a 7/10 or higher on grade level writing prompts measured monthly as evidenced by teacher created writing prompts or writing prompts from the Fall and Winter CBA. (students will be completing a writing every week when in the Wonders units but we will pick one piece to track every month) ● Fourth Grade Sub Goals: 2.1 Students will meet with their teacher each quarter to determine personal writing goals and monitor progress in order to meet 80% or better on grade level writing rubrics and the written section of the CBA.



2.3 80% of students will score a 7/10 or higher on grade level writing prompts measured monthly as evidence by teacher created writing prompts or writing prompts from the Fall and Winter CBA. (students will be completing a writing every week when in the Wonders units but we will pick one piece to track every month)

- **Fifth Grade Sub Goal:**

2.3 80% of students will score a 7/10 or higher on grade level writing prompts measured monthly as evidence by teacher created writing prompts or writing prompts from the Fall and Winter CBA. (students will be completing a writing every week when in the Wonders units but we will pick one piece to track every month)

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Student conferencing and strategic goal setting that enables students to take ownership of their own progress as writers.</p>	<p>Bimonthly</p>	<p>100% of staff will use Journal entries or classwork for goal setting, as evidenced by walk throughs and formal observations.</p>
<p>2.2 Utilize teacher created assessments to diagnose student needs and pull flexible groups to ensure ALL students meet the team goal.</p>	<p>Bimonthly</p>	<p>66% of teachers ($\frac{2}{3}$) will share out instructional success stories during team meetings and/or other professional development opportunities.</p>
<p>2.3 Utilize weekly Wonders assessments to diagnose student needs related to writing including explicit and implicit text references.</p>	<p>Weekly</p>	<p>100% of teachers will hold bi-weekly grade-level team meetings/monthly data meetings to share student progress towards academic goals.</p>
<p>2.3 Increase motivation and engagement (through student choice) with writing through daily journal entries, authentic writing experiences, cooperative writing and revising activities, and opportunities to share their writing with others in ALL content areas.</p>	<p>Daily</p> <p>Provide professional development and sharing amongst all faculty members in order to build a repertoire of ways to make writing exciting and meaningful for all of our students.</p>	<p>100% of teachers in all content areas will hold monthly data meetings to monitor student progress towards writing MD College and Career Readiness Standards as measured by school-based grade level formative assessments</p>



<p>2.4 At the end (or beginning) of a writing unit, include exemplar and non-exemplar pieces of writing so students can analyze quality writing.</p>	<p>Twice per quarter Team planning time required to gather exemplars and plan lessons</p>	<p>100% of Humanities teachers will share exemplars in writing in order to achieve 80% or better on the writing section of the Winter and Spring CBA Scores.</p>
<p>2.5 Utilize the 2021-2022 Intervention Plan-Tier 1 and Tier II interventions based on last year’s student academic data as well as weekly social emotional lessons for all</p>	<p>Daily</p>	<p>100% or teachers will collect bi-weekly data and quarterly review student intervention progress.</p>

<p align="center">School Improvement Goal</p>	
<p>3. By June 2022, 80% or more of our students will achieve 80% or higher on the spring administration of the Math Benchmarks Assessment.</p>	
<ul style="list-style-type: none"> ● Third Grade Subgoal: 80% of third grade students will meet the expected band growth in interpreting products of whole numbers, as evidenced by teacher-created assessments. ● Fourth Grade Subgoal: 80% of 4th grade students will meet the expected band growth in finding products of multi-digit whole numbers, including 1-digit x 3-digit and 2-digit x 2-digit numbers, as evidenced by the average of two measures: Unit 4.2 post-assessment and teacher-created assessments. ● Fifth Grade Subgoal: 80% of 5th grade students will meet the expected band growth in fluently multiplying multi-digit whole numbers using the standard algorithm, as evidenced by the average of two measures: Unit 5.2 post-assessment and teacher-created assessments. 	
<p>Teachers will use band growth to closely monitor individual student progress and increase the percentage of students in the 80% band.</p>	
<p>May 2021 Benchmark Scores 80% or better- maintain mastery Those scoring in another band should increase one level.</p>	<p>May 2022 Benchmark Score Goal</p>
<p>80-100%</p>	<p>maintain or exceed</p>
<p>70-79%</p>	<p>80% or greater</p>
<p>60-69%</p>	<p>75% or</p>



Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Facilitate Number Talks, at least 3 times per week with all students, in order to build students' mental math computation skills with whole numbers, fractions, and decimals.</p> <p>3.2 Utilize Daily Data Chats (week-long presentation of and interpretation of a single data set) with all students to strengthen understanding of interpreting data displays, such as bar graphs, line plots, circle graphs, and charts/tables, and to increase computational fluency with whole numbers, fractions, and decimals.</p> <p>3.3 Incorporate CUBES/Unlock the prompt instructional strategies to support students' comprehension of multi-step word problems.</p> <p>3.4 Use formative assessment techniques to monitor students' understanding of content and to make instructional decisions, as laid out in <u>The Formative Five</u>.</p> <p>3.5 Provide opportunities for fact fluency strategy review and practice,</p>	<p>Weekly</p> <p><i>Grade-level professional learning related to Number Talks will occur in September 2021</i></p> <p>Weekly</p> <p>Daily</p> <p>Weekly</p> <p><i>Grade-level professional learning related to formative assessment will occur in October 2021</i></p> <p>Daily</p>	<p>100% of teachers will lead class discussions and gather anecdotal notes on student performance related to number talks as evidenced by walk-throughs and formal observations.</p> <p>100% of teachers will lead class discussions and gather anecdotal notes on student performance related to data charts as evidenced by walk-throughs and formal observations.</p> <p>100% of teachers will lead class discussions and gather anecdotal notes on student performance related to CUBES as evidenced by walk-throughs and formal observations.</p> <p>100% or teachers will analyze teacher or county created formative assessments in order to monitor WIG data, unit assessment data, and January and June summative assessments for patterns of strengths and weaknesses.</p> <p>100% of staff will provide access to fact fluency activities and use</p>



at school and at home, through the use of independent activities, partner games, and technology resources.		IA support to monitor fact progress for individual students until mastery is reached.
3.6 Utilize the 2021-2022 Intervention Plan-Tier 1 and Tier II interventions based on last year's student academic data as well as weekly social emotional lessons for all students.		100% or teachers will collect bi-weekly data and quarterly review student intervention progress.