

**School Improvement Plan
2021-2022**

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

Establish a welcoming culture of diversity.

- 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.

- Safe to Learn Act

Maintain modern schools, facilities, and resources that support the educational program.

- Facilities Condition Index (FCI)

School Needs Assessment

1. Based on review of statewide alternative assessments, there is a need to improve test scores related to student achievement in reading, writing, science, and math for all grade levels.
2. There is a need to measure student achievement, specifically related to growth of developmental milestones, for those preschool students within the BELLS program.
3. Based on data reviewed, students' independent use of alternative communication during academic and social situation is a need identified.

School Improvement Goals to Target Areas from Needs Assessment

1. By May 2022, 33% of the alternative assessments in the areas of language arts, math, and science, taken by students that have been determined eligible to participate in the alternative assessments and are attending Carroll Springs School full time, will have scores that are at meeting or exceeding expectations.
2. By May of 2021, a 100% of preschool students who have been enrolled in BELLS programming for at least two quarters, will decrease by at least 50% from baseline on the Verbal Behavior Milestones and Assessment Placement Program (VB-MAPP) Barrier Assessment. (Collaboration on Barrier Assessment needs to be completed by at least two team members- Teachers, IA, ABS, OT, SLP)
3. By May 2021, students with complex communication needs using AAC will increase communicative participation (i.e., reaching to their AAC system, looking toward AAC system/partner while

communication partners model language, expressing autonomous messages, etc.) by 50% over their baseline within authentic opportunities for social interaction and transitions as measured by monthly student progress rating checklists.

School Improvement Goal		
1. By May 2022, 33% of the alternative assessments in the areas of language arts, math, and science, taken by students that have been determined eligible to participate in the alternative assessments and are attending Carroll Springs School full time, will have scores that are at meeting or exceeding expectations.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 LFI special education students will participate in CCPS modified curriculum/ alternative framework indicators with exposure to grade level instructional strategies, text, and/or materials using endorsed programs (i.e. Wonders, Foundations, Edmark, etc)	September 2021-June 2022	<p>Students will receive 300 minutes of modified reading instruction weekly, as evidenced by weekly schedule.</p> <p>Students will receive 300 minutes of modified math instruction weekly), as evidenced by weekly schedule.</p> <p>All students will have access to curricular materials, as appropriate</p> <p>Teachers will participate in multidisciplinary and transdisciplinary meetings to better address student's academic needs, bi-annually through meeting agendas and sign in sheets.. Team members may include, but are not limited to, math resource teacher, ELA specialist, science resource teacher, AT specialist, and/or related service providers.</p>
1.2 LFI special education students will participate in modified curricular assessments in the areas of Reading,	September 2021-May 2022	Student participation in at least one county based modified assessment in the areas of Reading, Writing, and/or Math, for each

Math, Written Language, and/or Science.		<p>student. (Ex. PLA, CCPA, High Frequency Words, Math Benchmark, other county provided formative or summative assessments).</p> <p>Opportunities to practice various assessment formats (ie. multiple choice, constructed response, etc)</p> <p>Provide students with opportunities and exposure to practice questions for the alternative state assessments.</p> <p>Data collected should be reflected in annual IEP Present Levels, statewide assessments and/or supplemental aids and services.</p>
1.3 LFI students will have opportunities for goal setting and self-reflection on progress and performance in the areas of Reading, Written Language, and/or Math	September 2021-May 2022	<p>Quarterly conferences with students to review progress in identified areas.</p> <p>Data binders and/ or student portfolios to record and display progress.</p> <p>Individual, self-selected goal setting with identified students.</p>

School Improvement Goal
2. By May of 2021, a 100% of preschool students who have been enrolled in BELLS programming for at least two quarters, will decrease by at least 50% from baseline on the Verbal Behavior Milestones and

Assessment Placement Program (VB-MAPP) Barrier Assessment. (Collaboration on Barrier Assessment needs to be completed by at least two team members- Teachers, IA, ABS, OT, SLP)		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.2 Students in BELLS will be exposed weekly to social emotional learning through the Second Steps Curriculum during instructional blocks. at least 4 days per week whether in person or virtual.	September 2021-May 2022	Professional learning for staff implementing the Second Steps Curriculum Second Steps Curriculum time will be put on individual classroom schedules
2.3 Students will be exposed to general education pre-k curriculum via participation in 4 preschool thematic stations per school year.	September 2021-May 2022	Stations time will be put on individual classroom schedules Create a catalogue (photo gallery) of set-up for each station
2.4 At least 50% of students' families will participate in monthly parent coaching and/or student progress review meetings. Coaching and/or student progress meetings may be held in person or virtually.	September 2021-May 2022	Checklist of parent coaching/progress review meetings per month

School Improvement Goal		
3. By June of 2022, an increase in student engagement to adult modeling of a variety of communicative intents during student led- teacher directed activities, as evidenced by looking towards the communication partner, vocalizing/accessing AAC, recruiting movements, etc. and documented by data collection of staff and/or students successfully completing 5 out of 8 monthly communication challenges.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Developing 8 monthly communication challenges.	February 2022	Word documentation of challenges
3.2 Archiving data to make professional learning decisions for staff related to student communication.	September 2021-June 2022	One Note e-file shared with the ILT.
3.3 Natural environment modeling for staff in the area of facilitating communication during the following times in the school day: recess, lunch, arrival/dismissal, fine arts and fitness and related services.	September 2021-June 2022	Artifacts of communication modeling Collect barriers to utilizing students' communication systems in specific times/locations