

**Manchester Elementary School**  
**School Improvement Plan**  
**2022-2023**

**School Vision / Mission**

**Our Vision**

**Our vision at Manchester Elementary School is to ensure that every student can thrive as a responsible citizen in a changing world by providing a rigorous and challenging curriculum in partnership with quality staff, caring families and supportive community members.**

**Our Mission**

**The mission of Manchester Elementary School is to prepare all students to become successful learners in school and in life.**

**Our Motto**

**Where Learning Never Ends!**

**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.
- Provide access to a well-rounded, varied, and rigorous curriculum to all students

**Family and Community Partnerships**

- Demonstrate transparency, trust, and respect.
- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
- Partner with local government, businesses, and agencies to support learning.

**Successful Workforce**

- Recruit and retain highly qualified and diverse employees reflective of our community.
- Provide professional and leadership development
- Promote a culture of continuous improvement

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

- Establish a welcoming culture of diversity.
- Promote respect and civility.
- Collaborate internally and externally to support students' health and well-being.
- Provide safe and secure schools, facilities, and assets.
- Maintain modern schools, facilities, and resources that support the educational program.



### School Needs Assessment

**Mathematics:** An analysis of the Mid-Year/End-of-Year assessment data in 2021-2022 shows in grades K,1,2,3,4 & 5 that less than 80% of students achieved 80% on county benchmark assessments. Upon further analysis of grade level reports of students meeting standards by content the areas. Number and Operations in Base Ten (NBT) and Fractions (NF) were the greatest areas of concern.

<b>Math</b>	
Based Benchmark Data 2021-2022	
Winter	Spring
<b>Pre-K Math</b> <ul style="list-style-type: none"> <li>Grade average 96%</li> <li>% Meeting 80% - 92%</li> </ul>	<b>Pre-K Math 92.3%</b> <ul style="list-style-type: none"> <li>Grade average 94.5%</li> <li>% Meeting 80% - 92%</li> </ul>
<b>Kindergarten Math</b> <ul style="list-style-type: none"> <li>Grade average 91%</li> <li>% Meeting 80% - 90%</li> </ul>	<b>Kindergarten Math 88.3%</b> <ul style="list-style-type: none"> <li>Grade average 90.1%</li> <li>% Meeting 80% - 88%</li> </ul>
<b>First Grade Math</b> <ul style="list-style-type: none"> <li>Grade average 91%</li> <li>% Meeting 80% - 89%</li> </ul>	<b>First Grade Math 84.8 %</b> <ul style="list-style-type: none"> <li>Grade average 89.2</li> <li>% Meeting 80% - 85%</li> </ul>
<b>Second Grade Math</b> <ul style="list-style-type: none"> <li>Grade average 74%</li> <li>% Meeting 80% - 49%</li> </ul>	<b>Second Grade Math 67.4%</b> <ul style="list-style-type: none"> <li>Grade average 81.9%</li> <li>% Meeting 80% - 67%</li> </ul>
<b>Third Grade Math</b> <ul style="list-style-type: none"> <li>Grade average 84%</li> <li>% Meeting 80% - 72%</li> </ul>	<b>Third Grade Math 83.7%</b> <ul style="list-style-type: none"> <li>Grade average 87.1%</li> <li>% Meeting 80% - 84%</li> </ul>
<b>Fourth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average 75%</li> <li>% Meeting 80% - 53%</li> </ul>	<b>Fourth Grade Math 77.9%</b> <ul style="list-style-type: none"> <li>Grade average 85.8%</li> <li>% Meeting 80% - 78%</li> </ul>
<b>Fifth Grade Math</b> <ul style="list-style-type: none"> <li>Grade average 78%</li> <li>% Meeting 80% - 54%</li> </ul>	<b>Fifth Grade Math 48%</b> <ul style="list-style-type: none"> <li>Grade average 74%</li> <li>% Meeting 80% - 49%</li> </ul>

**Reading:** Assessments reflecting high priority content reflect less than 80% of students are scoring at the county expectation of 80%. These are identified in red with sub-assessments with less than 80% of students meeting expectations are in blue. Reading Inventory data also suggests that less than 80% of students are meeting reading level expectations. Additionally, 2019 PARCC/MCAP data shows that over 40% of students in grades 3, 4 & 5 are performing at a below the meets expectations category.

**Writing:** An analysis of CBA writing data by the school improvement team determined the areas of written organization and clarity had the largest deficit and, with explicit instruction, would yield progress for all students, regardless of their level. Additionally, the gap between students in special education and students receiving services through the language learner programs and those not receiving those services.

**MCAP 2022 – spring data to be entered when received**  
% performing at level

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
<b>3<sup>rd</sup> Math</b>					
CC 3 <sup>rd</sup> math					
<b>3<sup>rd</sup> ELA</b>					
CC 3 <sup>rd</sup> ELA					
<b>4<sup>th</sup> Math</b>					
CC 4 <sup>th</sup> Math					
<b>4<sup>th</sup> ELA</b>					
CC 4 <sup>th</sup> ELA					



<b>5<sup>th</sup> Math</b>					
<i>CC 5<sup>th</sup> Math</i>					
<b>5<sup>th</sup> ELA</b>					
<i>CC 5<sup>th</sup> ELA</i>					

<b>ELA Data 2021-2022</b>	
<b>% of students meeting 80% expectations</b>	
<b>Mid-Year/ Winter</b>	<b>End of Year/ Spring</b>
<b>Pre-K ELA</b> Letter ID Upper-case 84.62% Rhyme 84.62% Letter ID Lower-case 84.62% Blending 100%	<i>Letter ID Upper</i> 84.62% <i>Lower</i> 84.62 % Rhyme 92.31% Concepts of Print 100% Matching 100% Initial Consonant the Same 76.92%
<b>Kindergarten ELA</b> Letter ID Upper-case 93.46% Letter ID Lower-case 92.45% Sounds 83.02% High-Frequency Words 47.17% Initial Consonant The Same 90.65%	High-Frequency Words 82% Hearing Sounds in Words 69% <i>Instructional Reading Level</i> 85% <i>Segmenting</i> 91% <i>PLA Letter Sounds-</i> 96% Blending 93% Short Vowels 95.28% Primary Oral Language Retelling Assessment- 98.06%
<b>First Grade ELA</b> <i>Instructional Reading Level</i> 78.30% High-Frequency Words 56.99% CCPA Closed-Syllables 84.95% CCPA Digraphs 82.80% CCPA Closes Syllables w/ Blends 62.07% CCPA Short Vowels 91.01% %, DAPPA Rhyme Supply 75.47% Primary Oral Language Retelling 98.08%	Instructional Reading Level 61% High Frequency Words 48% CCPA Closed-Syllables w/ Blends 82.8% CCPA Vowel Const. E 74% CCPA Digraphs 93% CCPA Closed Syllables 95%
<b>Second Grade ELA</b> <i>Instructional Reading Level</i> 74.51% <i>Reading Inventory</i> 64.29% High-Frequency Words 67.65% CBA 54.90% CCPA Short Vowels 95.74% CCPA Long Vowels 94.68% PLA Hearing Sounds in Words 72.53% CCPA Silent e 74.51% CCPA R Controlled 60.78% CCPA Two-syllable 69.61%	CCPA Vowel Diphthongs 86% Reading Inventory 51% <i>Instructional Reading Level</i> 76% Comprehension Benchmark Assessment 67% CCPA Vowel Digraphs 86.27% CCPA Vowel Diphthongs 70.59%
<b>Third Grade ELA</b> CBA Literary Met 70%- 66.67%    Met 80% 51.04% CBA Informational Met 70%- 58.59%    Met 80% 34.34% <i>Reading Inventory</i> 76.53% <i>Instructional Reading Level</i> 84.54% CCPA Two-syllable 76.29% CCPA Multi-syllable 74.49%	Comprehension Benchmark Assessment Met 70%      Literary – 74%      Opinion – 75% Met 80%      Literary – 57.14%      Opinion – 61.22% <i>Reading Inventory</i> 72% CCPA Two-syllable 87% CCPA Multi-syllable 87% <i>Instructional Reading Level</i> 87%
<b>Fourth Grade ELA</b> CBA Literary Met 70%- 45.61% Met 80%- 21.93% CBA Informational Met 70% - 30.17% Met 80%- 18.97% <i>Reading Inventory</i> 76.11%	Comprehension Benchmark Assessment Met 70%      Literary – 75%      Opinion – 69% Met 80%      Literary – 62%      Opinion – 45% <i>Reading Inventory</i> 77.39%
<b>Fifth Grade ELA</b> CBA Literary Met 70%- 62.16% Met 80%- 36.04% CBA Informational Met 70%- 55.65% Met 80%- 36.52% <i>Reading Inventory</i> 84.35%	<i>Reading Inventory</i> 83% Comprehension Benchmark Assessment Met 70%      Literary – 83%      Opinion – 66% Met 80%      Literary – 63%      Opinion – 47%

**Other data considered for Goals and Strategic Actions: Social/Emotional/ Behavioral**  
**Office Discipline Referrals 9/1/2021-6/15/2022**



Students in the Green Zone (receiving 0-1 referrals): 92.11%

Students in the Yellow Zone (receiving 2-5 referrals): 4.70%

Students in the Red Zone (receiving 6+ referrals): 3.2%

Top offenses – physical contact (140), unsafe behavior (157), disruption (74), out of assigned area (66), disrespect (53)

99 students receiving referrals- 14% had 10+ referrals

14/99 students account for 422/600 referrals

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

By June of 2023 students in grades:

1. K-5 will demonstrate proficiency with mathematics in the areas of computation with an instructional focus in the areas of Number and Operations: Base Ten and Fractions, as evidenced by a 5% growth per grade level from EYO 2022 of students meeting or exceeding 80% proficiency.
2. K-5 will demonstrate proficiency reading on grade level text as evidenced by a 5% growth per grade level in students meeting or exceeding 80% proficiency on Reading Inventory, Assessed Reading Level and CBA.
3. K-5 will achieve 80% on identified writing tasks, including CBA for grades 2-5, focused on organization and clarity\*, with students receiving EL and Special Education services being identified to increase individual assessment scores a minimum of 5%

*\*specific indicator to be revised based initial assessments to be giving in the fall of 2022.*

### School Improvement Goal 1

**By June of 2023 student in grades K-5 will demonstrate proficiency with mathematics in the areas of computation with an instructional focus in the areas of Measurement and Data and Numbers and Operations in Base Ten (NBT)/Fractions (NF) as evidenced by a 5+% growth per grade level on Mid-year and End of Year Assessments Students meeting or exceeding 80% proficiency.**

Grade	MYA 2022	MYA 2023 goal	EOY 2022	EOY 2023 goal
<b>PREK</b>	<b>100%</b>	<b>100%</b>	<b>Goal 96% Met 92.3</b>	<b>100%</b>
<b>Kindergarten</b>	<b>78%</b>	<b>83%</b>	<b>Goal 83% Met 88.3</b>	<b>97%</b>
<b>First</b>	<b>94%</b>	<b>99%</b>	<b>Goal 89% Met 84.8</b>	<b>93%</b>
<b>Second</b>	<b>58%</b>	<b>63%</b>	<b>Goal 67% Met 67.4</b>	<b>90%</b>
<b>Third</b>	<b>63%</b>	<b>68%</b>	<b>Goal 80% Met 83.7</b>	<b>72%</b>
<b>Fourth</b>	<b>61%</b>	<b>67%</b>	<b>Goal 70% Met 77.9</b>	<b>89%</b>
<b>Fifth</b>	<b>56%</b>	<b>61%</b>	<b>Goal 52% Met 48</b>	<b>83%</b>



Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<p>1.1 All teachers in PreK-5 will use the Model for Quality Instruction to plan and deliver explicit instruction at each level of reasoning (concrete, pictorial and abstract) during first-pass instruction for identified area:</p> <ul style="list-style-type: none"> <li>a. Grades K-5 Number and Operations in Base 10 and/or Fractions</li> <li>b. Application of concepts in word problems</li> </ul>	<p>Daily</p> <p>Sept – May based on unit timelines, with the progression through levels of reasoning each unit</p>	<p>Quizzes, unit tests and benchmark assessments will be used to determine:</p> <ul style="list-style-type: none"> <li>- Students' mastery level at each of the three levels of representation: concrete, pictorial and abstract</li> <li>- The ability of students to demonstrate proficiency on identified abstract reasoning problems as evidenced by students' score of 80+%.</li> </ul>
<p>1.2 Teams will develop formative assessments to be given during each unit with a focus on identified areas of need in O.A, NBT, and NF</p> <ul style="list-style-type: none"> <li>a. Data meetings will include grouping decisions and planning based on student needs at each level of representation</li> </ul>	<p>1x month minimum at team planning based on unit timelines</p>	<p>Students scoring at 80% (or individually set growth goal) on formative/summative assessments</p>
<p>1.3 Teachers implement consistent and continuous progress monitoring.</p> <ul style="list-style-type: none"> <li>a. Staff will receive professional development and resources on effective progress monitoring</li> <li>b. Focus on progress monitoring at each level of reasoning to determine mastery at each level before progressing to the next level or skill</li> <li>c. Build student involvement and ownership for goal setting and data tracking               <ul style="list-style-type: none"> <li>a. Primary Data binders</li> <li>b. 3<sup>rd</sup> – 4<sup>th</sup> WIG tools</li> <li>c. 5<sup>th</sup> – Home Access</li> </ul> </li> <li>d. Intervention, re-teach, extensions based on progress monitoring data – with a dedicated flex period identified</li> </ul>	<p>By unit – as identified by grade level teams</p> <p>Monthly</p> <p>Daily- based on unit timelines, with the progression through levels of reasoning each unit</p> <p>Daily</p> <p>Daily</p> <p>Minimum 2x/month</p>	<p>Quizzes, unit tests and benchmark assessments will be used to determine:</p> <ul style="list-style-type: none"> <li>- Students' mastery level at each of the three levels of representation: concrete, pictorial and abstract as evidenced by students' score of 80+%.</li> </ul>
<p>1.4 Teachers will include class meetings, Restorative Approaches, into their daily instructional day to support and encourage risk-taking and perseverance through difficult learning moments.</p> <ul style="list-style-type: none"> <li>a. Lessons will include higher level, abstract thinking skill-based problems to provide opportunities to incorporate growth mindset.</li> <li>b. Staff updates via email will include articles, links, and resources for additional self- directed PD on Restorative Practices.</li> </ul>	<p>Minimum 1x/week</p> <p>1x/month</p>	<p>Maintain or decrease in discipline referrals in classroom for disruption (31) to be reviewed at MTSS &amp; SST meetings.</p>
<p>1.5 Professional learning for special areas teachers to receive information and support for applying math supports/practice in their area as applicable.</p>		<p>Special areas teachers will participate in ongoing professional learning to increase relevant teaching opportunities linked to identified mathematics concepts in special areas. Reviewed at joint leadership team meetings quarterly.</p>



## School Improvement Goal 2

**By June 2023 students in K-5 will demonstrate proficiency reading on grade level text as evidenced by a 5+% growth per grade level in students meeting or exceeding 80% proficiency on standard county-based assessments.**

### Instructional Reading Level -% meeting expectation

Grade	EOY 2021	EOY 2022	EOY 2023	Grade	EOY 2021	EOY 2022	EOY 2023
K	59.76	65%	80%	3rd	67.98	75%	80%
1st	47.96	65%	70%	4th	78.7	84%	80%
2nd	70	75%	70%	5th	69.05	75%	89%

### CBA – Students meeting or exceeding 80%

Grade	CBA1 2020 Met/+ 80%	Goal CBA1 2021 Met/+ 80%	CBA 2 2021 Met/+ 80%	Goal CBA 2 2022 Met/+ 80%
2 <sup>nd</sup>	n/a	n/a	82.22	87%
3 <sup>rd</sup>	72.07	77%	60.71	61%
4 <sup>th</sup>	72.07	77%	78.70	84%
5 <sup>th</sup>	70.79	76%	69.05	75%

<u>Strategic Actions</u>	<u>Timeline</u>	<u>Measures of Success/Desired Performance Level</u>
<p>2.1 Teach FUNdations with fidelity in whole group instruction at grades K-3 and analyze progress in FUNdations using tracking sheets.</p>	<p>Sept – May: Daily/weekly per FUNdations timeline</p>	<p>Students will score 80+% on unit tests.</p>
<p>2.2 Teachers in 2-5 will use collaborative planning time to evaluate current lessons and/or create lessons that ensure students can comprehend using the current standard and provide text evidence to support their thinking.</p> <ol style="list-style-type: none"> <li>Identify and/or create formative assessments</li> <li>Conduct progress monitoring using formative assessments</li> <li>Building student involvement and ownership for goal setting and data tracking</li> </ol>	<p>Monthly or a needed as identified by the teams, ELA specialist, and administration</p> <p>Minimum 1x/month</p> <p>Daily</p> <p>Minimum 1x/week</p>	<p>Students will score at 80+% on formative assessments focused on POV, perspective, and character’s feelings</p> <p>Students will score at 80+% Wonders Assessments</p>
<p>2.3 Teachers in K and 1 will use collaborative planning time to evaluate current lessons/assessments and/or create lessons/assessments that ensure students can comprehend using the current standard orally.</p>	<p>Monthly or a needed as identified by the teams, ELA specialist, and administration</p>	<p>Students will score 80+%.</p>
<p>2.4 Grade K-2 provide explicit instruction on High Frequency</p>		



<p>Words including orthographic mapping</p>	<p>By unit – as identified by grade level teams</p>	<p>Students will score at 80+% on identified tasks/assessments for High Frequency Words</p>
<p>2.5 Teachers implement consistent and continuous progress monitoring.</p> <ul style="list-style-type: none"> <li>a. Staff will receive professional development and resources on effective progress monitoring</li> <li>b. Focus on progress monitoring for identified skills before progressing to the next level or skill</li> <li>c. Build student involvement and ownership for goal setting and data tracking             <ul style="list-style-type: none"> <li>a. Primary Data binders</li> <li>b. 3<sup>rd</sup> – 4<sup>th</sup> WIG tools</li> <li>c. 5<sup>th</sup> – Home Access/WIG tools</li> </ul> </li> <li>d. Intervention, re-teach, extensions based on progress monitoring data – with a dedicated flex period identified</li> </ul>	<p>Monthly</p> <p>Daily- based on unit timelines, with the progression through levels of reasoning each unit</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Quizzes, unit tests and benchmark (CBA) assessments will be used to determine:</p> <ul style="list-style-type: none"> <li>- Students’ mastery level as evidenced by students’ score of 80+%.</li> </ul>
<p>2.5 Teachers will apply a culturally responsive lens to curriculum and instruction.</p> <ul style="list-style-type: none"> <li>• Staff updates via email will include articles, links and resources.</li> <li>• Professional Learning at Team and Faculty Meetings</li> </ul>	<p>Minimum 2x/month</p> <p>Minimum 1x/month at Team meetings,</p> <p>2x/month</p>	<p>Maintain or decrease in discipline referrals in disruption (74) to be reviewed at MTSS/Discipline Committee/ SST meetings.</p>
<p>2.6 Special Areas - Professional learning for special areas teachers to receive information and support for using content-based language and definition when reading in the content area</p>	<p>2x/month</p>	<p>SLO’s and report card grades will reflect 80% of students being proficient in the identified area.</p>

### School Improvement Goal 3

**By June 2023 students in K-5 will achieve 80% on identified writing tasks, including CBA for grades 2-5, focused on organization and clarity\*. Students receiving English Language Learner and Special Education services being identified to increase individual assessment scores a minimum of 5%.**

*\*specific indicator to be revised based initial assessments to be given in the fall of 2022*

#### Writing Data 21-22

Grade	CBA 1 Info Writing Average for Grade	% of students making 80% on writing CBA 1	CBA 2 Opinion Writing Average for Grade	% of students making 80% on writing CBA 2
3	77%	45%	80%	67%
4	65%	36%	78%	67%
5	85%	85%	86%	93%

<u>Strategic Actions</u>	<u>Time Line</u>	<u>Measures of Success / Desired Performance Level</u>
<p>3.1 First pass instruction will include a wide variety of opportunities to respond to text citing text evidence across content areas including:</p> <ul style="list-style-type: none"> <li>a. K-5 orally/written</li> <li>b. Gr. 2-5 citing a minimum of 2 texts</li> <li>c. Grade 2-5 utilizing State Cite Explain</li> <li>d. Claim Evidence Reasoning for STEM</li> <li>e. Standard Based student choice writing focused on organization and clarity</li> </ul>	Daily	Students will score 80% on rubrics – Grades 2-5
<p>3.2 Support students to apply FUNdations concepts and analyze progress in daily writing and/or FUNdations dictation.</p>	Daily	Students will score 80+% on unit tests.
<p>3.3 Teachers will explicitly instruct students to analyze and evaluate writing samples using the CCPS Writing Rubrics.</p> <ul style="list-style-type: none"> <li>a. Teaching to the standard, creating anchor charts, and analyzing models</li> <li>b. Student analysis of writing samples using provided rubrics</li> <li>c. Student ownership of goals setting and tracking through progress monitoring tools</li> </ul>	Daily as part of first pass instruction	<p>Students score 80+ on writing assignments</p> <p>Student will score 80+% based on rubrics</p>





<p>3.4 In conjunction with reading group lessons focusing on locating text evidence to support current comprehension standard, teachers will incorporate text dependent writing prompts into instruction and provide students with feedback.</p>	<p>Minimum 1x/week</p>	<p>Students score 80+ on writing assignments</p>
<p>3.5 Collaborative meetings with ELA, Special Education and EL teachers to plan for and implement writing instruction to meet the needs of identified students.</p>	<p>Minimum 1x/month</p>	<p>Students will follow individual progress toward goals in EL or IEP plan scoring at 80% at each identified progress monitoring goal</p>
<p>3.6 Teachers in grade K-2, with the ELA Specialist support, will create and administer dictation sentences to monitor the progress and retention of skills assessed in hearing sounds in words assessments. - including letter formation instruction to allow optimal output - Can be linked with Foundations and delivered in individual, small group or whole group format</p>	<p>Minimum 1x/week  Daily  Minimum 2x/month</p>	<p>Students will score 80% on Hearing Sounds in Words assessments and dictation assessments</p>
<p>3.5 Continued professional development on Trauma responsive practices to support risk taking while analyzing peer samples of writing and perseverance during the writing process. a. Staff updates via email will include articles, links and resources for additional self-directed PD</p>	<p>minimum 1x/month at Team meetings,</p>	<p>Maintain or decrease in discipline referrals in classroom for disruption (31) to be reviewed at MTSS &amp; SST meetings.</p>
<p>3.6 Professional learning for special areas teachers to receive support for extending writing supports/practice in their area as appropriate. - including via email</p>	<p>1x/quarter in person  1x/month digitally</p>	<p>Reviewed at joint leadership team meetings quarterly.</p>