

Mechanicsville Elementary School

School Improvement Plan

2022-2023



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 2022-2023



PreK-5 Reading Needs Assessment (2022-2023)		
Reading Needs 2022-2023		
Pre-K	PLA: Letter Identification- Upper Case Letters - 100% PLA: Letter Identification- Lower Case Letters -100% PLA: Classifying Words by Initial Sound -100% PLA: Rhyme Identification-100%	
K	PLA: HSIW 83.33 % PLA: Letter Sounds 91.67% DAPPA segmenting 94.05% CCPA: 2C Closed Syllables 83.13 % HFW: 80.95 % PLA: Reading Level 81.18 %	
1	CCPA: 2C Closed Syllables with Blends 94.12% CCPA: 2D V-C-e 88.06% CCPA: 2E Two Syllables Closed 70%% CCPA: 2F R-Controlled – 71%% PLA: High Frequency Words 74.29% PLA: Assessed Reading Level 82.86%	
2	CCPA 2I: Two Syllables 90% CCPA 2J: Multi-syllabic 90% PLA: Assessed Reading Level 91.21% CBA: 2022 Spring 76.92% RI: 77.03%	
3	CBA: 2022 80% > Spring Lit. 76% Opin. 69.33 % CBA: 2022 70% > Spring Lit. 84% Opin. 82.67 % RI: 82.89%	
4	CBA: 2022 80% > Spring Lit. 69.05% Opin. 46.43 % CBA: 2022 70% > Spring Lit. 73.81% Opin. 64.29 % RI: 82.14%	
5	CBA: 2022 80% > Spring Lit. 66.67% Opin. 56.41 % CBA: 2022 70% > Spring Lit. 80.77% Opin. 70.51% RI: 85.53%	
PreK-5 Math Needs Assessment (2022-2023)		
Grade Level	Content Standard	Percentage of testers scoring 80% or above with the Content Standard in May 2022
Pre-K	Counting and Cardinality	100%
K	Numbers in Base Ten	76%
1	Operations and Algebraic Thinking	65%
2	Operations and Algebraic Thinking	56%
3	Numbers in Base Ten	61%
4	Numbers in Base Ten	69%
5	Numbers in Base Ten	68%

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Carroll County Public Schools
Building the Future

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 2022-2023 school year.

Mechanicsville Elementary School School Improvement Plan 2022-2023



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 2022	Nov. 2022	Jan 2023	March 2023	May 2023	May 2023 GOAL
Pre-K	Letter ID 100%					100%
Kinder	Reading Level 81.18 %					90%
1st Grade	Reading Level 82.86%					90%
2nd Grade	Reading Level 91.21%					95%
3rd Grade	RI 82.89%					95%
4th Grade	RI 82.14%					90%
5th Grade	RI 85.53%					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 2022	Goal for percentage of testers scoring 80% or above with the Content Standard in May 2023
Pre-K	Counting and Cardinality	100%	100%
K	Numbers in Base Ten	76%	90%
1	Operations and Algebraic Thinking	65%	80%
2	Operations and Algebraic Thinking	56%	85%
3	Numbers in Base Ten	61%	90%
4	Numbers in Base Ten	69%	85%
5	Numbers in Base Ten	68%	85%

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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.

Pre K- Second								
	May 2022 LS	May 2022 HSIW	Jan 2023 LS	Jan 2023 HSIW	May 2023 LS	May 2023 HSIW	Goal May 2023 LS	Goal May 2023 HSIW
Pre-K	n/a	n/a					95%	95%
Kinder	91.67%	83.33%					100%	95%
1st Grade	n/a	80%					n/a	95%

<u>Second-Fifth Grade</u>				
	May. 2022 CBA - Writing	Jan. 2023 CBA - Writing	May 2023 CBA - Writing	Goal May 2023 CBA - Writing
2nd Grade	L- 68% O- 71%			95%
3rd Grade	L- 76% O- 69%			95%
4th Grade	L 69% O46%			95%
5th Grade	L 67% O56%			95%

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<p>awareness, foundations double dose, HFW, RL) focus on blending , segmenting and closed syllables.</p> <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) Focus on HFW</p>	<p>Weekly planning meetings</p>	<ul style="list-style-type: none"> 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 2D- V-C-e Closed. 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 Closely monitor HFW. Provide professional development to IA's and teachers.</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>1.3e Create multiple opportunities to communicate in writing connected to non -fiction and literary text and experiences. (print and digital) Discuss during team planning.</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 2022</th> <th style="text-align: center;">Jan. 2023</th> <th style="text-align: center;">May 2023</th> <th style="text-align: center;">Goal May 2023</th> </tr> </thead> <tbody> <tr> <td>2A: Closed Syllables</td> <td style="text-align: center;">98.57%</td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>2B: Closed Syllables-Digraphs</td> <td style="text-align: center;">97.10%</td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>2C: Closed Syllables-Blends</td> <td style="text-align: center;">94.125</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2D:V-C-e</td> <td style="text-align: center;">88.06%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2E: Two Syllables- Closed</td> <td style="text-align: center;">70%</td> <td></td> <td></td> <td style="text-align: center;">80%</td> </tr> <tr> <td>2F: R-controlled</td> <td style="text-align: center;">71%</td> <td></td> <td></td> <td style="text-align: center;">80%</td> </tr> <tr> <td>HFW</td> <td style="text-align: center;">74.29%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>Reading Level</td> <td style="text-align: center;">82.86%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Monthly data progress monitoring /pacing Weekly Walk-throughs/feedback on MQI for 1st pass instruction Pacing Conferences Grade level data collection monitoring Wonders Assessments PLA data CCPA data 	CCPA Skill	May 2022	Jan. 2023	May 2023	Goal May 2023	2A: Closed Syllables	98.57%			100%	2B: Closed Syllables-Digraphs	97.10%			100%	2C: Closed Syllables-Blends	94.125			95%	2D:V-C-e	88.06%			95%	2E: Two Syllables- Closed	70%			80%	2F: R-controlled	71%			80%	HFW	74.29%			95%	Reading Level	82.86%			95%
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<p>1.4a Create multiple opportunities to communicate in writing connected to non-fiction and literary text and experiences. (print and digital) Discuss during team planning.</p> <p>1.4b 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>1.4c 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>Monitor through 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="text-align: center;">CCPA Skill</th> <th style="text-align: center;">May 2022</th> <th style="text-align: center;">Jan. 2023</th> <th style="text-align: center;">May 2023</th> <th style="text-align: center;">Goal May 2023</th> </tr> </thead> <tbody> <tr> <td>CCPA 2G: Vowel Digraphs</td> <td style="text-align: center;">96.10%</td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>CCPA 2H: Vowel Diphthongs</td> <td style="text-align: center;">89.61%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>CCPA 2I: Two Syllables</td> <td style="text-align: center;">90%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>CCPA 2J: Multi-syllabic</td> <td style="text-align: center;">90%</td> <td></td> <td></td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Reading Level</td> <td style="text-align: center;">92.21%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>RI</td> <td style="text-align: center;">77.03%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> <tr> <td>CBA</td> <td style="text-align: center;">76.92%</td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Monthly data progress monitoring / pacing Weekly Walk-throughs/feedback on MQI for 1st pass instruction CCPA data Wonders Assessments Pacing Conferences Grade level data collection monitoring 	CCPA Skill	May 2022	Jan. 2023	May 2023	Goal May 2023	CCPA 2G: Vowel Digraphs	96.10%			100%	CCPA 2H: Vowel Diphthongs	89.61%			95%	CCPA 2I: Two Syllables	90%			95%	CCPA 2J: Multi-syllabic	90%			85%	Reading Level	92.21%			95%	RI	77.03%			95%	CBA	76.92%			95%
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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 2022 MYA	May. 2022 EOY	<u>Goal</u> Jan 2022 MYA	<u>Goal</u> May 2023 EOY	Jan. 2023 MYA	May 2023 EOY
Pre-k	100%	100%	100%	100%		
Kinder.	91%	94%	95%	90%		
1 st Grade	76%	86%	85%	80%		
2 nd Grade	72%	86%	85%	80%		
3 rd Grade	65%	80%	80%	85%		
4 th Grade	52%	72%	80%	80%		
5 th Grade	61%	72%	80%	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	<p>Students will increase their fact fluency as measured by CCPS provided or teacher created fact assessments as noted in the table below.</p> <p>This table reflects the percentage of students achieving 80% or better on their fact fluency assessments.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Baseline</th> <th>Nov 2021</th> <th>Feb 2022</th> <th>May 2022</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>n/a</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*chart will be completed after baseline data is collected</i></p>	Grade Level	Baseline	Nov 2021	Feb 2022	May 2022	K	n/a				1 st					2 nd					3 rd					4 th					5 th				
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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: Numbers in Base Ten 1st: Operations and Algebraic Thinking 2nd: Operations and Algebraic Thinking 3rd: Numbers in Base Ten 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 Number talks/data chats with a focus on vocabulary aligned with the curriculum. Vocabulary ideas: -post words/visuals around the room -embed vocabulary in all areas of instruction (including special education and special areas) -provide students with an opportunity to use vocabulary words from their geometry unit all year</p>	<p>Weekly</p>	<p>All students will score 80% or higher on unit assessments.</p>
<p>2.5 Prior to the current unit/content, teachers will provide spiral reviews (warm-ups, homework, instructional small groups, whole group).</p>	<p>Weekly</p>	<p>All students will score 80% or higher on unit assessments.</p>

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<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>		Pre K- 1 st																																																																										
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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.</p>			<p>Twice a month (minimum)</p>																																																																												
<p>3.4 Collaboration between grade levels directly connected to writing in instruction & develop shared organizers.</p>			<p>Quarterly (staff meetings)</p>																																																																												

