



## Robert Moton Elementary School

### School Improvement Plan 2022-2023

#### School Vision / Mission

**In order to develop independent, successful learners the RME community will motivate, communicate, and collaborate to provide a consistent approach to 21st century learning.**

#### 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.
  - Grade 3 Reading
  - Middle School Algebra
  - MCAP ELA Proficiency
  - MCAP Math Proficiency
- Provide access to a well-rounded, varied, and rigorous curriculum to all students.
  - Under-represented Student Groups in High School Courses

##### Family and Community Partnerships

- Demonstrate transparency, trust, and respect.
  - Meaningful, informative, timely, respectful, two-way, and multimodal communication
- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
  - Outreach to families
- Partner with local government, businesses, and agencies to support learning.

##### Successful Workforce

- Recruit and retain highly qualified and diverse employees reflective of our community.
  - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
  - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

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

- 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)



<b>School Needs Assessment</b>
<ol style="list-style-type: none"> <li><b>1. Reading:</b> ELA assessment data indicates that the number of students meeting expectations on CCPS ELA assessments is below the county average.</li> <li><b>2. Writing:</b> CBA data for grades 2-5 and Hearing Sounds in Words data for grades K-1 indicate a need for additional instruction in writing, with a focus on ideas and organization, in order to improve writing throughout the school. We also will target writing instruction across the content areas.</li> <li><b>3. Math:</b> Math assessment data indicates that the mean score for grades pre-K –5 is not meeting or exceeding the county mean score, on the End of Year Benchmark Assessments.</li> </ol>
<b>School Improvement Goals to Target Areas from Needs Assessment</b>
<ol style="list-style-type: none"> <li><b>1. Reading: Pre-K-5:</b> Robert Moton students will meet or exceed the percentage of students reading on grade level in the county, as measured by local assessments.</li> <li><b>2. Writing: Pre-K-5:</b> Increase the percentage of Robert Moton students who are writing on grade level, as measured by local assessments.</li> <li><b>3. Math: K-5:</b> During school year 2022-2023, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments with Operations and Algebraic Thinking to meet or exceed the county average.</li> </ol>

<b>School Improvement Goal 2022-2023</b>					
<b>#1 English Language Arts - Reading</b>					
<b>Reading</b>					
<b>Pre K-5:</b> Robert Moton students will meet or exceed the percentage of students reading on grade level in the county, as measured by local assessments.					
Grade	2022 Spring Data	Midyear Data 2022-2023	2023 Spring Data		
Pre K (Letter ID)	75%				
K(Running Record)	64%				
1(Running Record)	61%				
2(Running Record)	51%				
3 (RI)	52%				
4 (RI)	56%				
5 (RI)	43%				
Actions and Strategies	Timeline	Performance Target			
<b>1.1</b> Teachers in grades K-1 will provide explicit instruction on high frequency words daily during whole group and small group instruction.	Daily	Grade	2022 EOY Data HFW	Mid-year 22-23	Spring 2023 HFW Data
		K	57%		
		1	61%		



<p><b>1.2</b> Teachers and students in grades PreK- 5 will engage in interactive read alouds to model vocabulary and comprehension strategies using CCPS curriculum resources at least three times per week.</p>	<p>At least 3 times per week</p>	<p>Grade</p>	<p>2022 EOY Data RI</p>	<p>Mid-year 22-23</p>	<p>Spring 2023 RI Data</p>
		2	63%		
		3	52%		
		4	56%		
		5	43%		
<p><b>1.3</b> All teachers in grades PreK- 5 will provide explicit instruction on academic vocabulary, using Wonders resources and content-area vocabulary. FAF teachers will support vocabulary learning within their disciplines.</p>	<p>At least three times per week</p>	<p>Grade</p>	<p>2022 EOY Data CBA average</p>	<p>Mid-year 22-23</p>	<p>Spring 2023 Data</p>
		2	84%		
		3	67%		
		4	64%		
		5	68%		
<p><b>1.4</b> Teachers will use data from daily formatives, quizzes, unit tests, etc. to regroup students for second chance teaching and learning opportunities. (This means reteaching and reassessing student learning.)</p>	<p>At least once per lesson</p>	<p>Students will score 80% or higher on Wonders quizzes, formatives, and other county or teacher created assessments.</p>			
<p><b>1.5</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom through the utilization of team behavior response plans to inform strategies and reach ALL students.</p>	<p>Daily</p>	<p>Interactive Referral Triangle will show no more than 15% of students in the yellow and 5% red zones combined. We will monitor student data by examining student group data at monthly PBIST Meetings.</p>			
<p><b>1.6</b> Actively (vs. passively) engage students during instruction (whole group and small group)</p>	<p>Daily</p>	<p>Students will score a 2 or 3 on county rubrics. Decrease in disruption referrals. We will review progress monthly during PBIST Meetings.</p>			



School Improvement Goal 2022-2023																															
#2 English Language Arts - Writing																															
<p><b>Writing:</b>  <b>K-5:</b> Increase the percentage of students who are writing on grade level, as measured by local assessments.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2022 Data</th> <th>Midyear 22-23</th> <th>2023 Data</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>41% (HSIW)</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>79% (HSIW)</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>87% (CBA writing)</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>43% (CBA writing)</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>18% (CBA writing)</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>23% (CBA writing)</td> <td></td> <td></td> </tr> </tbody> </table>				Grade	2022 Data	Midyear 22-23	2023 Data	K	41% (HSIW)			1	79% (HSIW)			2	87% (CBA writing)			3	43% (CBA writing)			4	18% (CBA writing)			5	23% (CBA writing)		
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Actions and Strategies		Timeline	Performance Target																												
<p><b>2.1</b> Teachers will explicitly instruct writing across content areas, using consistent graphic organizers and CCPS writing rubrics.</p>		Minimum once a week	Students will score a 2 or 3 on county rubrics.																												
<p><b>2.2</b> Teachers will collect student writing samples and meet regularly to evaluate student writing and determine next steps for instruction and feedback to students.</p>		Minimum once per month	Students will score a 2 or 3 on county rubrics.																												
<p><b>2.3</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.</p>		Daily	Teachers will participate in ongoing PD on cultural proficiency and incorporate the strategies shared in classrooms. We will review progress monthly during PBIST Meetings.																												
<p><b>2.4</b> Actively (vs. passively) engage students during instruction (whole group and small group).</p>		Daily	Decrease in disruption referrals. We will review progress monthly during PBIST Meetings.																												



School Improvement Goal 2022-2023						
#3 Math						
K-5: Increase the mean score for all grade levels on the End of Year Benchmark Assessment.						
Grade	2022 EOY Mean Score	2022 EOY Mean Score	2023 Mean Score Mid-Year Assessment	2023 Mean Score Mid-Year Assessment	2023 Mean Score EOY Assessment	2023 Mean Score EOY Assessment
	RME	CCPS	RME	CCPS	RME	CCPS
PK	82	92				
K	90	92				
1	87	90				
2	87	85				
3	73	83				
4	79	84				
5	62	79				
Actions and Strategies			Timeline		Performance Target	
3.1 Integrate word problems into lessons at least 3 times a week.			Minimum 3 times weekly		Students will increase their accuracy in solving word problems on unit post-tests as measured by scoring rubrics.	
3.2 Fact fluency instruction based on individual student needs/progress.			Minimum 1 time weekly		Students will increase their fluency with computation on unit post-tests as measured by scoring guides and weekly formatives. Students will progress through the stages of the fluency program to the reasoning or efficient phase.	
3.3 Teachers will consistently use graphic organizers and rubrics across content areas.			Minimum 1 time monthly		Teacher and county created rubrics	
3.4 Actively (vs. passively) engage students during instruction (whole group and small group)			Daily		Decrease in disruption referrals. We will review progress monthly during PBIST Meetings.	
3.5 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.			Daily		Teachers will participate in ongoing PD on cultural proficiency and incorporate the strategies shared in classrooms. We will review progress monthly during PBIST Meetings.	