



**School Improvement Plan  
2017-2018**

# **Route 40 Elementary School Improvement Plan**

## **Non Title I Elementary School**

### **Uniqueness of School:**

Route 40 Elementary School is a renovated school with an environmental theme. Upon entering the school, one is greeted by an environmental design using unique features like ceilings created as clouds and rolling rivers. Within these walls, students continue to stretch and grow with proper care and opportunity given by our staff. Our current student body has embarked on a project to design a natural playground, plant and harvest a school garden, maintain an active apiary, and hatch and release monarchs that are tracked by the local Discovery center. Garden produce is used in the lunch program and in our monthly cooking classes incorporating key learning standards.

Our entire school is involved in the First Lego process with students in grades 4-5 competing while second and third grade present an exhibit at our annual competition and our early childhood students explore the topics and engage in STEM activities that permit the exposure to the process. Key to the success of the program is the emphasis on the FIRST core values which includes gracious professionalism. At Route 40, learning is presented in as many real-world applications as possible. In addition, special parent learning nights like Makey-Makey night permit parents to learn the technology with their child.

Rigor and engagement have become a driving focus for the staff with the goal of preparing students for the work force in the twenty first century. Data is analyzed to identify student strengths and weaknesses so instructional efforts can be maximized to have the greatest impact on learning. A special focus is being devoted to teaching a Growth Mindset. Students are taught about the function of the brain and how to strengthen learning paths. Emphasis on perseverance, resiliency, and grit is a priority in efforts to teach students to tackle challenges and find solutions to tough problems. A Professional Learning Community permits teachers to work collaboratively to set and achieve Student Learning Objectives.

**Theme:** Route 40 students work together to solve problems and make a difference.

**Motto:** Strong, Empathetic, Interacting, Family

### **Mission**

Route 40 School provides students with instruction based on the Maryland Common Core State Standards, Next Gen Science Standards (NGSS), Science and Engineering Practices, and Cross-Cutting Concepts in a way that fosters a research based, rigorous and engaging environment which is differentiated to meet the needs of all students. Communication, collaboration, and respect will be used to create a culture that will promote personal and academic growth in all students.

### **Vision**

#### **Professionalism and Collaboration**

Route 40 School's professional learning community is committed to being accountable and focused when providing feedback and support to colleagues. Collaboration will focus on increased student success based on MCCSS standards, RTI data, SLOs and achievement.

**Instruction**

Route 40 School is committed to providing instruction based on the MCCSS by implementing research based strategies, creating a rigorous environment that fosters student engagement and providing differentiation to meet students' needs.

**Community and Parental Involvement**

Route 40 School engages and involves parents and community members through communication, collaboration, and respect that focus on current educational shifts.

**Climate and Culture**

Route 40 School supports a culture that incorporates the qualities of respect, empathy, trust, patience, and integrity. Through the use of effective communication, a sense of collaboration and engagement is evident throughout the school. Route 40 School focuses on positive interaction to promote personal and academic growth.

**Goals****Parent/Community**

Route 40 School will provide a welcoming environment where effective communication is utilized with parents, community, and business members to extend understanding and involvement in our curriculum.

**Professionalism and Collaboration**

Professional Learning Communities will be used to maximize effective student learning through the use of self-reflection, professional development, and educational resources.

**Instruction**

Research based best practice will continue to be implemented to achieve high performance for all students.

**Climate/Culture**

Route 40 students will become collaborative, productive citizens that work together to achieve goals through positive, respectful interactions.

**WRITING NEEDS ASSESSMENT – COMPONENT 1**

A comprehensive needs assessment of school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

Identified Needs	Assessment Used	Assessment Data Profile					
<p>Writing -Students are struggling with written expression, specifically the development of a written piece.</p>	<p>School SLO, PARCC, Writing Assessments</p>	<b>2016 PARCC ELA Overall Score</b>					
			Level 1 Not Yet Met	Level 2 Partially Met	Level 3 Approached	Level 4 Met	Level 5 Exceeded
		Gr. 3	15%	10%	30%	45%	0%
		Gr. 4	16.5%	18.8%	27.9%	30.5%	6.3%
		Gr. 5	15%	25%	25%	35%	0%
		<b>2017 PARCC ELA Overall Score</b>					
			Level 1 Not Yet Met	Level 2 Partially Met	Level 3 Approached	Level 4 Met	Level 5 Exceeded
		Gr. 3	37.5%	19%	19%	25%	0%
		Gr. 4	0%	17%	39%	39%	4%
		Gr. 5	0%	33%	13%	53%	0%
<b>2017 PARCC - Writing Expression</b>							
Grade 3							
	Did Not Meet or Partially Meets Expectations		Approached Expectations		Met or Exceeds Expectations		
2016	50%		15%		35%		
2017	56%		6%		38%		

Grade 4

	Did Not Meet or Partially Meets Expectations	Approached Expectations	Met or Exceeds Expectations
2016	13%	44%	44%
2017	35%	35%	30%

Grade 5

	Did Not Meet or Partially Meets Expectations	Approached Expectations	Met or Exceeds Expectations
2016	40%	25%	35%
2017	33%	27%	40%

**2017 PARCC - Writing Conventions**

Grade 3

	Did Not Meet or Partially Meets Expectations	Approached Expectations	Met or Exceeds Expectations
2016	20%	10%	70%
2017	69%	13%	19%

Grade 4

	Did Not Meet or Partially Meets Expectations	Approached Expectations	Met or Exceeds Expectations
2016	25%	31%	44%
2017	17%	52%	30%

**Grade 5**

	Did Not Meet or Partially Meets Expectations	Approached Expectations	Met or Exceeds Expectations
2016	35%	31%	44%
2017	20%	33%	47%

**Fall 2017 Narrative Writing Pre-Assessment Score**

	0	.5	1	1.5	2	2.5	3	3.5	4
K	0%	0%	0%	0%	72%	22%	6%	0%	0%
Gr. 1	0%	0%	56%	44%	0%	0%	0%	0%	0%
Gr. 2	0%	0%	59%	29%	12%	0%	0%	0%	0%
Gr. 3	50%	0%	38%	8%	0%	0%	0%	0%	0%
Gr. 4	45%	25%	25%	5%	0%	0%	0%	0%	0%
Gr. 5	22%	30%	22%	22%	4%	0%	0%	0%	0%

<b>Fall 2017 Narrative Writing Pre-Assessment Overall Development Scores</b>									
	0	.5	1	1.5	2	2.5	3	3.5	4
K	0%	0%	0%	0%	100%	0%	0%	0%	0%
Gr. 1	0%	0%	88%	6%	6%	0%	0%	0%	0%
Gr. 2	18%	18%	52%	6%	6%	0%	0%	0%	0%
Gr. 3	71%	0%	13%	0%	4%	4%	4%	0%	0%
Gr. 4	85%	5%	10%	0%	0%	0%	0%	0%	0%
Gr. 5	26%	22%	35%	9%	9%	0%	0%	0%	0%

**WRITING COMPONENT 2**

<b>Area of Concern: ELA - Writing</b>	
<p><b>SLO:</b>            General Population: 70% of the students in grades K-5 in the general population are expected to increase a minimum of 1 point on the Information Rubric in the area of development on the end of unit assessment.</p> <p>RtI Population: 60% of the students in grades K-5 in the RtI population are expected to increase a minimum of 1 point on the Information Rubric in the area of development on the end of unit assessment.</p> <p>SPED Population: 50% of the students in grades K-5 in the SPED population are expected to increase a minimum of 1 point on the Information Rubric in the area of development on the end of unit assessment.</p>	<p><b>Reference district's Strategic Plan:</b>  <b>Goal 1: All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.</b></p>
<b>Strategies/Activities</b>	
<b>School wide reform strategies:</b>	

**1. Teach writing units beginning with writing process, then Narrative, followed by Informational and ending with Opinion/Argument**

Writing:(Evidence based from What Works Clearinghouse.)

- a. Peer and self assessment using a rubric - teach students how to peer and self assess.
  - b. Reading to write well developed text by focusing on the text development of mentor text.
  - c. Expanding writing by including key facts, details, quotes, and observations about the topic based on research completed.
  - d. Graphic organizer to paper - focus on student designed graphic organizers in the prewriting stage, teach how to use prewriting stage to create well organized and developed pieces.
  - e. Focus on creating cohesive introductions and conclusions.
  - f. Incorporate the use of text features.
  - g. Use a tone appropriate to the topic and audience of the piece.
  - h. Cite sources to gather information.
  - i. Work with students to set self goals and monitor progress.
2. Use the Lucy Calkins rubric and supporting materials.
  3. Engage students with writing buddies on google docs by peer editing and revising.
  4. Implement mentor texts as models to teach writing. (Evidence based from What Works Clearinghouse.)
  5. Incorporate writing into all content areas daily. (Evidence based from What Works Clearinghouse.)
  6. Implement the strategies of Jennifer Serravello and What Works Clearinghouse.
  7. Use the RtI process to address struggling students using research based practices and data collection to inform instruction and monitor progress.
  8. Continue to implement Universal Design for Learning strategies.

**Evaluation of Strategies:**

**Formative:**

1. Did 70% of the general population increase a minimum of 1 point in development on the narrative writing assessment?
2. Did 60% of the RtI population increase a minimum of 1 point in development on the narrative writing assessment?
3. Did 50% of the SPED population increase a minimum of 1 point in development on the narrative writing assessment?
4. Did 50% of the students in grades 1-5 show improvement on the January reading inventory?

**Summative:**

1. Did 70% of the general population increase a minimum of 1 point in development on the information writing assessment?
2. Did 60% of the RtI population increase a minimum of 1 point in development on the information writing assessment?
3. Did 50% of the SPED population increase a minimum of 1 point in development on the information writing assessment?
4. Did 70% of the general population increase a minimum of 1 point in development on the opinion writing assessment?
5. Did 60% of the RtI population increase a minimum of 1 point in development on the opinion writing assessment?



6. Did 50% of the SPED population increase a minimum of 1 point in development on the opinion writing assessment?
7. Did 80% of the students in grades 1-5 show one year's growth on the May reading inventory?
8. Did 80% of the students in Kindergarten achieve the pre-primer 1 level or higher on the May reading inventory?
9. Did 80% of the Pre-Kindergarten students identify the initial sounds of pictures?

**MATH NEEDS ASSESSMENT: COMPONENT 1**

A comprehensive needs assessment of school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

Identified Needs	Assessment Used	Assessment Data Profile							
Math - Number & Operations: Fractions	PARCC Scores, STAR 360 Diagnostic Assessment	<b>Spring 2017 PARCC Assessment - Math</b>							
			Level 1 Not Yet Met	Level 2 Partially Met	Level 3 Approached	Level 4 Met	Level 5 Exceeded		
		Gr. 3	31%	25%	13%	25%	6%		
		Gr. 4	4%	22%	35%	39%	0%		
		Gr. 5	0%	13%	40%	40%	7%		
		<b>PARCC Average Student Percent Points Achieved</b>							
			Operations & Algebraic Thinking	Number & Operations in Base Ten	Number & Operations - Fractions	Measurement & Data	Geometry	Modeling and Reasoning On Grade Level	Modeling and Reasoning Securely Held Knowledge
		Gr. 3	42.5	30.8	16.5	36.2	n/a	29	26.5
		Gr. 4	47.9	62.6	55.7	30.8	n/a	50.3	44.4
		Gr. 5	n/a	60.5	50.5	32.4	n/a	38.5	44.7

Total	45.6	52.5	42.4	32.8	n/a	34.2	33.3
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**STAR Math Grade Equivalent Scores: Beginning of Year Assessment**

Grade Level	% Below Grade Level	% On Grade Level	% Above Grade Level
Grade 1	25%	63%	12%
Grade 2	29%	59%	12%
Grade 3	52%	40%	8%
Grade 4	60%	25%	15%
Grade 5	48%	35%	17%

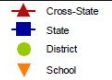
**STAR Math Highest Areas of Concern for Below Level Students**

Grade	Areas of Concern
Grade 1	Number and Operations in Base 10, Operations and Algebraic Thinking
Grade 2	Number and Operations in Base 10, Operations and Algebraic Thinking, Measurement and Data
Grade 3	Number and Operations in Base 10, Number and Operations - Fractions
Grade 4	Measurement and Data, Geometry
Grade 5	Number and Operations in Base 10, Number and Operations - Fractions

## PARCC School Evidence Statement Analysis

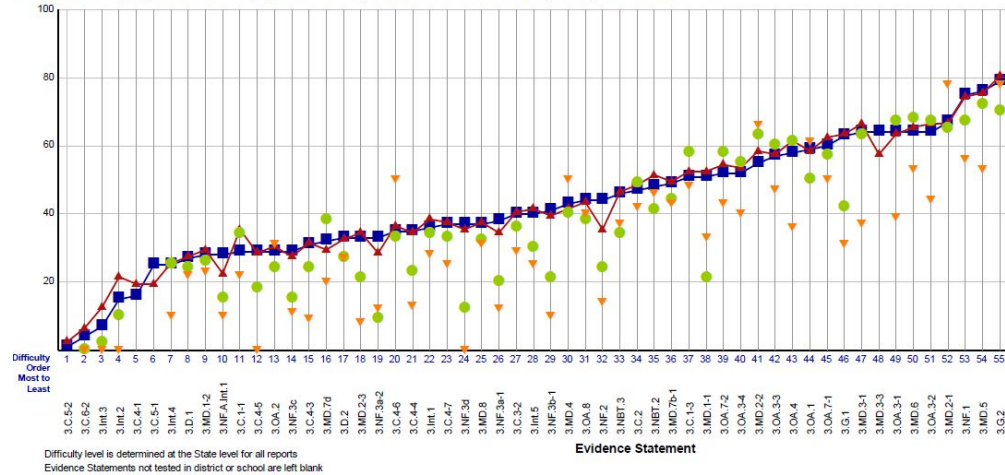
Indicators were only considered if the sample assessed included 8 or more students.

MATHEMATICS  
Grade 3 Assessment, Spring 2017



Students with Valid Scores (16)

Purpose: This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.



### Areas of Greatest Deficit

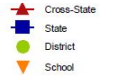
Grade 3

Evidence Statement	Standard	Domain	#Students Assessed	Evidence Statement Text
3.Int.4	3.MD.B.3, 3.NBT.A.2, 3.NBT.A.2 3.NBT.A.3	Measurement and Data, Number & Operations in Base 10	10	Use information presented in a scaled bar graph to solve a two-step "how many more" or "how many less" problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3
3.NF.A.	NF.A.13,	Number &	10	In a contextual situation involving a whole number

		Int.1	A.2, A.2.A	Operations-- Fractions		and two fractions not equal to a whole number, represent all three numbers on a number line diagram, then choose the fraction closest in value to the whole number.
		3.NF.3.c	NF.A.3.c	Number & Operations-- Fractions	16	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>
		3.NF.3a-2	NF.A.3.A	Number & Operations-- Fractions	8	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.
		3.NF.3.d	NF.A.3.D	Number & Operations-- Fractions	16	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
		3.NF.3a-1	NF.A.3A	Number & Operations-- Fractions	8	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.
		3NF.3b-1	NF.A.3.B	Measurement & Data	10	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ .
		3NF.2	NFA.2	Number & Operations-- Fractions	16	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its

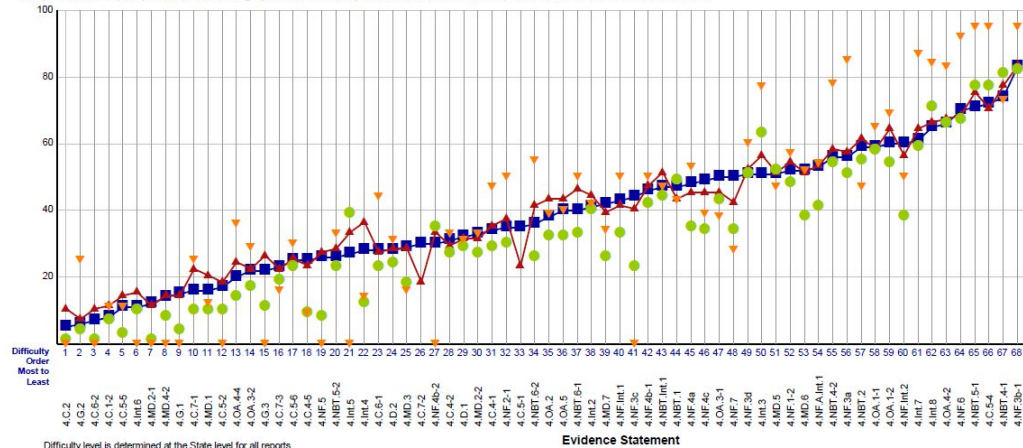
endpoint locates the number a/b on the number line.

MATHEMATICS  
Grade 4 Assessment, Spring 2017



Students with Valid Scores (23)

Purpose: This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.

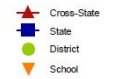


Areas of Greatest Deficit

Grade 4

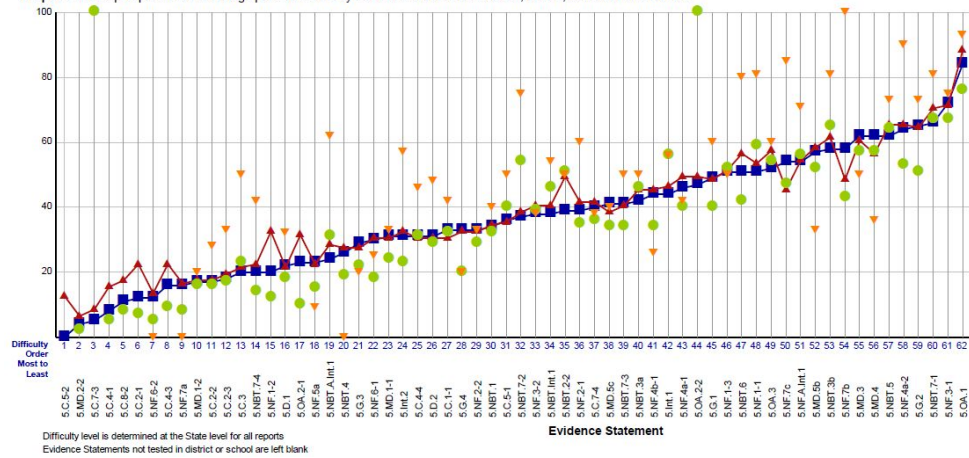
Evidence Statement	Standard	Domain	#Students Assessed	Evidence Statement Text
4.MD.4.2	MD.B.4	Measurement & Data	11	Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
4.MD.1	MD.A.1	Measurement & Data	8	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ).

MATHEMATICS  
Grade 5 Assessment, Spring 2017



Students with Valid Scores (15)

Purpose: This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.



Areas of Greatest Deficit

Grade 5

Evidence Statement	Standard	Domain	#Students Assessed	Evidence Statement Text
NF.5a	NF.B.5.A	Number & Operations -- Fractions	11	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
NF.4b-1	NF.B.4.B	Number & Operations -- Fractions	15	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas

## MATH COMPONENT 2

### **Area of Concern: Numbers and Operations: Fractions**

#### Goal:

General Population: 80% of the students in grades PK-5 in the general population are expected to achieve a minimum of 80% on the End of Year Grade Level Fraction Assessment.

RtI Population: 70% of the students in grades PK-5 in the RtI population are expected to achieve a minimum of 70% on the End of Year Grade Level Fraction Assessment.

SPED Population: 60% of the students in grades K-5 in the SPED population are expected to achieve a minimum of 60% on the End of Year Grade Level Fraction Assessment.

Reference district's Strategic Plan:

**Goal 1: All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.**

### **Strategies/Activities**

#### **School wide reform strategies:**

1. Build on students' informal understanding of sharing and proportionality to develop initial fraction concepts.(Evidence based from What Works Clearinghouse.)
  - Use equal-sharing activities to introduce the concept of fractions. Use sharing activities that involve dividing sets of objects as well as single whole objects.
  - Extend equal-sharing activities to develop students' understanding of ordering and equivalence of fractions.
  - Build on students' informal understanding to develop more advanced understanding of proportional reasoning concepts. Begin with activities that involve similar proportions, and progress to activities that involve ordering different proportions.
2. Help students recognize that fractions are numbers and that they expand the number system beyond whole numbers. Use number lines as a central representational tool in teaching this and other fraction concepts from the early grades onward.(Evidence based from What Works Clearinghouse.)
  - Use measurement activities and number lines to help students understand that fractions are numbers, with all the properties that numbers share.
  - Provide opportunities for students to locate and compare fractions on number lines.
  - Use number lines to improve students' understanding of fraction equivalence, fraction density (the concept that there are an infinite number of fractions between any two fractions), and negative fractions.
  - Help students understand that fractions can be represented as common fractions, decimals, and percentages, and develop students' ability to translate among these forms.
3. Help students understand why procedures for computations with fractions make sense.(Evidence based from What Works Clearinghouse.)

- Use area models, number lines, and other visual representations to improve students' understanding of formal computational procedures.
  - Provide opportunities for students to use estimation to predict or judge the reasonableness of answers to problems involving computation with fractions.
  - Address common misconceptions regarding computational procedures with fractions.
  - Present real-world contexts with plausible numbers for problems that involve computing with fractions.
4. Develop students' conceptual understanding of strategies for solving ratio, rate, and proportion problems before exposing them to cross-multiplication as a procedure to use to solve such problems. (Evidence based from What Works Clearinghouse.)
    - Develop students' understanding of proportional relations before teaching computational procedures that are conceptually difficult to understand (e.g., cross-multiplication). Build on students' developing strategies for solving ratio, rate, and proportion problems.
    - Encourage students to use visual representations to solve ratio, rate, and proportion problems.
    - Provide opportunities for students to use and discuss alternative strategies for solving ratio, rate, and proportion problems.
  5. Professional development programs with a high priority on improving teachers' understanding of fractions and of how to teach them. (Evidence based from What Works Clearinghouse.)
    - Build teachers' depth of understanding of fractions and computational procedures involving fractions.
    - Prepare teachers to use varied pictorial and concrete representations of fractions and fraction operations.
    - Develop teachers' ability to assess students' understandings and misunderstandings of fractions.
  6. Use the RtI process to address struggling students using research based practices and data collection to inform instruction and monitor progress of individual goals.
  7. Continue to implement Universal Design for Learning strategies.

### **Evaluations of Strategies**

#### **Formative:**

1. Did 80% of the students in grades K-5 show an 70% or better on their Essential Skills assessments from September - January?
2. Did 80% or better of the RtI students show growth towards their goals?

#### **Summative:**

1. Did 80% of the students in grades K-5 show an 70% or better on their Essential Skills assessments from February - May?
2. Did 80% or better of the RtI students show growth towards their goals?
3. Did 80% of the students in grades 1-5 show growth on the May STAR math assessment?
4. Did 80% of the students in grades PK-5 in the general population achieve a minimum of 80% on the End of Year Grade Level Fraction Assessment?
5. Did 70% of the students in grades PK-5 in the RtI population achieve a minimum of 70% on the End of Year Grade Level Fraction Assessment?



6. Did 60% of the students in grades PK-5 in the SPED population achieve a minimum of 60% on the End of Year Grade Level Fraction Assessment?
7. Did students in grades 3-5 increase the Average Student Percent Points Achieved in Numbers and Operations --Fractions from 42.4 on the 2018 administration of PARCC?

**SCIENCE NEEDS ASSESSMENT: COMPONENT 1**

A comprehensive needs assessment of school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

Identified Needs	Assessment Used	Assessment Data Profile					
Measurement and data analysis in science.	PARCC	<b>2017 PARCC Average Student Percent Points Achieved</b>					
			Measurement & Data				
		Gr. 3	36.2				
		Gr. 4	30.8				
		Gr. 5	32.4				
		Total	32.8				
		<b>2017 PARCC Evidence Statement Deficits</b>					
		Grade Level	Evidence Statement	Standard	Domain	#Students Assessed	Evidence Statement Text
		3	3.Int.4	3.MD.B.3, 3.NBT.A.2 3.NBT.A.2 3.NBT.A.3	Measurement and Data, Number & Operations in Base 10	10	Use information presented in a scaled bar graph to solve a two-step "how many more" or "how many less" problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3
		4	4.MD.4.2	MD.B.4	Measurement	11	Solve problems involving addition and subtraction of fractions by using

				& Data		information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	
		4	4.MD.1	MD.A.1	Measurement & Data	8	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
		4	4.MD	MD.A.3	Measurement & Data	12	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>
		5	MD.5b	MD.C.5.B	Measurement & Data	15	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
		5	MD.4	MD.C.4	Measurement & Data	11	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

## **SCIENCE COMPONENT 2**

### **Area of Concern: Measurement and Data Analysis**

**Goal:** General Population: 80% of the students in grades PK-5 in the general population are expected to achieve a minimum of 80% on the End of Year Grade Level Measurement and Data Assessment.

RtI Population: 70% of the students in grades PK-5 in the RtI population are expected to achieve a minimum of 70% on the End of Year Grade Level Measurement and Data Assessment.

**Reference district's Strategic Plan:**  
**Goal 1: All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.**

SPED Population: 60% of the students in grades K-5 in the SPED population are expected to achieve a minimum of 60% on the End of Year Grade Level Measurement and Data Assessment.

**Goal 2: Partnerships with all members of our community will be fostered and strengthened by engaging them in the education of our children.**

### Strategies/Activities

#### School wide reform strategies:

1. Teach geometry, patterns, measurement, and data analysis using a developmental progression for early childhood students.
  - Help children to recognize, name, and compare shapes, and then teach them to combine and separate shapes.
  - Encourage children to look for and identify patterns, and then teach them to extend, correct, and create patterns.
  - Promote children's understanding of measurement by teaching them to make direct comparisons and to use both informal or nonstandard (e.g., the child's hand or foot) and formal or standard (e.g., a ruler) units and tools.
  - Help children to collect and organize information, and then teach them to represent that information graphically.
2. Employ geometry, patterns, measurement, and data analysis skills in science lessons in grades 1-5.
  - Students collect measurements using metric and standard units during science tasks.
  - Students compile data in an organized fashion for the purpose of analysis.
  - Students determine patterns based on data collected.
  - Students represent the information gathered graphically.

#### Evaluations of Strategies

##### Formative:

1. Did all grades incorporate measurement using informal, nonstandard or metric and standard units into the science lessons?
2. Did all grades have students collect data during science lessons?
3. Did all grades represent the gathered data graphically during science lessons?

##### Summative:

1. Did 80% of the students in grades PK-5 in the general population achieve a minimum of 80% on the End of Year Grade Level Measurement and Data Assessment?
2. Did 70% of the students in grades PK-5 in the RtI population achieve a minimum of 70% on the End of Year Grade Level Measurement and Data Assessment?
3. Did 60% of the students in grades K-5 in the SPED population achieve a minimum of 60% on the End of Year Grade Level Measurement and Data Assessment?

4. Did students in grades 3-5 increase the Average Student Percent Points Achieved in Measurement and Data from 32.8 on the 2018 administration of PARCC?

**PUPIL SERVICE NEEDS ASSESSMENT: COMPONENT 1**

A comprehensive needs assessment of school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

Identified Needs	Assessment Used	Assessment Data Profile																																																							
Increase positive behavior intervention	Behavior data	<p>Behavior Incidents by Gender</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2012-2013</th> <th colspan="2">2013-2014</th> <th colspan="2">2014-2015</th> <th colspan="2">2015-2016</th> <th colspan="2">2016-2017</th> </tr> <tr> <th></th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>In School Suspension</td> <td>2</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Out of School Suspension</td> <td>1</td> <td>0</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Alternative Structure Classroom</td> <td>7</td> <td>0</td> <td>14</td> <td>0</td> <td>11</td> <td>0</td> <td>15</td> <td>0</td> <td>7</td> <td>3</td> </tr> </tbody> </table>		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017			M	F	M	F	M	F	M	F	M	F	In School Suspension	2	0	5	0	0	0	0	0	0	0	Out of School Suspension	1	0	8	0	0	0	0	0	0	0	Alternative Structure Classroom	7	0	14	0	11	0	15	0	7	3
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017																																																
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**COMPONENT 2**

<b>Area of Concern: Classroom behavior</b>	
Goal: Staff will use positive behavior intervention to decrease all behavior referrals to less than 12	Reference district's Strategic Plan:

**Goal 3: All students and staff will learn in a safe, secure, and caring environment where everyone is valued and respected.**

### **Strategies/Activities**

#### **School wide reform strategies:**

1. Use Second Step and implement the behavior and safety plans in the classroom.
2. Implement and revisit functional and classroom behavior plans to revise according to the need of the child.
3. Use Love and Logic and Safety Care strategies such as problem solving, planned ignoring, time-out, de-escalation, etc.
4. Place Love and Logic tips in the newsletter for parents to use a consistent approach with the school.
5. Implement a Gentleman's Group through the counseling program using positive strategies and role models. .
6. Use strategies such as positive office referrals, STAR slips, pats on the back, etc., with parent contact to reinforce positive behavior and display them on display in the library.
7. Draw a winner from the positive behavior slips at Pep Assemblies for each grade and award a restaurant certificate for Principal's Ice Cream award.
8. Teach brain research about how the brain works to instill perseverance, grit and resiliency in students offsetting frustration with understanding through a growth mindset model.
9. Revisit the STAR program and it's surface management strategies.
10. Maintain the T-I-M-E Out process consistently across the school.
11. Implement RtI on the social emotional side of the learning equation with the Pupil Service team members creating goals to specifically address individual needs.

#### **Evaluations of Strategies**

##### **Formative:**

1. Were the number of discipline occurrences equal to or less than 5?
2. Did the staff submit a minimum of 20 positive recognition slips (Positive Office referrals, STAR slips, Pats On the Back) per grade in the first semester?

##### **Summative:**

1. Were the number of discipline occurrences equal to or less than 10?
2. Did the staff submit a minimum of 40 positive recognition slips (Positive Office referrals, STAR slips, Pats On the Back)with parent notification per grade in the 2017-2018 school year?

**PROFESSIONAL DEVELOPMENT – COMPONENT 3**

<b>Needs Assessment Addressed</b>	<b>High Quality Professional Development Activities</b>	<b>Audience</b> <i>Teachers, Paraprofessionals, and Principals</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
Writing	Trimester Focus: Lucy Calkins Writing Pathways and supplemental program August - September - Writing Fundamentals September - November - Narrative Writing December - March - Information Writing March - June - Argument/Opinion Writing  Curriculum Maps  Mentor Text Training   Range Finding   Walk Through Observations with collaborative follow-up conversations	Teachers, Interns, Instructional Assistants	Principal     Principal and core Northern End teaching team   Principal   Principal	PLC Meetings     PLC Meetings  January   PLC Meetings   Ongoing	SLO Results  PARCC Scores  End of units assessment results

Math	<p>Identifying Evidence Based Strategies for Fractions</p> <p>PD on Strategies for Teaching Fractions</p> <ul style="list-style-type: none"> <li>● Build teachers' depth of understanding of fractions and computational procedures involving fractions</li> <li>● Prepare teachers to use pictorial and concrete representations of fractions and fraction operations</li> <li>● Develop teachers' ability to assess students' understandings and misunderstandings of fractions</li> </ul> <p>Curriculum Maps</p> <p>Walk Through Observations with collaborative follow-up conversations</p>	Teachers, Interns, Instructional Assistants	Principal, Math Specialist          Principal       Principal	August - September          PLC Meetings, monthly       PLC Meetings, monthly       Ongoing	PARCC Scores on Fractions          Essential Skills School Net Assessments       End of Year Grade Level Fraction Assessment
Science	<p>Earth Science NGSS training with PASCO and SPARKvue equipment</p> <p>Curriculum Mapping - Standard Bundling</p> <p>Walk Through Observations with collaborative follow-up conversations</p>	Teachers, Interns	MSP Team       Principal       Principal	October       Monthly       Ongoing	Teacher Evaluations       PARCC Math Measurement and Data Scores       End of Year Grade Level Data and Measurement Scores
Pupil Services	Train response team in Safety Care	Response Team	Behavior Consultant	September	Behavior data

	Review the Behavior Handbook, Positive Slips, and TIME Out process  Train staff on specifics of individual behavior plans and RtI strategies	Teachers, Assistants, Interns	Behavior Support Teacher, Principal	August, September  As needed	
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**PARENTAL INVOLVEMENT**

Identified Need	Person(s) Responsible	Timeline	Reference district's Strategic Plan:
<b>Parent Involvement -</b> 100% contact rate at parent teacher conferences	Principal, Teachers	November 6, 2017 March 26, 2018	Goal 1: All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.  Goal 2: Partnerships with all members of our community will be fostered and strengthened by engaging them in the education of our children.
Exhibition continued with explanations of curricular ties to the projects	Students, Teachers, Principal	May 2017	
Individual contact to explain school processes and expectations	Teachers, Principal	As needed	
Afterschool activities designed to involve parents in the learning process. Example: Game night to involve parents in basic math skills like subitizing.	Parent Involvement Team	Ongoing	
School Question and Answer Sessions at PTO	Teachers, Principal	Monthly PTO Meetings	
School and Classroom Newsletters, Website	Teachers, Principal, Secretary	Weekly	