

Courthouse Road Elementary
Continuous School Improvement Plan 2018-2019

Mrs. Marcie Fields, Principal
Mrs. Casey Mahoney, Assistant Principal

School Leadership Team

Erica Smith
Jennifer Winfree-Harbour
Caron Greenberg
Allison Eltringham
Kathy Dyson
Kristal Ellsworth
Katie Tulloss
Lydia Siegelman
Marsha Dameron
Jessica Mlyniec
Sara Sherman
Gretchen Stott
Meredith Turner
Anthony Naccarato

School Planning Teams

Planning teams consist of Faculty Focus Groups. This encompasses guided and specific feedback from the faculty that was used in the framing of goals and objectives in this school improvement plan. This is a continuous process as our Focus Groups will continue to provide specific guided feedback for continuous development of this fluid document.

CORE VALUES

- A strong partnership of teachers, administrators, parents and community
- Students participation in a safe and healthy learning environment which is the basis for student learning
- The embracing of diversity and the recognition of student and staff contributions throughout the building
- Fostering, promoting, and practicing of citizenship and accountability through PBIS
- Staff dedication to teach the curriculum in an effective and engaging way in an effort to promote critical, flexible thinking skills
- Emphasis on multiple intelligences and varying learning styles to enhance student growth
- Commitment to continuous improvements of teaching techniques and assessment to enable students to be lifelong learners

MISSION STATEMENT

We, The Courthouse Road Elementary School Community, are committed to maximizing student potential for success in the 21st Century.

VISION STATEMENT

Courthouse Road Elementary is committed to helping students to be productive in a global community. Each student will begin a lifelong learning process that will enable him/her to critically think and problem solve in their daily lives.

COURTHOUSE ROAD EXECUTIVE SUMMARY:

Courthouse Road Elementary is a centrally located elementary school in Spotsylvania County. Our Core Values include a strong partnership of teachers, administrators, parents and community. At Courthouse Road, we believe that Cardinals should be “Respectful, Responsible, and Productive”, and we believe that we should “Always GO the Extra Mile” to do what is right. Our students participate in a safe, healthy learning environment which is the basis for student learning. We embrace diversity and recognize all students and staff that contribute to our school. The expectation for our staff is to know the curriculum and to teach it in effective and engaging ways in an effort to promote critical, flexible thinking skills. Teachers use strategies to meet multiple intelligences and varying learning styles in order to enhance student growth. We foster and promote the practice of citizenship through PBIS (Positive Behavior Intervention System). We are committed to continuous improvements of teaching techniques and assessments to enable students to be lifelong learners.

Our School Improvement Plan is our lesson plan for success. It is developed as a part of our shared leadership model by our School Improvement Team. The Planning Teams that provided key information to our School Improvement Team consist of Faculty Focus Groups to include: Interdisciplinary Literacy, Mathematics/Problem Solving, Science/Inquiry, History/Social Sciences, Professional Learning Community leaders, and Orderly Environments/Community Engagement. This is a continuous process as our Focus Groups will continue to provide specific guided feedback to our School Improvement Team in an effort to continuously develop this fluid document.

After careful analysis of our school’s student performance data, we have identified the following academic strengths and challenges as evidenced in these next paragraphs :

MATH

- In the area of mathematics, Courthouse Road has remained consistent with unadjusted scores in the high 70’s and adjusted scores in the mid 80’s the last three consecutive years. This year 3rd, 4th, and 5th grade Math SOLS indicate a 77.81% pass rate unadjusted with a 86.52% adjusted pass rate. Strengths noted in 4th and 5th grade with unadjusted pass rates in the 80’s, however, third grade showed weaknesses as a whole falling into the 60’s (66.94%). The following sub groups continue to trend as areas of concern: ECD (economically disadvantaged), EL (English learners), and SWD (students with disabilities). A significant discrepancy was seen with the ECD pass rates in 3rd grade at 47.22% in comparison to 77.55 and 80.00% in 4th and 5th grade. English learners showed a discrepancy in pass rates with 4th grade

8/17/18

at 62.50 in comparison to 3rd and 5th grades, and students with disabilities was low across the board but considerably lower in 3rd (26.67%) and 4th (38.46%). The following show areas of strengths and weaknesses in performance by assessment:

AMC (Assessing Math Concepts) Data shows the following: Majority of our Kindergarten students can count out a particular quantity and keep track of an unorganized pile; however, they tend to struggle with understanding one more and one less. In first grade students tend to do so well with number combinations when recognizing and describing parts (commutative property), however, struggle with combining parts when using related combinations including doubles plus or minus 1 and knowing totals when combining parts.

Exemplar data shows the following: Students are improving their problem solving, however, they need continued work with communication of their thoughts and ideas.

According to SGA (Student Growth Assessment) data, our number sense has continued to improve over the last three years. Contributing factors continue to be increased work on developing number sense, number talk and exemplar work. SGA and SOL data show the following per grade level. Third grade students appear to understand fact family and inverse relationships, weaknesses include fractions, working with data, geometry, measurement, rounding, and computation/estimation. Fourth grade students show strength in finding common multiples (3 numbers), adding and subtracting decimals, adding fractions, dividing and computation of whole numbers. Weakness are seen with estimating, fractions, graphing, geometry, and measurement. Fifth grade students show strength with distributive property, order of operations, decimal word problems, and area. Weakness are shown with estimating, fractions, graphing, geometry, measurement, parts of circle, prime and composite, line graph, and stem and leaf plot.

Teachers at Courthouse Road are working to know the curriculum well, and align the assessments with curriculum, offering students appropriate opportunities to extend their thinking. Causal factors in relation to subgroup scores and the 3rd grade math score decrease include the level of support needed to address SWD and ELL learners, curriculum pacing concerns, appropriate differentiation weaknesses, insufficient math intervention time, and transiency of students from school to school. These areas will be addressed this 2018-19 school year. Courthouse Road provides tiered intervention strategies through guided math opportunities in each classroom. Our building is provided a math specialist once a week who will help facilitate good mathematics discussion with our grade level teams with a real focus on our 3rd grade and 4th grade students.

LITERACY

- In the area of Literacy, Courthouse Road has remained consistent with unadjusted scores in the high 70's and adjusted scores in the mid 80's the last three consecutive years. This year 3rd, 4th, and 5th grade Reading SOLS indicate a 78.41% pass rate unadjusted with a 88.71% adjusted pass rate. Strengths noted in 5th grade performance with unadjusted pass rates in the 80's, however, third and fourth grade showed solid unadjusted scores in the high 70's. Pass rate growth was seen in the following sub group areas as compared to last year: ECD (economically disadvantaged), EL (English learners), and SWD (students with disabilities) and Black. However, these sub groups continue to fall below the average pass rate and are watched closely. Our most significant concern is SWD with an overall unadjusted pass rate of 45.90%. A significant discrepancy was seen with the SWD pass rates in 4th grade at 26.67% in comparison to 41.18% and 45.45% in 4th and 5th grade. However, this is a low performing subgroup across the board. Fourth grade showed an increase in English learner performance with an adjusted pass rate of 77.78% as compared to 3rd and 4th grades at 60% and 50%. Students in the economically disadvantaged sub group showed greater gains in 5th grade with an unadjusted pass rate of 78.57% as compared to 3rd and 4th grades at 60.98% and 63.46%. The following shows areas of strengths and weaknesses in performance by assessment.

The Fountas and Pinnell reading data shows that 80% of our students were approaching, meeting or exceeding grade level at the end of the year. Our Lexia Data also indicates commensurate information in that, of students meeting usage, 78% of those students advanced one or more grade levels in this skill based program.

The PALS (Phonological Awareness Literacy) shows that 15% of our students continued to be identified as at risk by the end of the year. Our Concept of Word Pointing was our lowest area in the spring, but also the area which showed the most growth.

SOLS (Standards of Learning), SGA (Student Growth Assessments) and CSA (Comprehension Student Assessment) show questions that are technology enhanced are more difficult; Vocabulary is a weakness overall. Third Grade performance showed more difficulty the solution in a story, predicting headings, locating information in a passage to answer questions, summarizing details from a passage --- Reading to learn questions were the greatest weakness. Higher Performance was seen with story elements, author's purpose, decoding multisyllabic words, online references,

major point in an article, important details in text, main idea, and making predictions. Fourth Grade performance showed more difficulty with determining information relevant to a story, identifying context clues, locating explicitly stated information within a passage, locating information in a passage to support conclusions, summarizing details in the correct sequence, and author's purpose. Higher performance was shown with making predictions, fact and opinion, and affixes and suffixes. Fifth grade showed more difficulty with analyzing outcomes based on different points of view, homophones, understanding of conflict, guide words, understanding theme, inferring an author's opinion using text as support, summarizing details in the correct sequence, author's word choice to infer characterization, synonyms and antonyms, and cause and effect. Higher performance was seen with understanding roots and affixes, and multiple meanings of words

Causal factors in relation to subgroup scores include the level of support needed to address SWD and ELL learners in addition to the need to explore different interventions for students with decoding needs. As a whole, the school needs to continue to expose students to rigorous questions spiralled throughout the year to build stamina in 2nd- 5th grade. Other factors include the need for continued PLC (professional learning community) dialogue about data, and the instructional strategies. These areas will be addressed this 2018-19 school year. Courthouse Road elementary provides daily opportunities for intervention and enrichment in the area of literacy through tiered instruction. Our school has two reading specialists with extensive knowledge regarding developmental literacy, intervention, instruction and extension strategies.

CONTENT

- In the area of science our overall adjusted and unadjusted pass rates have decreased over the last 3 years. Last year our unadjusted science rate had fallen to 76.19% and this year even more to 74.10% with an adjusted rate of 78.01%. Our most struggling subgroups in the area of science are English learners at 25% and special education at 39%. Contributing factors appear to be the level of science integration into literacy and math in addition to the language level included on science assessments. Vertical Vocabulary exposure will be a focus this upcoming school year.
- In the area of social studies overall unadjusted scores have remained consistent throughout the last few years. The overall unadjusted rate for 2018 was 83.80% with the adjusted rate of 84.33%. Sub groups to include SWD, EL, Black and ECD have continued to increase. Causal factors may be the consistent focus on integration of social studies with literacy.

KEY STRATEGIES IN THE SCHOOL PLAN

- All staff will implement quality tasks in their classrooms that are rich in vertical content vocabulary and promote higher level, inquiry based, and complex thinking skills across content areas.
- All staff will develop and implement an ongoing school-wide literacy program that reflects an understanding of the continuum of literacy. Staff will become more diagnostic and implement instructional strategies that are related to student needs as that will result in a deeper understanding of content and curriculum.
- All staff will will develop and implement an ongoing school-wide mathematics program that reflects the understanding of good Tier 1 mathematics instruction. Staff will become more diagnostic and implement strategies that are related to the needs of students. Teachers will utilize vertically aligned vocabulary, productive communication, and open-ended problem solving strategies to create mathematical thinkers.

OBJECTIVE #1

Over the next year, all students will develop and strengthen complex thinking skills through making connections across all content areas.

OBJECTIVE #2

Over the next year, all students will significantly increase and strengthen their performance in reading.

OBJECTIVE #3

Over the next year, all students will develop and strengthen their mathematical performance.

8/17/18

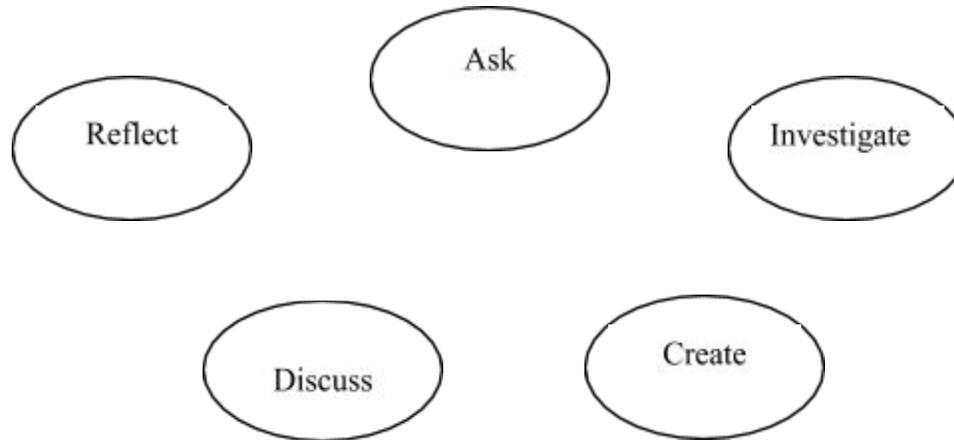
INQUIRY-BASED LEARNING ACTION PLAN

OBJECTIVE #1

Over the next year, all students will develop and strengthen complex thinking skills through making connections across all content areas.

Our vision is to develop a spirit of inquiry across the curriculum to maximize student potential.

Circle of Inquiry:



Our School Wide Definition:

Inquiry based instruction is a process in which teachers facilitate critical thinking through posing questions and/or problems that engage students in their learning. Students learn to use their schema (background knowledge), ask questions, investigate, gather evidence, observe, analyze, draw conclusions, and solve real world problems. Students are then empowered through deeper understanding as shown through their communication and opportunity to share their thinking.

8/17/18

Long Term Goals	Intermediate Goals	Short Term Goals
1. Students will independently use critical thinking to make connections across content areas.	1. Students will be engaged in inquiry-based learning experiences to develop critical thinking to make connections across content areas with teacher guidance.	1. Teachers will use collaboration in implementing inquiry-based, critical thinking in order to help students make connections across content areas and help them with authentic application as measured by end of the year student performance in all areas.

8/17/18

Objective 1

Short Term Goal 1: Teachers will use collaboration in implementing inquiry-based, critical thinking in order to help students make connections across content areas and help them with authentic application as measured by end of the year student performance in all areas. **Focus group teams will report progress on these actions steps through their evaluation of school performance.*

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 10/18	Review 12/18	Review 2/19	Review 5/19
Teachers will evaluate, select and implement learning opportunities that are aligned and meet the rigor of the curriculum.	Teachers, specialists	PBAs, Open ended tasks, rubrics, PLC discussions with administration, specialists and SCOPE teacher.	June 2019	Walk through observations, increase multi-step problem solving throughout the building, use of thinking routines to determine level of student understanding, continuous curriculum mapping from all teams; appropriate PBAs				
Teachers will implement hands-on, inquiry-based experiences/activities regularly within instruction to promote higher level thinking.	teachers, specialists	hands-on activities (STEM) that reach across curriculum and rubrics for assessment	June 2019	Walk through observations Quality PBA (performance based assessments)				
Teachers will promote higher level thinking through helping students engage in various forms of communication (writing, verbal explanation/ productive talk, different media forms, etc.) on a daily	Teachers with support from specialists	Rubrics, writing prompts, exit slips, purposeful open-ended questions . . .	June 2019	Increase of student productive communication will be noted through observations, PLC involvement and reading specialist input. Writing in the classroom should follow modeling,				

8/17/18

<p>basis across content areas.</p>				<p>implementing and evaluation as developmentally appropriate.</p>				
<p>Teachers will include “making thinking visible” strategies consistently in instruction within all content areas. Specialists and administration will continue to use these strategies during professional learning.</p>	<p>Teachers and specialists</p>	<p><i>Making Thinking Visible</i> strategies</p>	<p>June 2019</p>	<p>Walk throughs and increased visible thinking throughout the building; faculty meeting share-outs</p>				
<p>Teachers will utilize progressive vocabulary across grade levels in Math and Science that strengthens background knowledge and will facilitate inquiry-based experiences/activities.</p>	<p>teachers, specialist, administration</p>	<p>display, common vocabulary lists; vertical discussions</p>	<p>June 2019</p>	<p>Vocabulary Word trees will be made and used Solid PBA activities that align with standard rigor</p>				

8/17/18

LITERACY

OBJECTIVE #2

Over the next year, all students will significantly increase and strengthen their performance in reading.

Long Term Goals	Intermediate Goals	Short Term Goals
<ol style="list-style-type: none">1. Students will be able to independently read on or above grade level .2. Students will be able to independently use well developed writing as a form of their thinking and communication across all content areas.	<ol style="list-style-type: none">1. Students will demonstrate the ability to read and comprehend on grade level.2. Students will demonstrate the ability to create well developed writing as a form of thinking and communication across all content areas with teacher guidance.	<ol style="list-style-type: none">1. Teachers will be diagnostic in order to utilize appropriate strategies to help students improve reading performance (alphabetic knowledge, phonemic awareness, phonics/spelling, fluency, comprehension) as measured by PALS, BAS, SGA, and VA SOL. All students reading on grade level will make one year's growth and students reading below grade level will make 1.5 year's growth. Student's reading above grade level will make growth and demonstrate abilities to exceed standards in the area of literacy as measured by teacher assessment..2. Teachers will utilize strategies to help students use writing as a form of thinking and communication to increase critical thinking through all content areas. Students will make continued improvement as evidenced through students work on common writing assessments created by grade levels and assessed with rubrics.

Short Term Goal 1: Teachers will be diagnostic in order to utilize appropriate strategies to help students improve reading performance (alphabetic knowledge, phonemic awareness, phonics/spelling, fluency, comprehension) as measured by PALS, BAS, SGA, and VA SOL. All students reading on grade level will make one year's growth and students reading below grade level will make 1.5 year's growth. Student's reading above grade level will make growth and demonstrate abilities to exceed standards in the area of literacy as measured by teacher assessment.

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 10/18	Review 12/18	Review 3/19	Review 5/19
Specific teachers will continue Wilson training throughout the school year.	teachers, Reading specialists	Wilson program	June 2019	Progress monitoring of students using the intervention				
Teachers will use assessment data (whether informal or formal) to drive discussion during flex time with our Reading Specialists regarding skill-based instructional strategies.	Teachers, staff, specialists	<i>The Literacy Playbook</i> , grades 3-5	June 2019	Assessments and Results				
Teachers will utilize I/E time to pull an additional group for the purpose of intervention/enrichment based on a specific skill.	Teachers, staff, specialists	Para support; LLI Kits; multi sensory tools	June 2019	Assessments and running records				
Teachers will incorporate Lexia	Teachers, paras	Lexia Program, morning Lexia	June 2019	Increase in reading levels.				

8/17/18

intervention in their literacy block for students that are below grade level, or for students who demonstrate specific skill deficits.		Lab, biweekly report discussed at FLEX						
Teachers will participate in a book study with <u>Breaking the Code</u> by Richard Gentry in order to become more knowledgeable and purposeful in planning and implementing literacy instruction.	teachers, Reading specialists	<u>Breaking the Code</u> book by Richard Gentry; vertical team discussions						
Teachers will collaborate with specialists to identify appropriate tools/strategies to use for deficit identification, progress monitoring, and intervention.	teachers, administration, specialists							

8/17/18

Objective 2

Short Term Goal 2: Teachers will utilize strategies to help students use writing as a form of thinking and communication to increase critical thinking through all content areas. Students will make continued improvement as evidenced through students work on common writing assessments created by grade levels and assessed with rubrics.

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 10/18	Review 12/18	Review 3/19	Review 5/19
Teachers will work in grade level teams with the reading specialist to identify areas of weakness in usage and mechanics in order to add clarity to their writing.	Grade Level Teams; reading specialists	Framework; Reading specialist resources <i>Power of Patterns</i>	June 2019	PLC Discussion				
Teachers will work in grade level teams with the reading specialist to create lessons that improve sentence complexity.	Teachers and Reading specialist	Framework; Reading specialist resources <i>Power of Patterns</i>	June 2019	Lesson plans and observation.				
Teachers will promote higher level thinking through writing on a daily basis across content areas by writing for a message, audience and purpose.	Teachers with support from reading specialists	Rubrics, writing prompts, exit slips, . . .	June 2019	Increase of student writing will be noted through observations, PLC involvement and reading specialist input. Writing in the classroom should follow modeling, implementing and evaluation as developmentally appropriate. Writing prompt scores				

--	--	--	--	--	--	--	--	--

Mathematics

Courthouse Road Definition of Problem Solving as Developed by 2016-17 Faculty:

Problem Solving is a Fluid Process where our Courthouse Road Students take risks and use their critical thinking skills to arrive at solutions to authentic tasks in a variety of ways.

Objective #3

Over the next three years, all students will develop and strengthen their mathematical performance.

Long Term Goals	Intermediate Goals	Short Term Goals
<p>1. Students will be proficient, confident problem solvers and have a well developed understanding of number sense.</p> <p>2. Students will be proficient, confident problem solvers and effectively communicate their understanding of mathematical concepts both orally and in writing.</p>	<p>1. Students will be proficient, confident problem solvers and have a well developed understanding of number sense with teacher support.</p> <p>2. Students will be proficient, confident problem solvers and effectively communicate their understanding of mathematical concepts both orally and in writing with teacher support.</p>	<p>1. Teachers will be diagnostic in order to utilize appropriate strategies to help students become confident problem solvers and have a well developed understanding of number sense as measured by AMC, division assessments, SGA, and VA SOL.</p> <p>2. Teachers will incorporate a well-balanced math block that exposes students to good tier 1 instruction. Students will effectively communicate their understanding and make continued improvement as evidenced by AMC, division assessments, SGA, and VA SOL.</p>

8/17/18

Objective 3

Short Term Goal 1: Teachers will be diagnostic in order to utilize appropriate strategies to help students improve math performance by becoming confident problem solvers and having a well developed understanding of number sense. as measured by AMC, division assessments, SGA, and VA SOL.

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 10/18	Review 12/18	Review 2/19	Review 5/19
Teachers will understand the critical learning phases of mathematics in order to identify gaps in student learning and apply effective interventions.	teachers, specialists, administration	AMC, Kathy Richardson <u>How Children Learn Number Concepts and Developing Number Concepts</u> , professional development	June 2019	walk throughs, observations, discussion during flex				
Teachers will work in grade level teams during monthly meetings to discuss specific students and possible interventions to address gaps in learning.	teachers, specialists, administration	data from common assessments	June 2019	Evidenced through meeting minutes and participation in PLC				

8/17/18

Objective 3.

Short Term Goal 2: Teachers will incorporate a well-balanced math block that exposes students to good tier 1 instruction. Students will effectively communicate their understanding and make continued improvement as evidenced by AMC, division assessments, SGA, and VA SOL.

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 10/18	Review 12/18	Review 2/19	Review 5/19
Teachers will create cross-curricular vocabulary displays throughout the building based on vertical discussion.	teachers, specialist, administration	display, common vocabulary lists	June 2019	Displays completed and utilized in connecting hallway#1				
Teachers will continue to work in vertical teams to analyze the vertical progression of the standards, and discuss common vocabulary and instructional strategies through the grade levels.	Administration, reading specialist, ITRT and SCOPE teacher	Curriculum Framework, TOS, Blooms	June 2019	Curriculum maps with cross walk and new 2017 standards.				
Teachers will model and have students create and use multiple representations to organize, record and communicate math ideas. Teachers will then discuss student work to calibrate rubrics and guide instruction monthly.	Administration and teachers	Discussion with administration during monthly PDs and PLC	June 2019	Through increase use of math exemplars, students will demonstrate mathematical thinking.				
Teachers will create resources based on performance data to support small group or individual instruction through guided math and math work stations	Teachers		June 2019	Walk Throughs and observations				
Teachers will use and make common assessments	Teachers/specia lists	Curriculum Framework	June 2019	PLC meeting participation and assessments				

8/17/18

as an additional data point to drive instruction.								
---	--	--	--	--	--	--	--	--