

Federalsburg Elementary School
School Improvement Plan

2018-2019



FES is a School Wide Title 1 School. If this school wide program plan is not satisfactory to the parents of participating children, please submit any comments to FES Principal Dr. Yolanda Holloway.

School Profile

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| School Name | Federalsburg Elementary School |
| School Address | 302 South University Ave Federalsburg, MD 201632 |
| Local Education Agency (LEA) | Caroline County Public Schools |
| Principal Name | Dr. Yolanda Holloway |
| Assistant Principal Name(s) | Mr. Todd Nichols |
| School Improvement Team Members: The Needs Assessment and School Improvement Plan (SIP) are intended to be created, disseminated, and evaluated by a team of people who have a vested interest in a school's progress and success. Please list the members of these teams along with an affiliation. | |

| Name of Team Member | Position/ Years Affiliated with School |
|---------------------|--|
| Yolanda Holloway | Principal/2 years |
| Angela Gebert | District Liaison/1 year |
| Angela Guy | MRT/22 years |
| Tracy Ward | RRT/2 years |
| Veronica Hayes | Guidance Counselor/7 years |
| Debbie Jones | Pre-K Teacher/12 years |
| Hannah Gevaudan | K Teacher/4 years |
| Judy Wilson | Grade 1 Teacher/24 years |
| Tammy Quidas | Grade 2 Teacher/1 year |
| Karie Nepert | Grade 3 Teacher/8 years |
| Cheryl Pinder | Grade 4 Teacher/6 years |
| Letitia Hopkins | Grade 5 Teacher/ 27 years |
| Erin Bodle | EL Teacher/4 years |
| Angel Greene | Special Education Teacher/ 7 years |
| Brittainy Simmons | Media Specialist/9 years |
| Sharice Haapala | Parent/1 year |
| Christine Pierce | Community Representative/Volunteer/Lions Club/35 years |
| Amy Smith | Instructional Assistant/3 years |

| Comprehensive Needs Assessment | | | |
|---|-----------------|---------|-----------|
| | | 2017-18 | 2018-2019 |
| Total School Enrollment: (As of Sept. 30) | | 480 | 431 |
| | PreKindergarten | 51 | 34 |
| | Kindergarten | 61 | 64 |

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|------------------------|-------------------------------|-----|-----|
| Grade Level Enrollment | 1st Grade | 76 | 59 |
| | 2nd Grade | 60 | 74 |
| | 3rd Grade | 69 | 61 |
| | 4th Grade | 74 | 67 |
| | 5th Grade | 79 | 72 |
| Gender | Male | 239 | 223 |
| | Female | 241 | 208 |
| Race/Ethnicity | Black/African American | 174 | 176 |
| | Hispanic/Latino | 27 | 17 |
| | Asian | 14 | 13 |
| | White | 213 | 178 |
| | Multi-Racial/Other | 50 | 45 |
| | American Indian/Alaska Native | 2 | 2 |
| Special Services | English Learners | | 46 |
| | Economically Disadvantaged | | |
| | Students with Disabilities | | 66 |
| | Gifted and Talented | 23 | |
| | Homeless | | |

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| Additional Data | Student Attendance Percentage | 94.22% | |
| | Chronic Absenteeism | 25 | |
| | Discipline Referrals | 187 (Major 76 /Minor 111) | |
| | Out of School Suspensions | 1 | |
| Equity Goal/Sub-Group Focus | <p>Students of Color (Black, Asian, Hispanic, Multi-racial) currently in 5th grade (25 students) will be our sub-group/focus group for the 2018-2019 school year based on 2018 PARCC scores for Reading and Math</p> <p>(*see data chart at the end of the plan)</p> | | |
| Student Opportunities for Tier II and Tier III Enrichment and Intervention For identified students. | <p>Math Tier II - 30 minute daily Math Workshop in grades 3-5 for intervention/enrichment within the classroom</p> <p>Math Tier III - Do the Math intervention with Math Intervention Teacher and/or 30 minute daily Math Workshop with Classroom Teacher in grades 3-5</p> <p>ELA Tier II - Skills Block (Grade K-2), All Block (Grades 3-5)</p> <p>ELA Tier III - System 44, Read 180 (Grades 3-5)</p> | | |
| Student Engagement: List programs that focus on fostering a supportive, positive culture and climate. | <p>PBIS is a district-wide and school-wide program that focuses on fostering a supportive, positive school culture and climate. The school would like to maintain its Gold status or earn a Platinum status with the upcoming school year.</p> <p>The following programs/clubs are held before school or after school for students to join: Young Authors' Club (develops students sense of self through story writing) STAR talent club (welcomes ALL students to share their self-aware talents) Backyard Bunch Club (promotes environmental consciousness around the school) Chorus Band</p> | | |

Student Achievement Data: All Students and Subgroups

| School Year | | 2016-2017 | | | | 2017-2018 | | | | 2018-2019 | | | |
|--|---------------|-----------|------|------|------|-----------|------|------|------|-----------|----|----|------|
| Groups | | All | AA | EL | SPED | All | AA | EL | SPED | All | AA | EL | SPED |
| MCAP: PARCC English Language Arts/Literacy (Percent of students who have met or exceeded expectations) | 3rd grade | 32.4 | 28.6 | 0 | 16.7 | 41.5 | 32.1 | 20.0 | 10.0 | | | | |
| | 4th grade | 21.0 | 4.2 | 0 | 8.3 | 36.1 | 37.0 | 36.4 | 0.0 | | | | |
| | 5th grade | 40.3 | 18.2 | 0 | 0 | 39.0 | 15.4 | 0.0 | 15.4 | | | | |
| MCAP: PARCC Mathematics (Percent of students who have met or exceeded expectations) | 3rd grade | 34.6 | 25.0 | 10.0 | 25.0 | 46.5 | 32.2 | 33.3 | 20.0 | | | | |
| | 4th grade | 26.3 | 4.2 | 0.0 | 8.3 | 32.0 | 18.5 | 9.1 | 8.3 | | | | |
| | 5th grade | 49.3 | 27.3 | 25.0 | 11.1 | 29.1 | 11.1 | 0.0 | 7.7 | | | | |
| KRA | Kinder-garten | | | | | 54.2 | 50.0 | 40.0 | 28.6 | | | | |
| WIDA: Students at each level | Level 1 | | | 5 | | | | 5 | | | | | |
| | Level 2 | | | 13 | | | | 8 | | | | | |

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| | Level 3 | | | 17 | | | | 23 | | | | | |
| | Level 4 | | | 3 | | | | 5 | | | | | |
| | Level 5 | | | 3 | | | | 3 | | | | | |
| MISA | Grade 5 | -- | -- | -- | -- | -- | -- | -- | -- | | | | |

| Caroline County Public Schools Vision, Mission and Goals: A School's SIP must align with the vision, mission and goals for CCPS. | |
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| Vision | Growing the Essentials for Learning |
| Goals | <p>Master Plan Goals</p> <ul style="list-style-type: none"> I. To maximize student achievement II. Involve all stakeholders in communication, information and policy decisions III. Implement effective recruitment, retention, development and training for all staff IV. Maintain a school climate conducive to the safety and security of students and staff V. Acquire resources necessary to achieve the priorities and mission of the school system |

| Federalsburg Elementary School Vision, Mission and Goals | |
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| Vision | At FES, we will actively engage in a supportive, collaborative, and rigorous learning community that nurtures lifelong success. |
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Goals/Objectives/Milestones: ELA

Need to be addressed:

Increase student literacy achievement in students from Pre-K through grade 5

Goal #1: By June 2019, CCPS will close the achievement gap between the subgroups and overall student literacy achievement by 10% as measured on MCAP (PARCC).

Objective #1: By June 2019, 100% of Pre-K students identified in a subgroup will increase by one level on the Early Learning Assessment.

Milestone to document progress toward Objective #1:

•By June 2019, students who are identified in a subgroup will increase oral language proficiency on selected ELA SKBs by at least one level.

January 2019

June 2019

Objective #2: By June 2019, 13% of K-2 students, will show a growth of 15% or more on the MAP Reading Fluency assessment, and will show a 15% growth or more on the MAP Reading and Language assessment from the Fall administration to the Spring administration.

Milestone to document progress toward Objective #2:

•By June 2019, 13% of K-2 students will show growth of 15% or more on the MAP Reading Fluency assessment.
•By June 2019, 13% of K-2 students will show growth of 15% on the MAP ELA assessment.

January 2019

June 2019

Objective #3: By June 2019, 25% of Grades 3-5 students, who were not proficient on the Fall administration of the ELA portion of MAP will show a 15% growth or more on the Spring administration of MAP ELA assessment.

Milestones to document progress toward Objective #3:

•By June 2019, students who are identified in a subgroup who actively participated in the implementation of a consistent curriculum will show a 15% increase in ELA skills as measured on the MAP assessment and/or the Early Learning Assessment.
•Equity Goal/Subgroup: By June 2019, 25% of students who are identified in the Equity sub-group for Grade 5 will show an increase of 15% in ELA skills as measured on the MAP assessment.

January 2019

June 2019

Objective #4: By June 2019, 25% of students in Federalsburg Elementary School in grades 4-5, who were not proficient on the ELA section of (PARCC) MCAP will meet proficiency on the MCAP ELA assessment.

| Milestone to document progress toward Objective #4: | | January 2019 | June 2019 |
|---|---|--------------|-----------|
| <ul style="list-style-type: none"> •By June 2019, 100% of students will have been instructed through the use of effective strategies when reading grade level fiction and non-fiction text and will be fluently reading and comprehending text on the instructional and independent level. •By June 2019, 12% of students who were not proficient on the reading section of MCAP and who are reading 1 year or more below grade level will show an 8% growth on the MAP Reading and Language Assessment. •By June 2019, 12% of students who were not proficient on the reading section of MCAP and who are reading 1 year or more below grade level will show a 10% growth on an integrated performance task or writing task. •other? •Equity goal/Sub-group focus: <u>By June 2019, 25% of students who are identified in the Equity sub-group for Grade 5 will improve one proficiency category on ELA MCAP or maintain proficiency on the 2019 Spring administration of ELA MCAP.</u> | | | |
| Goals/Objectives/Milestones: Mathematics | | | |
| Need to be addressed: | Increase student Mathematics achievement in students from Pre-K through grade 5 | | |
| Goal #2: By June 2019, Federalsburg Elementary School will close the achievement gap between the subgroups and overall student mathematical achievement by 10% as measured on MCAP. | | | |
| Objective #1: By June 2019, 15% of Pre-K students identified in a subgroup will increase by one level on the Mathematics portion of the Early Learning Assessment. | | | |
| Milestone to document progress toward Objective #1: | | January 2019 | June 2019 |
| • By June 2019, 15% of all PreK students will increase proficiency on Math SKBs by at least one level from the Winter 2018 administration. | | | |
| Objective #2: By June 2019, 25% of K- 5 students, who were not proficient on the Fall administration of the Mathematics portion of MAP will show a 15% growth or more on the Spring administration of MAP Mathematics assessment. | | | |
| Milestones to document progress toward Objective #2: | | January 2019 | June 2019 |
| •By June 2019, students who are identified in a subgroup (Black students; SWD) who actively participated in the | | | |

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| <p>implementation of a consistent curriculum will show a 15% increase in mathematics skills as measured on the MAP assessment and/or the Early Learning Assessment.</p> <p>•Equity goal/Sub-group focus: <u>By June 2019, 25% of students who are identified in the Equity sub-group for Grade 5 will show an increase of 15% in Math skills as measured on the MAP assessment.</u></p> | | | |
| <p>Objective #3: By June 2019, 25% of students in Federalsburg Elementary School in grades 4-5, who were not proficient on the mathematics section of MCAP in 17-18 will meet proficiency in 18-19.</p> | | | |
| <p>Milestones to document progress toward Objective #3:</p> | | <p>January 2019</p> | <p>June 2019</p> |
| <p>•By June 2019, 100% of students will have been instructed through the use of effective strategies when completing an integrated performance task/rigorous task that meets grade level mathematics standards.</p> <p>•Equity goal/Sub-group focus: <u>By June 2019, 25% of students who are identified in the Equity sub-group for Grade 5 will improve one proficiency category on Math MCAP or maintain proficiency on the 2019 Spring administration of Math MCAP.</u></p> | | | |
| <p>Goals/Objectives/Milestones: Science/Social Studies/Specials</p> | | | |
| <p>Need to be addressed:</p> | <p>Increase student Science/Social Studies/Specials achievement in students from Pre-K through grade 5</p> | | |
| <p>Goal #3: By June 2019, Federalsburg Elementary School will close the achievement gap between the subgroups and overall student disciplinary literacy achievement by 25% as measured on MCAP.</p> | | | |
| <p>Objective #1: By June 2019, 25% of K- 2 students will be able to formulate and communicate an accurate claim that measures science/social studies/ specials.</p> | | | |
| <p>Milestones to document progress toward Objective #1:</p> | | <p>January 2019 (Baseline)</p> | <p>June 2019</p> |
| <p>•By June 2019, Kindergarten students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will dictate an accurate Claim statement 50% of the time given a baseline established in January 2019.</p> <p>•By June 2019, grade 1 students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will write or dictate an accurate Claim statement 75% of the time given a baseline</p> | | <p>___%</p> | <p>___%</p> |

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| <p>established in January 2019.</p> <p>•By June 2019, grade 2 students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will write an accurate Claim statement 100% of the time given a baseline established in January 2019.</p> | | | |
| <p>Objective #2: By June 2019, 25% of 3-5 students will be able to formulate and write an accurate claim with evidence that measures science/social studies/ specials.</p> | | | |
| <p>Milestones to document progress toward Objective #2:</p> | | <p>January 2019 (Baseline)</p> | <p>June 2019</p> |
| <p>•By June 2019, grade 3 students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will write an accurate Claim statement with related evidence 50% of the time given a baseline established in January 2019.</p> <p>•By June 2019, grade 4 students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will write an accurate Claim statement with related evidence 75% of the time given a baseline established in January 2019.</p> <p>•By June 2019, grade 5 students who are identified in a subgroup who actively participate in the implementation of a consistent science curriculum will write an accurate Claim statement with related evidence 100% of the time given a baseline established in January 2019.</p> | | <p>___%</p> | <p>___%</p> |
| <p>Goals/Objectives/Milestones: Parent, Family and Stakeholder Involvement</p> | | | |
| <p>Need to be addressed:</p> | <p>Improve two-way communications between school, homes and the community</p> | | |
| <p>Goal #4: By June 2019, Federalsburg Elementary School will show increased two-way communication with stakeholders.</p> | | | |
| <p>Objective #1: By June 2019, 100% of parents of students at Federalsburg will show an increase in school communication through two-way communication.</p> | | | |
| <p>Milestone to document progress toward Objective #1:</p> | | <p>January 2019</p> | <p>June 2019</p> |
| <p>•By June 2019, 90% of parents will be connected to two-way communication source from the school.</p> <p>•By June 2019, 50% of parents will report using two-way communication on a survey administered by Federalsburg Elementary School.</p> | | | |

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| Objective #2: By June 2019, Federalsburg Elementary School will establish and implement strategies to increase parent and family engagement. | | |
| Milestone to document progress toward Objective #2: | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, 25% of parents will attend a school parent involvement event. •By June 2019, 90% of parents will participate in a school parent/teacher conference (face to face, phone, or video). | | |
| Objective #3: By June 2019, Federalsburg Elementary School will establish and maintain collaborative relationships within the community. | | |
| Milestone to document progress toward Objective #3: | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, at least one new collaborative relationship within the community will be established. •By June 2019, 100% of established collaborative partnerships will be maintained and continued. | | |
| Goals/Objectives/Milestones: School Climate | | |
| Need to be addressed: | Implement strategies for effective implementation of positive student redirection that will enhance school climate | |
| Goal #5: By June 2019, Federalsburg Elementary School will show improved school climate as reported through the ESSA survey and/or the TFI. | | |
| Objective #1: By June 2019, 80% of current students at Federalsburg Elementary School who received an office disciplinary referral in 2017-2018 will show a decrease in the number of school-based office referrals in 2018-2019. | | |
| Milestone to document progress toward Objective #1: | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, Federalsburg Elementary School PreK teachers will implement the Conscious Discipline program with fidelity with 100% of PreK students. •By June 2019, Federalsburg Elementary School will develop and implement at tiered model to address behavior/discipline problems. •By June 2019, 100% of all staff at Federalsburg Elementary School will participate in the school-wide Positive Behavior Initiative. •By June 2019, 100% of all certificated staff at Federalsburg Elementary School will have participated in at least four professional development sessions on the initiative. •By June 2019, Federalsburg Elementary School will determine a baseline for school climate on the ESSA survey. •By June 2019, Federalsburg Elementary School will determine a baseline for school climate/tiered behavioral supports | | |

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| based on the TFI. | | | |
| Objective #2: By June 2019, 80% of students and staff at Federalsburg Elementary School will be involved in health, wellness and fitness initiatives. | | | |
| Milestone to document progress toward Objective #2: | | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, Federalsburg Elementary School will have 80% of students participate in a minimum of 2 school-sponsored wellness activities. •By June 2019, Federalsburg Elementary School will have 80% of staff participating in the district-wide wellness initiative. | | | |
| Objective #3: By June 2019, Federalsburg Elementary School will meet the state attendance rate. | | | |
| Milestone to document progress toward Objective #3: | | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, Federalsburg Elementary School will have 94% of students meet or exceed that state attendance rate. •By June 2019, Federalsburg Elementary School will reduce the number of students with chronic absenteeism by 10%. | | | |
| Goals/Objectives/Milestones: Coordination of Funds | | | |
| Need to be addressed: | Implement strategies for effective implementation of positive student redirection that will enhance school climate | | |
| Goal #6: By June 2019, Federalsburg Elementary School will show integrated programs that support all students and families. | | | |
| Objective #1: By June 2019, Federalsburg Elementary School will coordinate with other federal, state, and local services, resources, and programs | | | |
| Milestone to document progress toward Objective #1: | | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, the following agencies will be partners of Federalsburg Elementary School. >Federalsburg Police Department/Caroline County Sheriff's Office >Choptank Health >For All Seasons >CCRP | | | |

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| >Lions Club >Masonic Lodge | | | |
| Goals/Objectives/Milestones: Continuous Development of Staff | | | |
| Need to be addressed: | Implement strategies for effective implementation of curriculum, positive behavior strategies, and instructional strategies | | |
| Goal #7: By June 2019, Federalsburg Elementary School will show consistent implementation of research-based instructional strategies and management techniques. | | | |
| Objective #1: By June 2019, Federalsburg Elementary School will instruct staff in research-based instructional and management strategies. | | | |
| Milestone to document progress toward Objective #1: | | January 2019 | June 2019 |
| <ul style="list-style-type: none"> •By June 2019, 100% of Pre-K teachers will have training in Frog Street. •By June 2019, 80% of K-5 teachers will implement E4L techniques to the “Student Use” phase of the techniques (as evidenced by technique coaching). | | | |

| Prioritized Needs | |
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| Identify Prioritized Needs: What are 2-3 prioritized needs that must be addressed to increase student achievement? (SLO goals) | Justification through Data Analysis: What data or findings from the needs assessment led to the team to identify this prioritized need? |
| 1. Written Expression across grade levels | PARCC 2018 ELA & Math Scores indicate 3rd--17% Written Expression; 33% of Students were proficient on On Grade Level Modeling & Reasoning in Math 4th--17% Written Expression; 19% of Students were proficient on On Grade Level Modeling & Reasoning in Math 5th--21% Written Expression; 22% of Students were proficient on On Grade Level Modeling & Reasoning in Math |

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| 2. Students in grades K-2 reading on grade level | EOY IRLA data indicated (proficient or above) K- 86.9% 1- 59.5% 2- 46.4% |
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*Data used to determine sub-group for School Improvement focus and Equity Goal. Students receiving IEP services and/or EL services will not be included in the sub-group as these students are already receiving specialized instruction based on individual learning goals.

NS= New Student

| Gender | Current Grade | Ethnicity | State Test Results PARCC - ELA 2016-2017 Test: 03 May Score | State Test Results PARCC - ELA 2017-2018 Test: 04 May Score | State Test Results PARCC - Math 2016-2017 Test: 03 May Score | State Test Results PARCC - Math 2017-2018 Test: 04 May Score | |
|--------|---------------|------------------|---|---|--|--|----|
| F | 5 | African American | 749 | 729 | 715 | 682 | |
| M | 5 | African American | 701 | 691 | 650 | 694 | EL |
| F | 5 | African American | 758 | 777 | 759 | 762 | |
| M | 5 | African American | | 770 | | 736 | |
| F | 5 | African American | | | | | NS |
| M | 5 | African American | 751 | 741 | 710 | 708 | |

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|---|---|------------------|-----|-----|-----|-----|-----|
| M | 5 | African American | | 723 | | 688 | |
| F | 5 | African American | 769 | 751 | 769 | 750 | |
| F | 5 | African American | 741 | 754 | 738 | 716 | |
| F | 5 | African American | 682 | 729 | 738 | 727 | EL |
| M | 5 | African American | 698 | 711 | 697 | 684 | EL |
| M | 5 | African American | 721 | 700 | 704 | 673 | |
| F | 5 | African American | 734 | 727 | 741 | 723 | |
| F | 5 | African American | 758 | 760 | 780 | 758 | |
| M | 5 | African American | 749 | 756 | 735 | 723 | EL |
| M | 5 | African American | 688 | 694 | 662 | 684 | IEP |
| F | 5 | African American | 765 | 764 | 758 | 756 | |
| M | 5 | African American | 729 | 750 | 738 | 733 | |
| M | 5 | African American | 692 | 717 | 715 | 692 | |
| F | 5 | African American | 727 | 731 | 724 | 702 | |
| F | 5 | African American | 736 | 769 | 774 | 740 | |

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|---|---|------------------|-----|-----|-----|-----|-----|
| M | 5 | African American | | 746 | | 731 | EL |
| F | 5 | African American | | 703 | | 686 | |
| M | 5 | African American | 695 | 720 | 697 | 710 | |
| M | 5 | African American | 763 | 724 | 730 | 725 | |
| F | 5 | Asian | | 778 | 759 | 767 | |
| M | 5 | Asian | 802 | 817 | 829 | 806 | |
| M | 5 | Hispanic | 776 | 775 | 774 | 796 | |
| F | 5 | Hispanic | 659 | 684 | 688 | 669 | EL |
| M | 5 | Hispanic | 680 | 708 | 662 | 694 | EL |
| M | 5 | Multi-Racial | 680 | 711 | 683 | 673 | IEP |
| M | 5 | Multi-Racial | 755 | 776 | 730 | 734 | |
| F | 5 | Multi-Racial | 701 | 723 | 688 | 692 | |
| F | 5 | Multi-Racial | 722 | 748 | 692 | 683 | |