

**Welcome FVES
Parents!**

Flower Valley Elementary School
School Improvement Plan

September 23, 2016

EVES Student Demographics 2016

507 Students (Grades K-5)

46% White

24% Hispanic

15% African American

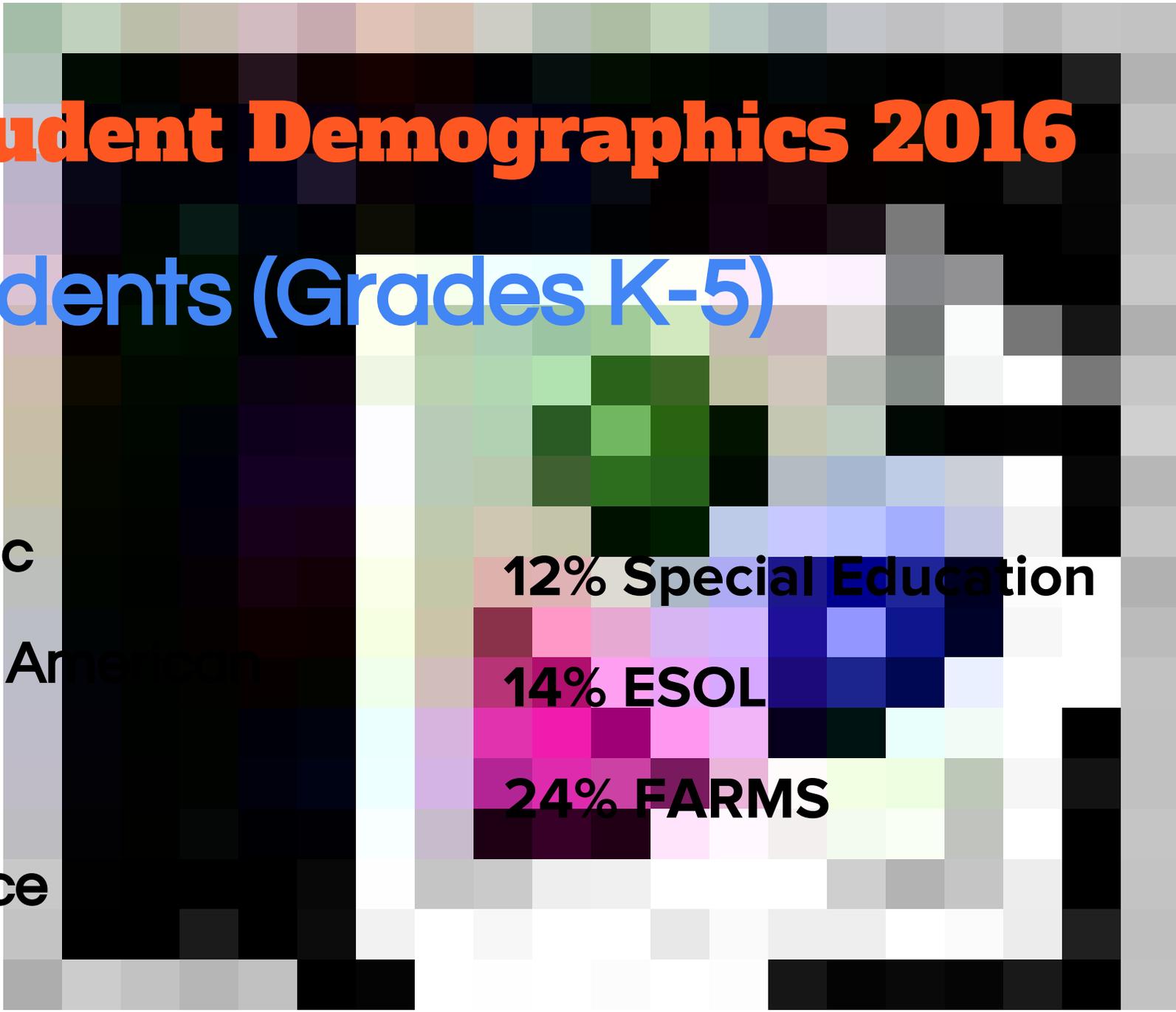
10% Asian

5% Multi Race

12% Special Education

14% ESOL

24% FARMS



School Improvement Process in MCPS

- **Every school has a School Improvement Team that includes administrators, team leaders, and parents.**
- **The team meets for three days in the summer to review data from the previous school year and determine instructional focus and action plans for the next school year.**
- **In addition, the team meets at least quarterly throughout the school year.**



An Effective RCA Analyzes Data from Each of the Following:

Focused Classroom Observations that examine teaching practice AND its impact on the focus students

Student Voice Data
(i.e. student survey, focus group)

Teacher Voice Data
(i.e. teacher survey that matches student survey)

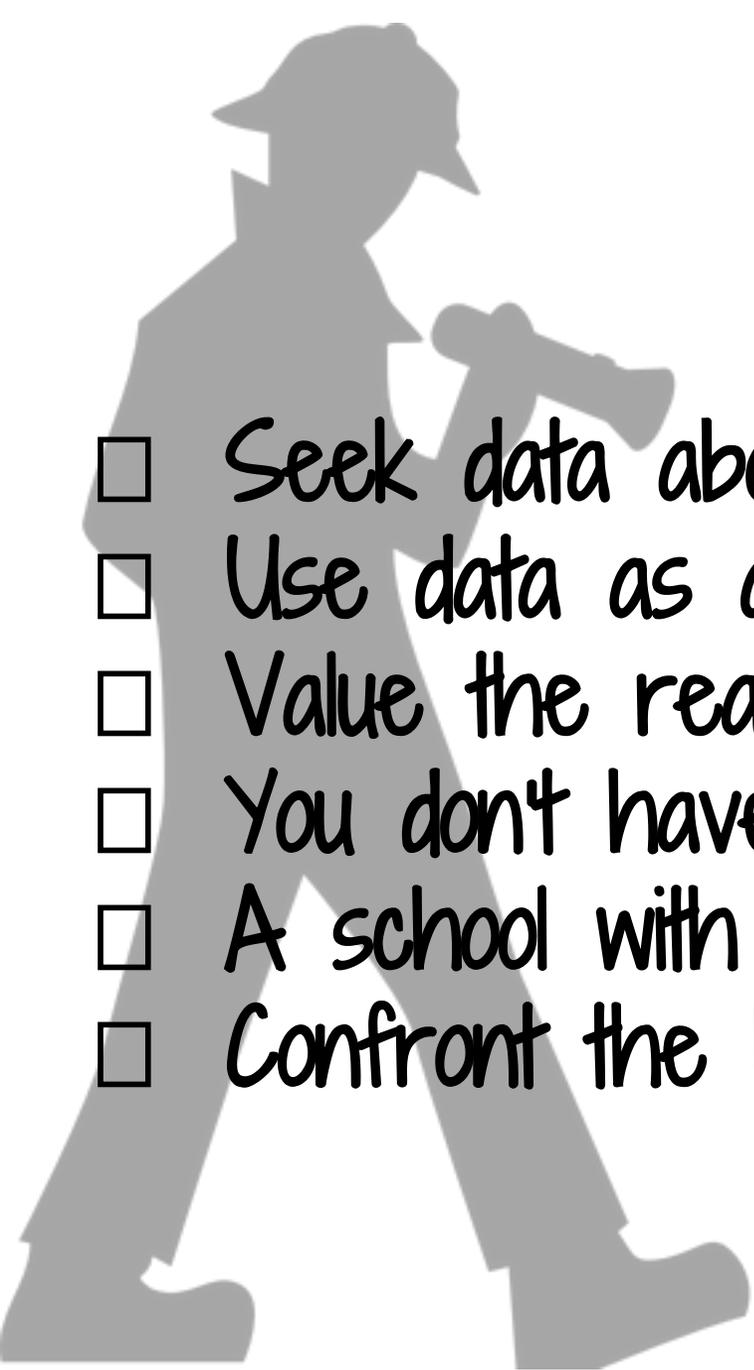
Student Performance/Work Data (i.e. formative assessments, guided reading levels)

School Structures & Processes
(i.e. collaborative planning, articulation)

*All sources are connected by the **STUDENTS** identified when analyzing the organizational performance results.

Remember:

- Seek data about how you are doing
- Use data as a flashlight, not a hammer
- Value the reality that data reveals, even if it is bad news
- You don't have to be sick to get better
- A school with high results should not be an outlier
- Confront the brutal facts BUT never lose faith!



PARCC Test Results 2016

Partnership for Assessment of Readiness for College and Career

Administered in Grades 3-5 every spring

English/Language Arts/Literacy & Mathematics

Individual Score Reports were sent home with Grade 4-5 students on Sept. 22.

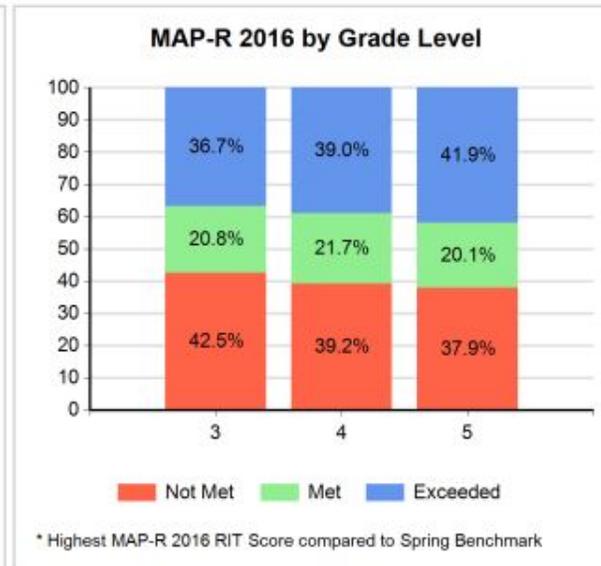
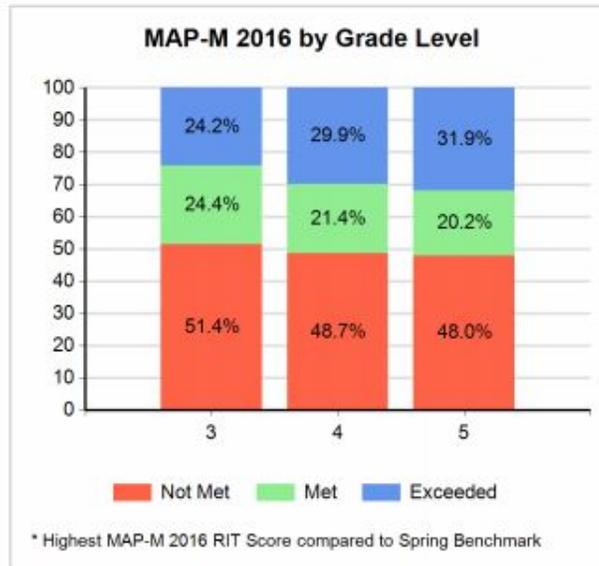
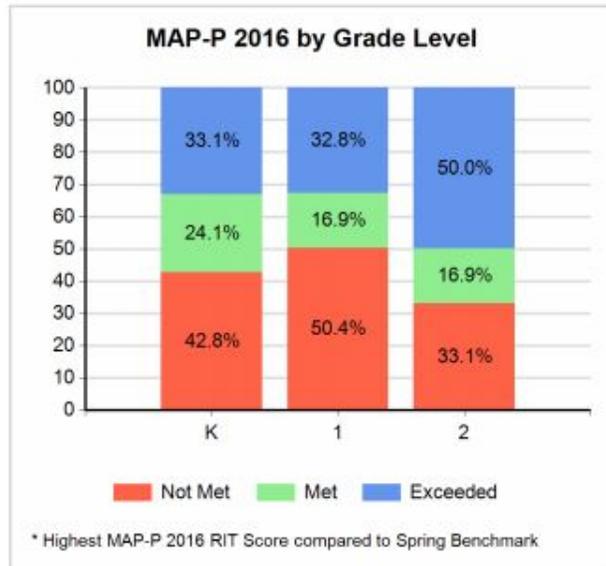
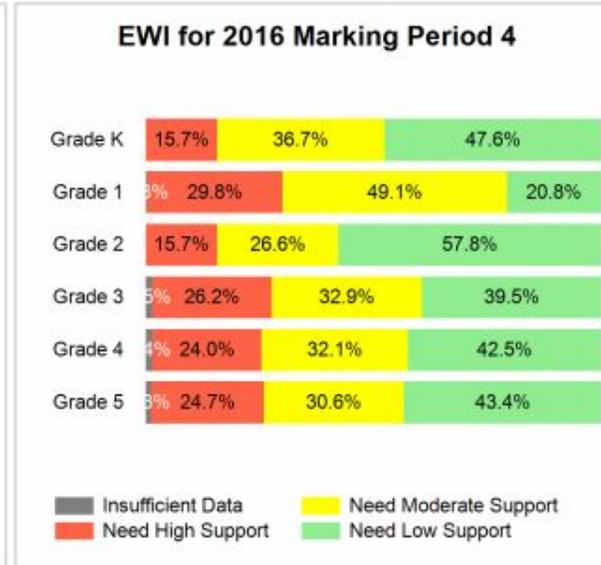
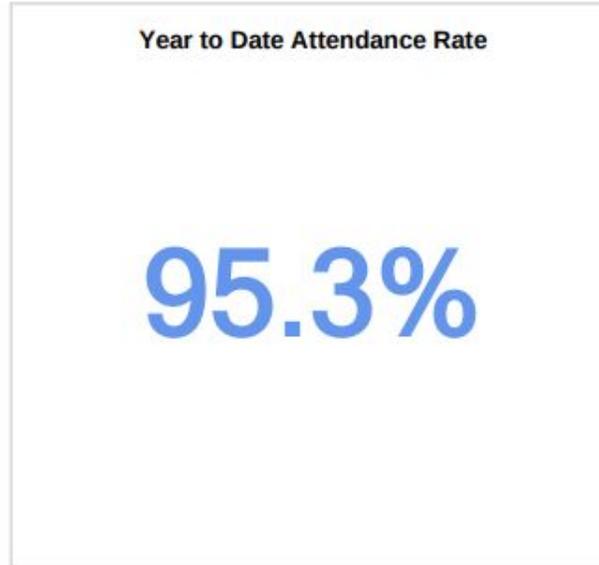
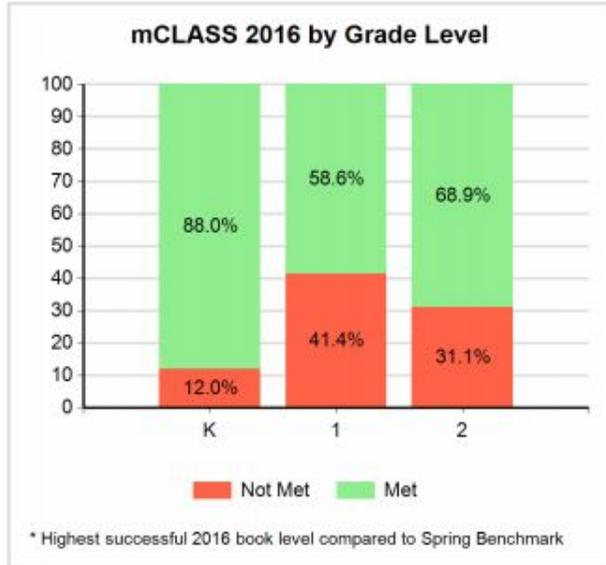
5 Performance Levels (5-1). Level 4 is the target. Level 5 means the student is doing better than what is expected for the grade level.

School and County Results will be published next week

www.understandthescore.org

K - 5 District Dashboard

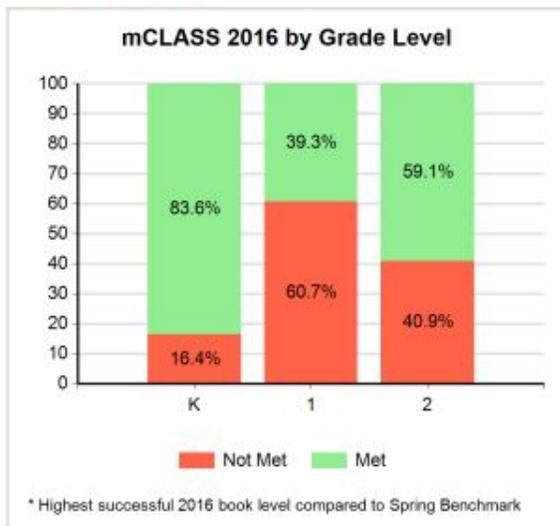
Race: ALL LEP: ALL SPED: ALL 504: ALL GT: ALL FARMS: ALL



K - 5 FLOWER VALLY ES Dashboard

Race: ALL LEP: ALL SPED: ALL 504: ALL GT: ALL FARMS: ALL

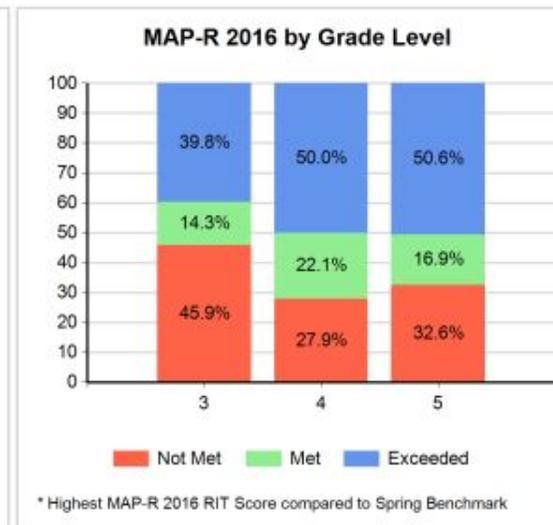
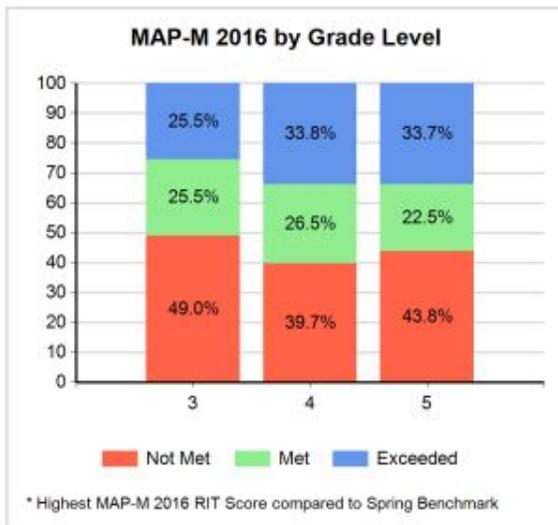
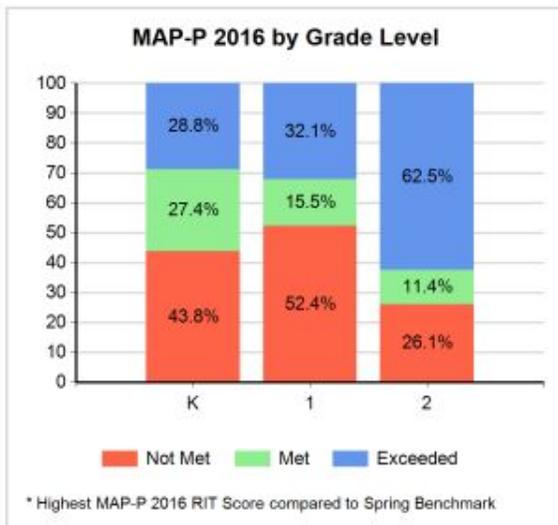
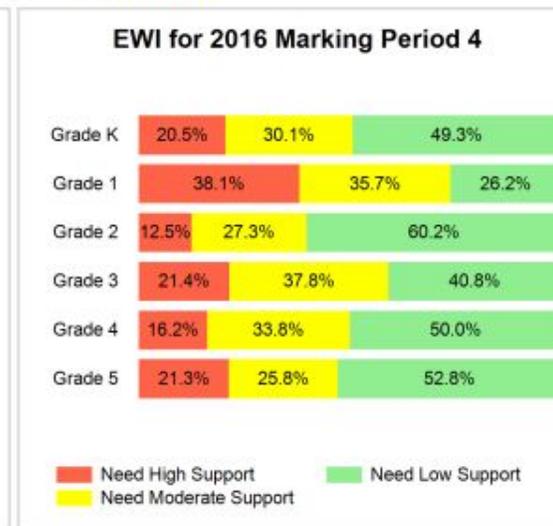
[mCLASS student list](#)



[MAP student list](#)



[EWI student list](#)



EVES Instructional Focus

All students, including Hispanic, LEP, and Special Education students, need all staff to demonstrate high expectations of them as they provide opportunities to develop and utilize higher order thinking skills.

Strategic Planning Goals

- Increase the percentage of students meeting two or more literacy milestones by 10 % in each of the identified subgroups (Hispanic, LEP, Special Education).
- Increase the percentage of students meeting two or more mathematics milestones by 10 % in each of the identified subgroups (Hispanic, LEP, Special Education).
- Increase the understanding of all staff regarding Growth Mindset and the effects of expectations on student performance.

School Improvement Linkages Chart and Action Plans

- Submitted to Office of School Support and Improvement (OSSI) by Sept. 30 for approval.
- Once approved, these items are posted on the school's website

Student and Stakeholder Focus

As a result of the root cause analysis process, it was determined that all students, including Hispanic, LEP, and Special Education students, need all staff to demonstrate high expectations of them as they provide opportunities to develop and utilize higher order thinking skills.

Faculty and Staff Focus

In order to meet the 2016-2017 SIP goals, all staff will take part in professional learning in the following areas:

Analyzing anecdotal records, formative assessment and progress monitoring data for appropriate small group instruction

Collaborative planning

Determining the proficiency of a standard

Developing higher order thinking skills

Examining the impact of expectations on teaching and learning

In order to meet the 2016-2017 SIP goals, leaders will take part in professional learning in the following areas:

Engaging teachers in reflective conversations about practices that communicate expectations

Analyzing trend data

Leadership

Vision: We inspire children to become critical thinkers who are imaginative, adaptable, and collaborative. We strive to cultivate peaceful, life-long learners who thrive in a global society.

Communication: Grade level Collaborative Planning Times (CPT), Team PLCs, Staff PLCs, Team Leader PLC, Grade Level Kid Talk, School Improvement Plan (SIP) meetings, and Focus Visits

Strategic Planning Goals

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Process Management

Structures to support collaborative team planning meetings with a master schedule that allows for ESOL and special education teachers to participate with an emphasis on determination of proficiency and a focus on differentiation to meet the needs of all learners as determined by ongoing formative assessments. Continuous progress monitoring of student focus group through planned discussions and a shared "Focus Student Database" Utilize plug-in model for ESOL instructional program Focus of mentor program on grade 2 EWI students Use of intervention model for reading initiative teacher

Performance Data

Three years of trend data revealed:
Hispanic students are not performing at the same level as their non-Hispanic counterparts

LEP students are not performing at the same level as their non-LEP counterparts

Students with Special Education services are not performing at the same level as their counterparts who do not require Special Education

(See attached data)

Measurement, Analysis, and Knowledge Management

Leadership team and quarterly SIP review
Core Team data analysis of Focus Student Database

Student and teacher voice data

Teacher learning data from professional learning opportunities

Peer classroom visits

Formal/Informal observations

Process feedback

Student data (marking period grades, MIREL, mClass, MAP-P, MAP-R, MAP-M)

Professional Learning Action Plan for CPT Focus

Action/Objective	Person(s) Responsible	Resources	Monitoring Tools	Timeline	Results
<p>Focus: Collaborative Planning</p> <p>Master Schedule Committee will create a master schedule that permits time for all teams to collaborate at least two times a week and for an ESOL and special education resource teacher to be in attendance.</p>	Master Schedule Committee	Computer Grade level teams' "non-negotiable" items	Creation of master schedule	Completed by June 2016	Teachers have four collaborative planning times, with plans to use two of them to meet as a team.
<p>Focus: Collaborative Planning</p> <p>Team leaders will be able to identify the characteristics of the Day 1/Day 2 CPT model</p>	SDT	CPT template	Teachers created a template for their teams (and shared on google drive)	Completed July 2016	Leaders were eager to adapt the processes for their teams. One team leader went home and created a template to begin planning
<p>Focus: Collaborative Planning</p> <p>Teachers will be able to identify the characteristics of the Day 1/Day 2 CPT model and discuss how this model will be implemented on their teams.</p>	SDT Reading specialist	CPT template Collaborative planning time Training Plan	Exit card "Toss and Commit"	Completed August 2016	Teachers were apprehensive about the new format but were eager to see how it would be implemented on their teams. Teams met and developed templates and expectations that they would begin the school year with.
<p>Focus: Collaborative Planning</p> <p>Teachers will reflect on their first two weeks of the new collaborative planning model and determine upgrades to their process</p>	SDT Reading specialist	Collaborative planning time	Some templates changed as a result of the discussion	Discussed with each team on 9.13.16	Teachers discussed the elements of the new planning model that they liked, as well as shared hesitations about it. Some teams decided to change what information they are preparing for "Day 1"
<p>Focus: Collaborative Planning</p> <p>Team leaders will create a schedule of their CPT times so that specialists can efficiently attend all team meetings.</p>	SDT	Collaborative Planning Time	Planning agendas per team	Dates delivered to team leaders on 9.15.16	Specialists were appreciative that teams were making an effort to be respectful of their time. We specified that teachers should identify ten-minute planning blocks with in R/LA and math. Specialists can then attend on Tuesdays during this time to hear about the content of the following week, then attend Thursdays at the same time to provide instructional suggestions to best support their students.

FVES New Structures and Processes

1. Reading Initiative Model
 - a. Grade 1, Traditional Model, 1:17
 - b. Grade 2, Intervention Model,
2. Graded work sent home at all grade levels on Thursdays
3. Work with MCPS Equity Initiatives Office
4. Additional Staffing for 2016-17 School Year (.5 resource teacher, .1 academic intervention teacher)
5. Increase number of students in our school-wide mentoring program (Focus on Grade 2 students)
6. Common Planning Time Format Changes (Day 1, Day 2)
7. More training for paraprofessionals

Questions?

