

**Kensington Parkwood
Elementary School
2017-2018 School Improvement Plan**

**STUDENT and
STAKEHOLDER FOCUS**
As a result of a root cause analysis, it was determined that Hispanic and African American students need teachers to:

- Refine our focus and planning for differentiated small group instruction using real-time data in a meaningful and consistent way to create flexible groupings and meaningful follow-up work.

FACULTY and STAFF FOCUS
To reach SIP goals, the professional learning will be provided to teachers on:

- Using real-time data to plan for differentiated small-group instruction
- Strategies to aide in the implementation of differentiated small group instruction and meaningful follow-up work
- Micro learning with Performance Matters Unify
- Working together to draft, implement, and monitor Student Learning Objectives (SLOs)
- Restorative practices and restorative circles

To reach SIP goals, the professional learning will be provided to leaders on:

- The ability to model, recognize, coach, and provide feedback on effective differentiation strategies and meaningful follow-up work
- Equity Circles

LEADERSHIP

Mission: The KP learning community will enable all students to achieve success in a creative and challenging learning environment through respectful behaviors, goal setting, and hard work.

How: The KPES ILT uses the process of root cause analysis to clarify student and staff needs. The School Improvement Plan (SIP) is regularly communicated to all stakeholders and collaboration with invested stakeholders to ensure progress toward meeting established MCPS Evidence of Learning goals is ongoing. Data related to each goal is analyzed regularly and adjustments to the SIP are made as necessary.

STRATEGIC PLANNING: GOALS and MEASURES

As we work toward increasing the percentage of students who are meeting or exceeding Evidence of Learning (EOL) measures, we will accelerate the growth of students toward the following indicators:

- Literacy: At least one year's growth as measured by end of year instructional text level, mClass, and Map-R, emphasizing the growth of our African American and Hispanic students through the use of real-time data to plan and deliver meaningful, daily, differentiated small group instruction with meaningful follow-up in reading.
- Math: At least one year's growth as measured by Map-P and Map-M, emphasizing the growth of our African American and Hispanic students through the use of real-time data to plan and deliver meaningful, daily, differentiated small group instruction with meaningful follow-up in mathematics.

PROCESS MANAGEMENT

- Collaborative Data Meetings
 - Identified needs used to develop grade level SLOs
 - Student interventions tracked through Documentation of Interventions (DOI)
- Ongoing, differentiated professional learning around the instructional focus; micro learning through grade level team meetings and monthly collaborative staff meetings
- Regular focused observations of common planning and classroom instruction by school leaders with feedback/reflective questions
- Peer observations to examine the impact of instructional strategies planned in common planning
- Arts Integration strategies will be implemented to increase student engagement, learning and higher-level thinking skills.
 - Actor's Toolbox- increase students' capacity to concentrate, cooperate, and control body, voice, and mind
 - Drama- Use body, mind, and voice to show character motivation and understanding of fiction and non-fiction texts throughout all content areas
 - Dance- Use movement to gain and show understanding of various curricular connections
 - Visual Art- connect to themes and concepts in fiction and non-fiction texts throughout all content areas
 - Music- connect to themes and concepts in fiction and non-fiction texts throughout all content areas

PERFORMANCE RESULTS

<https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=mcpsmd.org&report=JiS0CZ> grade 1

<https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=mcpsmd.org&report=qTVV04> grade 2

<https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=mcpsmd.org&report=bK66ub> grade 3

<https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=mcpsmd.org&report=pl2iGR> grade 4

<https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=mcpsmd.org&report=iVFijo> grade 5

**MEASUREMENT, ANALYSIS, and
KNOWLEDGE MANAGEMENT**

Student Data Points

- Performance outcomes of differentiated small-group instruction through observational data, the use of teacher-created and team-scored formatives, and weekly discussions during collaborative Team Planning
- MCPS Performance Indicators will be analyzed for trends within classes and grades with a specific emphasis on disaggregated performance data.
- Student Voice data

Staff Data Points

- Data from learning progression
- Implementation of differentiated small group instruction will be monitored through the data gathered during focused classroom observations
- Staff voice survey

