

North Chevy Chase Elementary School

School Improvement Plan 2017-18 rev 09/06/17

Student and Stakeholder Focus

As a result of the root cause analysis, it was determined that students need **differentiated small group instruction** to support and extend their learning. Teachers will instruct with **flexible** small groups with an emphasis on writing to:

- Keep students on the cutting edge of their learning;
- Provide appropriate scaffolding, extensions, and enrichment, and
- Ensure that all students achieve mastery.

In all instructional settings, all students need to be taught with instructional practices and methods that are **culturally proficient and responsive and align with the Ready for Rigor Framework**.

Faculty and Staff Focus

As a result of root cause analysis, professional development will be provided on the following in order to meet students' needs:

Academic Language Continues:

- Staff will continue to model and share best practices now operational as standard procedure to promote academic language

Small Group Differentiated Instruction (DI):

- Staff need exposure to the research about the need for small group DI
- Staff need to learn how to use data to determine flexible groups for DI
- Staff need to be provided with models, structures, and tools to plan a lesson with small groups with DI
- Staff need to be provided with systems and strategies to manage a classroom while conducting small group DI
- Opportunities for semi-structured and structured "peer popovers" to see small group DI in action

Equity and Culturally Responsive Teaching:

- Staff need to examine the role race and culture have on teaching, leading, and learning
- Staff need to examine the components of the **Ready for Rigor Framework** to be culturally responsive: cultural awareness; teacher-student learning partnerships; information processing and the brain; developing a community of learners in a positive learning environment

School leaders:

- Need to be able to coach and provide supports to staff in delivering effective instruction with small group differentiation
- Need to be able to coach and provide supports to staff in becoming more culturally proficient
- Need to be able to coach and provide supports to staff in aligning instruction with the **Ready for Rigor Framework**

Leadership

Vision: We envision a nurturing, positive, and safe school community where we all take ownership of our roles and responsibilities to achieve academic and personal excellence for all.

Mission: Maximizing Potential, one child at a time. Our commitment to address the needs of different learning styles includes an adaptive curriculum where teachers, with the support of administration, encourage success by using their creativity and continuously acquired learning to maximize each child's potential.

Communication: Parent coffee sessions, quarterly progress reports for students and families, principal and grade level newsletters, MyMCPS Parent Portal, school website; purposeful student agenda books; use of MCPS Shared Google Folders for staff

Strategic Planning

Based on the Milestones and Evidence of Attainment:

- **Literacy:** The percentage of students in focus subgroups meeting benchmark will increase by 5%, as measured by MAP-R.
- **Math:** The percentage of students in focus subgroups meeting benchmark will increase by 5%, as measured by MAP-M,
- **Equity:** While overall student performance is increased by 5%, the achievement gap will be reduced by 15% for each student subgroup. Student groups with a gap less than 15% will reduce that gap by at least half the gap
- **Communication:** The percentage of responses on staff and parent surveys strongly agreeing or agreeing on items related to communication will increase by 5%.

See attached targets and results.

Process Management

The following structures and processes will be implemented and monitored to meet students' needs:

- Weekly grade level team meetings
- Monthly instructional council meetings
- Monthly core team meetings
- Quarterly grade level data chats
- Quarterly instructional council SIP review
- Regular PLC planning supported by the Reading Specialist, SDT, ESOL Teacher, & Media Specialist
- On-going student focus groups to monitor implementation of strategies
- Regular data chats that review student progress
- Morning Meetings and Guidance Lessons in all classrooms.
- BCC-NCC Champions Program (Mentoring)
- After-School Achievers
- Lunch Clubs: Sisters Supporting Sisters and Boys Club and Social Skills Club

Organizational Performance Results

Trend data by student group and grade/content level representing the needs and/or gaps between MCPS benchmarks and school performance.

Reading:

- MAP-R
- PARCC
- End of year report card data*

Math:

- MAP-M
- PARCC
- End of year report card data*

See attached targets and results.

* Report card data will be baseline for 17-18

Focus subgroups: Latino, special education, English Language Learners, and FARMS

Measurement, Analysis, & Knowledge Management:

Instructional Council

- Quarterly SIP reviews including examination of all grade level data chats
- Pre- and Post Learning Walks conducted by the instructional council during the fall (09/28) and spring (05/24) to determine changes in practice regarding small group instruction

School Level Quarterly Data Chats

- MAP M assessments reviewed at data chats
- MAP R assessments reviewed at data chats
- Report card grades reviewed at data chats

Weekly Team Meetings

- Common assessments developed by grade level teams reviewed at team meetings
- Exit cards in math and reading reviewed at team meetings
- Observational/anecdotal records
- Math journal written responses reviewed at grade level meetings

MAP R RIT Scores OVERALL ALL GRADES Gap Reduction Targets	Percent at or above benchmark 2016-2017	2016-2017 gap Note gap calculated between white subgroup (88.0) due to low n in Multi.	Target percent proficient or advanced 2017-2018 <i>15% gap reduction or *half the gap if <15% points</i>	<i>If we meet our target, we will have reduced our gap by</i>
ALL	80.8	7.2	*84.4	3.6
Asian	83.3	4.7	*85.7	2.4
African American	74.1	13.9	*81.1	7.0
Hispanic	50.0	38.0	55.7	5.7
White	88.0	--	--	--
Multi	91.3	--	--	--
FARMS	45.2	42.8	51.6	6.4
Special Education	48.0	40.0	54.0	6.0
LEP	33.3	54.7	41.5	8.2
Male	76.6	11.4	*82.3	5.7
Female	85.3	2.7	*86.7	1.4

PARCC/ELA OVERALL ALL GRADES Gap Reduction Targets	Percent at or above benchmark (Level 4 & 5) 2016-2017	2016-2017 gap Note gap calculated between white subgroup (82.9.)	Target percent proficient or advanced 2017-2018 <i>15% gap reduction or *half the gap if <15% points</i>	<i>If we meet our target, we will have reduced our gap by</i>
ALL	69.6	13.3	76.3	6.7
Asian	63.2	19.7	66.2	3.0
African American	59.7	23.2	63.2	3.5
Hispanic	28.0	54.9	36.2	8.2
White	82.9	--	--	--
Multi	78.6	4.3	80.8	2.2
FARMS	23.9	59	32.8	8.9
Special Education	27.0	55.9	35.4	8.4
LEP	0.0	82.9	12.4	12.4
Male	64.7	18.2	67.5	2.8
Female	75.3	7.6	79.1	3.8

MAP M RIT Scores OVERALL ALL GRADES Gap Reduction Targets	Percent at or above benchmark 2016-2017	2016-2017 gap Note gap calculated between white subgroup (85.4) due to low n in Multi	Target percent proficient or advanced 2017-2018 <i>15% gap reduction or *half the gap if <15% points</i>	<i>If we meet our target, we will have reduced our gap by:</i>
ALL	72.8	12.6	*79.1	6.3
Asian	58.3	27.1	62.4	4.1
African American	57.4	28	61.6	4.2
Hispanic	33.3	52.1	41.1	7.8
White	85.4	--	--	--
Multi	91.3	--	--	--
FARMS	25.6	59.8	34.5	8.9
Special Education	42.3	43.1	48.8	6.5
LEP	18.4	67	27.6	9.2
Male	75.2	10.2	*80.3	5.1
Female	70.3	15.1	72.6	2.3

PARCC/MATH OVERALL ALL GRADES Gap Reduction Targets	Percent at or above benchmark (Level 4 & 5) 2016-2017	2016-2017 gap Note gap calculated between white subgroup (71.1) due to low <i>n</i> in multi	Target percent proficient or advanced 2017-2018 <i>15% gap reduction or *half the gap if <15% points</i>	<i>If we meet our target, we will have reduced our gap by</i>
ALL	56.2	14.9	63.7	7.5
Asian	55.0	16.1	57.4	2.4
African American	37.3	33.8	42.4	5.1
Hispanic	17.3			
White	71.1	--	--	--
Multi	71.4	--	--	--
FARMS	10.4	60.7	19.5	9.1
Special Education	28.9	42.2	35.2	6.3
LEP	6.9	64.2	16.5	9.6
Male	58.2	12.9	64.7	6.5
Female	53.9	17.2	56.5	2.6

READING - MAPR	Percent Meeting and/or Exceeding Standard		
Grade Level	Actual NCC Spring 2016-2017	NCC SIP Target 2017-2018	MCPS Target 2017-18
3	80.4%	85.4%	199
4	79.8%	84.8%	206
5	82.6%	87.6%	212

MATH - MAPM	Percent Meeting and/or Exceeding Standard		
Grade Level	Actual NCC Spring 2016-2017	NCC SIP Target 2017-2018	MCPS Target 2017-18
3	69.4%	74.4%	203
4	73.3%	78.3%	213
5	66.3%	71.3%	221

2016-2017 Milestones

The following chart summarizes our progress in each standard, independently of one another.

	Percent Meeting (<i>and Exceeding</i>) Standard		
	Literacy Milestones		Mathematics Milestones
Grade Level	Instructional Reading Level at or above MP2 target	Winter 2016-17 MAP-R 50% percentile	Winter 2016-17 MAP-M 50% percentile
3	94%	83%	70.5%
4	85%	78.1%	70.5%
5	89%	83.8%	72.6%

School Survey Data

PARENTS	2017 Strongly Agree & Agree	Target for 2018 Strongly Agree & Agree (5% point increase)	Actual 2018 Strongly Agree & Agree
11. The school has a clear process for addressing my needs.	66.7	71.7	
12. The school provides opportunities for me to voice my needs about my child's education.	74.6	79.6	
13. The school welcomes my input on how my child's educational experience can be improved.	69.2	74.2	
14. There is an adult in the school who advocates for my child's needs.	76	81	
17. The school has clear processes for me to provide feedback about my child's education.	63.1	68.1	

School Survey Data

STAFF	2017 Strongly Agree & Agree	Target for 2018 Strongly Agree & Agree (5% point increase)	Actual 2018 Strongly Agree & Agree
7. My school leadership team sets clear expectations for staff.	67.7	72.7	
8. The school leadership team involves me in decisions affecting my work.	74.2	79.2	
9. There is open communication within my school.	70	75	
13. This school promotes a culture of respect and collaboration among all staff.	77.5	82.5	
14. My school promotes a culture of respect and collaboration among all staff.	77.4	82.4	

Instructional Focus Learning Walks

Evidence Type (Evidence noted as observed during learning walk visit out of the number of teachers visited during learning walk)	PRE September 2017	Target	POST
Evidence of small group instruction (students working in a small group with the teacher or with teacher guidance)	8/12	12/12	
Evidence that small group instruction is differentiated (students working in a small group are engaged in learning a different content, using a different process, or creating a different product)	8/12	12/12	
Evidence of purposeful routines to facilitate small group instruction (seating arrangement; learning stations; anchor activities; charts for who does what when...)	7/12	12/12	
Evidence that students know how to work when part of the small group (students working productively in a small group)	8/12	12/12	
Evidence that students know how to work when they are not part of the small group (students working productively while others are engaged in a small group)	9/12	12/12	