

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

School: Page Street Ele.	Year: 2017-2018	Current Status: Focus School	Current Growth Status: 2015-2016 – Did Not Meet -2.32 2016-2017 – Met Growth -0.3
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Mission:

Mission

Page Street Elementary is a family of learners who strives to meet the individual needs of children in a rigorous and respectful environment and, in turn, allows everyone to experience the joys of learning, self-discovery, success, and acceptance.

Vision

Page Street Elementary is a family of learners who will work collaboratively with partners in a rigorous and respectful learning environment to meet and exceed the expectations of the district and the state.

Core Values

- P** – Partnerships with community stakeholders are valued.
- S** – Success is possible for every child in the classroom.
- E** – Every member of the school family deserves respect.
- S** – School is a place to be responsible and accountable.

School Improvement Plan Summary

Our focus area is: Science

Overall goal

Page Street Elementary will increase GLP science proficiency for ALL students from 46.51% in 2016-2017 to 57% or greater during the 2017-2019 school years. In doing this, PSES aims to close achievement gaps between subgroups by demonstrating no subgroup gaps greater than the state three-year average with the goal of exiting Focus School status. (40% or less discrepancy in lowest to highest sub groups and overall proficiency at 60%)

Montgomery County Schools School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

Target goal

All students at Page Street Elementary will demonstrate growth in science for the 2017-2018 school year and proficiency will increase in science from 46.51% in 2016-2017 to 51% or greater in 2017-2018. All content domains will reflect positive results from the state mean.

Approaches/Strategies

Focus on NCStar Key Indicators: (indicators will change as these are fully implemented)

A1.07 – ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A2.04 – Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01 – The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers

C3.04 – The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewards, and replacing staff

E1.06 – The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

We will work toward full implementation of these indicators through:

- Utilize STEMscopes curriculum
- Emphasize Science Vocabulary
- Utilize hands-on science approaches
- Schedule Muddy Sneakers to provide hands-on lessons aligned with essential standards for science in 5th grade
- Science interactive notebooks
- PDSA cycle for Science instruction
- Student data notebooks
- Focus on Core Instructional practices
- Fidelity to master schedule
- Each 5th grade teacher responsible for teaching science content
- PLC and Horizontal planning (grade level) that includes specific discussion related to data and needs – enrichment/remediation; focus on collaborative planning
- Lesson Plans that are rigorous and relevant, include engagement strategies and research-based instructional practices
- Use of technology at the varied SAMR levels to increase critical thinking and high-order thinking levels of students (DLC)
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Measures:

- PDSA pre- and post- assessment data/Classroom formative and summative data
- Benchmark Data
- EOG Data

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

- Student data notebooks and interactive notebooks
- Classroom formative and summative assessments
- CWT and DLC walkthrough data

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P

PLAN:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

See attached document for science data.

Specific areas in need of improvement are:

EOG Data shows:

All content domains in physical science, earth science, and life science are below state mean. Earth systems and structures is lowest at 40.8% correct with Energy: Conservation and Transfer (48.6%) AND Ecosystems (53.2%) next lowest.

More than 50% of our students were non-proficient in science.

****An important area for us to focus on is fidelity to implementation of the MTSS process. Use of rtistored for intervention documentation and moving students through tiers is key as well. Focus on the differentiated core is essential.**

Montgomery County Schools School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
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2. What approaches/strategies are contributing to your success in this area and what data suggests this?

There were very little successes in science this past year as over 50% of our students were non-proficient in science and all domains were below state mean overall.

3. What are opportunities for improvement, gap or barriers are in this area?

- Fidelity to teaching science across all grade levels
- Purposefully planned lesson for science
- Interactive notebooks – focus on vocabulary
- Hands-on, inquiry based learning as way to teach concepts
- Unit planning in science vertically and horizontally
- IF support/coaching – support in-depth planning and implementation for all grades
- 100% buy-in for the PDSA process in Science – involving students in the process and monitoring individual student growth as well as whole class
- PDSA fidelity – keeping it up-to-date and relevant to current lessons
- Use of individual student data through data notebooks to monitor learning – student and teacher notebooks
- Use of data to reteach content and set goals – consistent, efficient, and effective system used by teachers
- PBIS fully implemented across the school, including recognition system, celebrations, matrix and motto, lesson plans
- Implementation of tiered system for office referrals vs teacher classroom management procedures and clear expectations.
- Use of most important source for data and how to effectively use each piece(s) of data to support individualized instruction for students
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4. What seems to be the root cause of the problem and what data suggests this?

- Overall, proficiency in math has dropped significantly over the last two years.
2016-64.6%; 2017-47.1%
- Adherence to teaching science as it is scheduled in the master schedule
- Time constraints during the school day for teaching science and social studies (rotating between units to cover all curriculum) AND DARE and A+ program take some of the time each week from teaching of Science content
- Lack of use of labs and interactive science lessons
- Vocabulary development for scientific terms/integration of science in math and reading
- Use of resource and materials that are not aligned to the science NC Essential Standards
- Full implementation of the MTSS process and use of rtistored to support the process is essential.
- Focus on the use of rigorous, research-based strategies; small group instruction that is differentiated.
- Lesson planning that is purposeful, collaborative, and focused on needs
- Discipline data shows that there were 351 total ODRs for the 2016-2017 school year with 85 days lost to suspension. Of the 351 ODRs, 280 were male and 71 were female. Based on discussion with current staff, students were sent to the office throughout the year to 'sit' in the office if they were a disciplin
There is not any data to support this; however, observation information shared by office staff and other staff is consistent. Instructional time with

Montgomery County Schools School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

the teacher was lost due to this practice.

*Consistent, deliberate use of vetted materials for teacher directed instruction

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

Focus on NCStar Key Indicators: (indicators will change as these are fully implemented)

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A4.01 – The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers

C3.04 – The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewards, and replacing staff

E1.06 – The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

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6. What research did you review to support the use of these strategies/approaches?

- STEMscopes

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
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- Muddy Sneakers reviews and alignment with standards
- NCDPI wikki
- PBIS and MTSS

7. What performance measures will you use to monitor impact of your approach/strategy?

- Benchmark Data (twice a year)
- PDSA data
- Benchmark assessments
- STEMscopes assessments
- Lesson plans
- 2018 EOG data

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

- STEMscope usage
- Lesson plans
- PLC discussions of student performance on science PDSA cycles, benchmarks
- CWT data
- Digital walkthrough data for use of digital resources in classrooms
- PLC minutes/PD sign-ins and agendas/Faculty meeting agendas and sign-ins
- Learning Walks – for teacher input and feedback
- Modified walk-throughs with specific feedback from principal and IF

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

- STEMscopes training
- PD provided to all fifth grade teachers as they plan units

10. If funding is required, what funding source will be used?

- Title I
- Local funding from general funds as needed
- Muddy Sneakers introduction and planning meeting

Messaging:

Montgomery County Schools School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

11. How will you convey intent of this focus area of SIP to stakeholders?

- Parent meetings for math
- SIP will be available on website
- Updates provided in newsletters and social media as appropriate

12. How will you communicate progress towards goals or course corrections to stakeholders?

- Parent conferences/Science parent night
- SIP will be available on website, including SIT minutes with updates and changes
- Updates provided in newsletters and social media as applicable
- Classroom newsletters and use of digital resources (DOJO, Remind) will be used to inform stakeholders of progress of goals.
- Social media as appropriate

D	DO:
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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process or completion)	Start Date	End Date
	<p>Focus on NCStar Key Indicators: (indicators will changes as these are fully implemented)</p> <p>A1.07 – ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.</p> <p>A2.04 – Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>A4.01 – The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers</p> <p>C3.04 – The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewards,and replacing staff</p>				

Montgomery County Schools School Improvement Plan

**A continuous improvement strategic plan, that communicates the approach
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	E1.06 – The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children’s learning).				
1	All fifth grade teachers will teach science this year (not compartmentalized).	SIT, Principal, AP, IF	Master Schedule	Aug. 2017	June 2018
2	Use of STEMscopes as curriculum	Teachers, IF	Lesson Plans	Aug. 2017	June 2018
3	Schedule with Muddy Sneakers – interactive and hands-on learning that is aligned with the science essential standards (5 th grade)	Teachers	Attendance to Muddy Sneakers meeting and implementation of schedule for trips	Sept 2017	Sept 2017
4	Utilize science materials necessary to teach science standards at each grade level (Foss Kits./Science materials)	Teachers, Principal, AP, IF	Lesson plans, observations	Aug. 2017	June 2018
5	Master schedule with science scheduled for all grade levels	Principal, AP, IF, Teachers	Master Schedule	Aug 2017	Sept 2017
6	Interactive notebooks for science vocabulary and notes	Teachers, IF	Lesson plans and student work (notebooks)	Aug 2017	June 2018
7	CWTs with specific feedback for science lessons	Principal, IF , AP	CWTs	Aug 2017	June 2018
8	Collaborative planning across grade levels in science.	IF, Teachers	Minutes from meetings	Aug. 2017	June 2018
9	Include Science in PLC agenda for discussions and support	Teachers, IF	PLC Minutes	Aug 2017	June 2018
10	Parent Night focused on curriculum and PBIS expectations (E 1.06)	Teachers	Sign-in sheets and presentations	Aug 2017	Oct 2017
11	Training and full implementation of MTSS and use of rtistored (A 4.01)	IF, Principal, AP, Teachers	PLC minutes, rtistored data, lesson plans	Aug 2017	June 2018
12	Core Instruction practices and expectations established and implemented in all grade levels (A 4.01)	IF, Principal, AP, Teachers	Lesson plans, plc minutes	Sept 2017	June 2018

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
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13	Implement protocol for Lesson Plan Tuning and use as providing feedback on lesson plans.	IF, Teachers, AP, Principal, Teachers	Lesson plans	Sept 2017	June 2018
14	5 th grade teachers become “experts” in specific science essential standards, develop unit for the standard, then rotate classes through each teacher’s class to be taught the standard.	Teachers, IF	Units planned and lessons taught	October 2017	June 2018

S	Study –
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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.
1. What worked and how do you know?
2. What didn’t work and how do you know?
3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? If Yes in what areas or topics do you need coaching or P.D. in?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?
Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.
<div style="margin-top: 10px;"> <input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle. <input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn’t work as identified in #2 and #4 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach. </div>

**Montgomery County Schools
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A	Act – Revise or continue with implementation plan based on data analysis.
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1. For the next cycle are you continuing with the approach from previous cycle? If yes continue to deployment plan. If no, address questions #2-5.
2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?)
3. What performance measures will you use to monitor impact of your approach/strategy?
4. What measure will you use to monitor fidelity of deployment of your strategy/approach?
5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

Include Approach/Strategies, Fidelity measure, Professional development and deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
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S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2016-17 SIP.

- ☐ Overall goal has been met and School Improvement Plan focus will change for next year.
- ☐ Target goal has been met and is changed to a new target goal.
- ☐ Target goal not met but current plan is effective so we will continue current plan and repeat it.
- ☐ Target goal not met, so we will continue current plan for 2016-17. We will make improvements to the plan based on what didn't work through this year.

**Montgomery County Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
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