



**WICOMICO COUNTY PUBLIC SCHOOLS  
2019-2021**

## School Improvement Plan: Glen Avenue Elementary

Glen Avenue

Elementary School

1615 Glen Ave Ext

Salisbury, Maryland 21804

(410) 677-5806

Principal: Dr. Kathleen Vail

Assistant Principal:

Chelsea Seabrease



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**Enrollment: 420 Students in Grades 2-5**

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**STUDENT ENROLLMENT INFORMATION:**

| Grade Range 2-5                            | 2017-2018 |            | 2018-2019 |            | 2019-2020 |            |
|--|-----------|------------|-----------|------------|-----------|------------|
|  | Number    | Percentage | Number    | Percentage | Number    | Percentage |
| Total Enrollment<br><i>(as of 11/7/19)</i> | 482       |            | 427       |            | 420       |            |
| Hispanic                                   | 49        | 10%        | 50        | 12%        | 42        | 10%        |
| Black                                      | 285       | 59%        | 256       | 60%        | 247       | 59%        |
| White                                      | 105       | 22%        | 95        | 22%        | 93        | 22%        |
| Asian                                      | 4         | <1%        | 3         | <1%        | 6         | <1%        |
| Native American                            | 2         | <1%        | 5         | <1%        | 5         | <1%        |
| English Language Learners                  | 74        | 15%        | 77        | 18%        | 58        | 14%        |
| Homeless                                   | 23        | 5%         | 3         | <1%        | 13        | <1%        |
| Foster Care                                | 0         | 0%         | 0         | 0          | 0         | 0%         |
| Free and Reduced Meals (FARMS)             |           | 100%       |           | 100%       | 347       | 83%        |
| Special Education                          |           |            |           |            | 64        | 15%        |
| Attendance Rate<br><i>(as of 6/1)</i>      |           | 93%        |           | 93%        |           |            |

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**School Leadership Team**

| <b>Member</b>                 | <b>Title / Position</b>                |
|-------------------------------|--|
| Dr. Kathleen Vail             | Principal                              |
| Chelsea Seabrease             | Assistant Principal                    |
| Jessica Womer                 | Co-Chair/ Third Grade Teacher          |
| Megan Franco                  | Co-Chair/ Reading Intervention Teacher |
| Amber Lewis                   | Second Grade Teacher                   |
| Christina Sessa               | Fourth Grade Teacher                   |
| Stephanie Noonan              | Fifth Grade Teacher                    |
| Andrea Urban                  | Intervention Teacher                   |
| Tiffany Gattis                | PBIS Co-chair                          |
| Jamie Jones                   | TSI Coach (ELA)                        |
| Laura Becker                  | Math Coach                             |
| Selena Porcelli               | Fifth Grade SpEd Teacher               |
| Kate Ford                     | ELL Teacher                            |
| Rose Blood                    | Instructional Assistant                |
| Rebecca Clark                 | Student Advisor                        |
| Kathryn Miller/Shannon Vaughn | Chipman Representatives                |
| Dr. Holly Hatton              | Central Office Representative          |
| Julie Dill                    | Central Office Representative          |

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|                 |                           |
|-----------------|---------------------------|
| Susan Webster   | SU Liaison                |
| Beth Chatterton | Parent Representative     |
| Lori Whaley     | Parent Representative     |
| Brenna Racine   | Parent Representative     |
| Suzi Peterson   | Fourth Grade SpEd Teacher |



**Glen Avenue School  
Title I**

ESSA Rating: 3 Stars



2019 – 2021

**Wicomico County Public Schools**

We Aspire to Be:

- A public school system dedicated to meeting the needs of each student from the most gifted to the most challenged.
- A public school system rooted in a culture of respect, transparency and collegiality.
- A public school system committed to safe schools.
- A public school system our community believes in built upon the pursuit of excellence in providing an outstanding education for our community’s students.

Vision Points  
2017-2022 Strategic Priorities

- Ensure that students in Wicomico County Public Schools are reading on grade level by Grade 3
- Ensure that students graduate from Wicomico County Public Schools college and/or career ready.
- Ensure a high performing workforce

Educational Equity Policy

It is the policy of the Wicomico County Board of Education to ensure the success of each student in our school system regardless, of a student’s ability (cognitive, social emotional and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

**School Mission and Vision Statements**

**Mission Statement:**

Glen Avenue School creates a caring school community that provides students with the necessary skills and knowledge to be thoughtful, responsible, and highly productive citizens as well as lifelong learners.

**Belief Statements:**

- We believe all students have worth, dignity, and leadership capacity.
- All students deserve a safe, caring, and structured environment that will nurture their creativity, critical thinking, and social skills.
- Students excel in a positive, student-centered climate where problem solving and risk taking are a part of the learning process.
- Lifelong learning habits are instilled through accountability and a shared responsibility for the ongoing pursuit of knowledge.
- High academic and behavioral expectations will foster confidence in students.
- Community and family partnerships are vital to support the efforts of committed, dedicated, and well-educated staff.
- The most effective learning environment is created when staff is provided with relevant professional development and instruction is driven by evidence-based best practices.

**Values:**

- We value the diversity of our students' cultural backgrounds.
- We trust, celebrate, and collaborate with colleagues to support curriculum integration and shared expectations across the school.
- We honor and encourage creativity and innovation in teaching and learning.
- We use a variety of methods to provide meaningful and positive communication with members of our school community.

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### Coordinated School Initiatives 2019-2021

- Glen Avenue will be the school where all teachers want to teach, all students want to learn, and families wish their students could attend. We will do this by utilizing Ron Clark inspired engagement methods to make the learning environment engaging. Grant funds from the Community Foundation have been secured and will support full implementation of RCA strategies, including the house system.
- Glen Avenue will provide students with after school tutoring and enrichment opportunities with the goal of building students' academic capabilities and engagement in school.
- Select staff will participate in SU Professional Development Pathway to Professionalism focusing on understanding cultural diversity.
- *Professional Development School/Site* – Glen Avenue is a Professional Development School (PDS) in partnership with Salisbury University and the University of Maryland Eastern Shore and a Professional Development Site for two additional universities. As a PDS, Glen Avenue hosts student observers and interns and is also provided better access to higher education services which may assist teachers in their professional growth.
- *Wicomico Mentoring Project* –This program pairs identified children one-on-one with a caring adult for one hour a week during the school year. Mentors provide students with assistance in reading, math, and other subjects, and help to boost student self-esteem and confidence for learning.
- Grant funds from the Community Foundation have been secured and will support full implementation of RCA strategies, including the house system.
- Calming Kits will be utilized in all school classrooms and offices to support students' self-management. The school social worker will educate staff and students on proper utilization.
- We work in partnership with SonRise, Lift Church, and Ready Rapture Ministries as our faith-based partners to meet the needs of students.
- Glen Avenue will establish an onsite food bank with the Maryland Food Bank.
- *United Way-The Women United-"Read to Succeed"* Initiative-pairs identified students one-on-one for 30 minutes once per week with caring adults for reading activities. Adults read with students and provide students with intervention tactics to help them improve their reading skills.
- *Blazing a Trail for Literacy*- Salisbury Fire Department have partnered with our school to encourage students to read for twenty minutes a day in hope of encouraging young readers to be successful readers to achieve their life goals.
- *STREAM* - Partnership with Ward Museum to provide students with enrichment of scientific based activities through an after-school program.
- Collaboration with community mental health and case management organizations
- Glen Avenue, coordinated by the Community Program Coordinator, will establish a Parent Resource Center to provide families with access to educational materials, brochures, and flyers.
- The school will sponsor quarterly Parent Café to address topics of interest and need to families.
- Glen Avenue will enhance communication with families by building a "brand" on social media to supplement the existing communication through monthly Gator Newsletters, weekly School Messenger, and ongoing Class Dojo streaming.
- The school will collaborate with a local grocery store to teach students and families about shopping and nutrition. All students take part in a scavenger hunt and take-home activities tailored to each grade level. Families receive dinner as part of the event.
- *Trunk-or-Treat* is a school-wide event held on site at Glen Avenue school in conjunction with our community partners. Students will have an opportunity to safely walk around school grounds in October to participate in Fall activities based on a theme chosen by administration. Community partners and staff will be handing out books, treats, and more to Glen Avenue families to build relationships among our community.
- *A Family Seasonal Literacy Night* is an event that allowed parents and students to participate in grade appropriate reading activities. As the students participate in the activities, they are required to use their reading skills to solve problems and paint a canvas connected to the theme of the literature. At



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the conclusion of the evening, each student will receive a book, which they will be given to read at home with their parents. Reading and strategies are demonstrated for all students and parents in order to be utilized at home. This event allowed parents to participate in standard based activities and develop skills to increase comprehension at home.

- *A Family Technology Night* is an event that allowed parents and students to participate in grade appropriate technological activities. As the students participate in the activities, they are required to use coding skills. This event allowed parents to participate in standard based activities and develop skills to increase the use of technology at home.
- *A Fall Family Food Lion Night* is an event that allowed parents and students to participate in Reading and Math activities involving a cookbook, recipes, and grocery shopping.
- Glen Avenue will provide refreshments, interpreters, and transportation as needed for Parent and Family Engagement Events.
- *Maryland Meals for Achievement Grant* – This program allows students to eat breakfast five days a week. It is a school-wide program designed to encourage a healthy start to the day.
- *Access, Equity, and Progress Grant*- This program allows Special Educators and General Educators to build a team; analyze data to identify root causes and priority areas; develop a plan with data-informed goals based on identified priority needs; implement strategies/ evidence-based practices with fidelity in the priority area; and track progress and outcomes.
- Glen Avenue will utilize the Daughters of the American Revolution Grant to enhance reading and social studies skills through technology.

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|--|--|
| <p><b>Priority Statement # 1</b></p> <p>Based on school-wide data which demonstrates that “disruption” along with “attack on student” are the most common causes of an office referral, we determined there is a need to build social skills and a school-wide environment that promotes kindness, fosters empathy, and intentionally teaches positive interaction skills.</p> | <p><b>SMART Goal</b></p> <p>The total number of office referrals for disruption and attack on students in 2019-2020 will decrease by 10% as students engage the positive social interaction skills they have been taught and demonstrated by school staff.</p>   |
| <p><b>Priority Statement # 2</b></p> <p>Based on school-wide data, we have determined that the percentage of students reading on grade level is insufficient to meet our academic needs.</p>   | <p><b>SMART Goal</b></p> <p>The percentage of all students making one year or more reading growth, as determined through BAS testing, will increase from <u>80</u> % in 2019 to <u>85</u> % in 2020.</p>   |
| <p><b>Priority Statement # 3</b></p> <p>Based on school-wide math data, we identified a need to improve student comprehension in order to increase student success rates in solving one and two step word problems.</p>  | <p><b>SMART Goal</b></p> <p>The overall scores on the identified standards at each grade level, as determined by the student standard report on eDoctrina for Interims 1, 2, and 3, will increase by 10%.</p> <p>In grade 2, the interim scores on 2.OA.1 and 2.MD.8 will increase from 43.63% in 2018-2019 to 53.63% in 2019-2020.</p> <p>In grade 3, the interim scores on 3.OA.8 and 3.OA.3 will increase from 31.86% in 2018-2019 to 41.86% in 2019-2020.</p> <p>In grade 4, the interim scores on 4.OA.2, 4.OA.3, and 4.NF.3.d will increase from 43.23% in 2018-2019 to 53.23% in 2019-2020.</p> <p>In grade 5, the interim scores on 5.NF.2 and 5.NF.3 will increase from 41.79% in 2018-2019 to 51.79% in 2019-2020.</p> |

**Priority 1: ESSA Category – School Quality and Student Success**

Based on school-wide data which demonstrates that “disruption” along with “attack on student” are the most common causes of an office referral, we determined there is a need to build social skills and a school-wide environment that promotes kindness, fosters empathy, and intentionally teaches positive interaction skills.

**SMART GOAL**

The total number of office referrals leading to lost instructional time due to discipline consequences in 2019-2020 will decrease by 10% as students engage the positive social interaction skills they have been taught and demonstrated by school staff.

**DATA to SUPPORT GOAL**

Through our need’s assessment and ILT conversations regarding school-wide discipline data, we identified student’s lack of knowledge or ability to effectively resolve conflict was contributory to office referrals and lost instructional time (elopement; ISS; ISI; OSS).

2018-2019 Conduct Data: 429 office referrals last year could equate to 549 hours or 69 days of additional instructional time (per PBISMARYLAND.ORG) if the referrals were eliminated. Referrals were attributed to 111 students; Over 25% of GAS students lost instructional time due to behavior referrals last year.

January 2020 Conduct Data Report:

- 1.4 students with disabilities two times more likely to be suspended.
- 262 last year bus referral- 213 this year bus referral
- 34 last year suspensions – 19 this year suspensions
- 155 last year referrals- 136 this year referrals (without bus)
- Disruptions: 51 last year 49 this year
- Attack on student: 36 last year - 20 this year

ESSA 2019 Climate Survey Data:

Based on a 10-point scale, students and teachers have found staff to student relationships comparable (students scoring this category at 7.1 and Staff at 6.8). There is a huge discrepancy between students' view on substance abuse at our school with them scoring this category at 9.7, comparing that to the staff who rated this only 2.3 points as an area for concern in our building. Staff also felt that physical safety was a concern, where the students hardly saw this as a concern. After reviewing this data, it would seem we would need to address substance abuse and staff-student relations based on this data.

**Strategies and Effective Practices:**

**1.0 Staff, students, and parents will participate in ongoing training on behavior management to create an inviting school culture that will enhance student performance and students' willingness to learn.**

1.1 If students receive an enthusiastic welcome by all staff daily, then they will have a sense of belonging and want to attend school.

1.2 If teachers integrate student interest into instruction, then learning will be more relevant and student engagement will increase in the classroom.

1.3 If students participate in weekly guidance lessons, then they will practice effective coping strategies, conflict resolution, anger management, character development, and cooperation skills.

1.4 If students participate in extracurricular clubs related to interests, then they will be more engaged in school, have a sense of belonging, and develop skills to build a sense of accomplishment and pride. Accountability connection (Nothing But Net)

1.5 If students are provided Gator items and attire, then they will develop a sense of belonging and school pride resulting in greater engagement.

1.6 If school counselors and school social workers provide therapeutic services to address social and emotional learning needs, then students will be able to self-regulate and recover academic achievement.

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1.7 If PBIS provides teachers and students mindfulness training, and have materials for utilizing learned strategies, then students will effectively manage their stressors and develop self-regulation skills.

1.8 If parents participate in school Family Nights, then students and parents will develop a sense of school pride for a greater participation in school wide activities.

1.9 If Intervention teachers present workshops for parents with a focus on Maryland College and Career Readiness Standards strategies, then parents will be better equipped to utilize those strategies at home to reinforce the skills learned in school and strengthen parent involvement and the partnership between families and school.

1.10 If all members of the school utilize the RCA strategies (Essential 55, integration of the arts and music, and the House System), then students will be more likely to be engaged as diverse learners.

1.11 If the PBIS team conducts "PBIS" professional development for all staff members, then the staff will be able to create a more positive learning environment for students, which will increase students' willingness to learn.

1.12 If the administrators participate in leadership development, then the school climate will improve leading to increased student engagement and reduced misbehavior.

1.13 If designated staff members will attend a two-day training at the Ron Clark Academy, they will be able to present on the strategies and techniques used to engage diverse learners and the staff will be able to select strategies/techniques for schoolwide implementation.

1.14 If Calming Kits are available in each room, then students will be able to self-regulate their emotions and recover academic achievement.

**2.0 Staff will monitor student participation in class, build communication with parents, and support parent involvement.**

2.1 If Staff is trained on the use of the X2 Journal and proper steps to be taken prior to writing office referrals (including procedures for the utilization of the Student Advisor, Guidance Counselor, and Intervention Room) then the expectation of the referral process is well understood and in turn should decrease the number of referrals written. This will increase the implementation of Tier 1 and 2 strategies throughout the building.

2.2 If teachers refer students to the monthly Student Services Team meetings for behavioral concerns, then students will receive the appropriate interventions to decrease the number of referrals.

2.3 If New Teacher Mentors provide training on classroom management techniques and best practices, then teachers will have the capacity to create a positive learning environment.

2.4 If teachers and staff use Class Dojo daily to communicate with parents, then there will be an increase in parent participation in family nights and other school wide events.

2.5 If the school sends home information pertaining to all Parent University Events and publish the information via other methods to include Class Dojo, the school webpage, and weekly phone messages, then parents will have a better understanding of available resources to assist their child at home.

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|---|
| 2.6 If parents are encouraged to volunteer at the school and visit the school throughout the school year via notifications in newsletters, front sign, Gator News, and School Messenger, then parents will become more active partners with the school. |
| 2.7 If Glen Avenue teachers complete at least one positive contact per week to parents, then positive connections between the home and the school will be made.   |
| 2.8 If the Community Program Coordinator builds partnerships with parents and community service providers, then students in need of outside services will be linked to services.  |
| 2.9 If parents are distributed and described revisions to the compact during PAC meetings held twice a year, then parents will understand the importance of working as a team to improve teaching and learning.   |
| 2.10 If administration shares the Parent Involvement Policy and Wicomico County’s Policy at the Back to School Meeting, then parents will support the Glen Avenue staff in upholding these policies throughout the school year.                         |
| 2.11 If parents attend quarterly ILT meetings, then they will be a part of developing the schoolwide plan and shareholders in the decision of the schoolwide budget.  |

**Milestones:**

| Date              | Data   | Explanation & Needed Adjustments  |
|-------------------|--|---|
| October 16, 2019  | Conduct report, MCAP Schoolwide data, Family Involvement report              | The Instructional Leadership Team will meet to collaborate and discuss previous school year data to design a plan that will be implemented school wide.                             |
| December 3, 2019  | Conduct report, PBIS schoolwide needs assessment, Family Involvement report  | The Instructional Leadership Team will meet to review quarterly data and make any needed adjustments to the school wide plan to best meet the needs of student, staff, and parents. |
| February 12, 2020 | Conduct report, Family Involvement Report, Attendance report                 | The Instructional Leadership Team will meet to review quarterly data and provide input from grade level teams, coaches, and representatives from other areas of interest.           |
| April 1, 2020     | Conduct report, PBIS school wide needs assessment, Family Involvement report | The Instructional Leadership Team will meet to review data and gather input from grade level teams, coaches, and other representatives.   |

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|              |  |   |
|--------------|--|---|
| June 2, 2020 | Conduct report, Attendance report, Family Involvement report, PBIS plan review | The Instructional Leadership Team will meet to review data and gather input from grade level teams, coaches, and other representatives. |
|--------------|--|---|

**Priority 2: ESSA Category – Academic Achievement/Progress, English Language Proficiency**

Our priority is to increase the achievement of all students in reading on state testing. During data review and ILT conversation, it was the consensus that the percentage of students reading on grade level is insufficient to meet our academic needs. We believe that if we can increase students' overall reading levels based on school wide BAS data, RI data and MCAP assessments, we will see gains in the percentage of students scoring proficient or higher on state testing.

**SMART GOAL**

The percentage of all students making one year or more reading growth, as determined through BAS testing, will increase from 80 % in 2019 to 85 % in 2020.

**DATA to SUPPORT GOAL**

MCAP-According to our data, only 25.2% of our students scored proficient or higher on state testing in 2018.  
ESSA- On our 2018 ESSA report card, our school only earned 1.3 out of 5 points for English Language Arts for academic achievement and only 6 out of 12.5 points for academic progress.  
BAS- According to our school-wide BAS data for the 2018-2019 school year, only 80% of our overall population made the expected reading growth.  
Monthly Running Records indicated that some students were not making the expected reading growth.

December Running Record Data:

- 380 students tracked- 78% are making adequate reading growth:
  1. Grade 2: 69% Working below grade level  
7% On Level  
24% Above Level
  2. Grade 3: 62% Working Below Grade Level  
12% On Level  
26% Above Level
  3. Grade 4: 74% Working Below Grade Level  
7% On Level  
19% Above Level
  4. Grade 5: 63% Working Below Grade Level  
10% On Level  
27% Above Level
- Schoolwide Running Record for December shows that 67% working below grade level, 9% on grade level, and 24% working above grade level.
- Reading Inventory for December shows that overall 69% of students are working below basic and 31% are proficient and/or advanced.

**1.0 Teachers will participate in professional development sessions and collaborative planning during PLC that will be led by our content coaches on the administration of BAS and Guided Reading in order to enhance their understanding of their assigned content as well as instructional strategies to improve student performance.**

1.1 If teachers co-teach with the reading coach, then teachers will be able to utilize effective research-based teaching strategies that meets the identified needs of the students, as determined through BAS, running records, and anecdotal notes.

1.2 If ESOL teachers participate in professional development in collaboration with the classroom teachers during PLCs, then the ESOL teacher will be able to connect language instruction with classroom content.



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1.3 If Glen Avenue (the TSI school) and Chipman Elementary (the primary feeder school) have been provided a district-level ELA coach, then the professional development needs of all teachers in this catchment area will be met, which will allot time for teachers to participate in vertical planning.

1.4 SpEd Teachers and Paraprofessionals will participate in professional development sessions led by our content coaches which will focus on differentiating instruction in order to meet the needs of individualized student caseloads.

1.5 If SpEd and general education teachers co-plan after school hours, then there will be more continuity of strategies and a stronger focus on students' IEP goals.

1.6 If SpEd teachers provide professional development to SpEd paraprofessionals afterschool, then paraprofessionals will be able to utilize the same effective instructional strategies that are being utilized by the classroom teacher and SpEd teacher.

1.7 If SPED teachers and general education teachers collaborate in the writing of IEPs after and before school hours, then student goals will be aligned with the general education curriculum and high-leverage practices will take place in the classrooms.

**2.0 If teachers utilize and analyze accurate data, then students will be appropriately identified for their level of instruction.**

2.1 If teachers conduct quarterly running records during Guided Reading groups and bring the data to analyzed student reading behaviors at Reading PLCs, then students will be instructed at the appropriate reading level.

2.2 If intervention teachers conduct LLI (Level Literacy Intervention) to students that have been identified as needing a Tier 2 intervention based on Running Record data, then intervention teachers should be able to provide strategies to students in order to decrease the number of students reading below grade level. [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_levelledliteracy\\_091917.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf)

2.3 If intervention teachers co-teach with classroom teachers regarding appropriate remedial strategies for students, teachers will utilize the same strategies during guided reading groups.

2.4 If teachers and paraprofessionals provide regular opportunities for after school tutoring, the students will demonstrate higher content understanding and achievement.

2.5 If ESOL Teachers provide small group instruction to students who require modified instruction in both the English language and in their grade level content, then ESOL proficiency in reading will increase.

**3.0 Teachers will utilize the Fountas and Pinnell Classroom Programs and Lucy Calkins materials that are provided by the district and/or the school to meet the needs of all learners.**

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| 3.1 If teachers observe and analyze student learning, then they will be able to make instructional decisions to teach the reader, not the program.   |
| 3.2 If teachers utilize the Fountas and Pinnell Interactive Read Aloud program, then students will be involved in text-based discussions which will help them deepen comprehension.  |
| 3.3 If teachers utilize the Fountas and Pinnell Interactive Read Aloud program, then the students will be exposed to complex language patterns and will expand knowledge and vocabulary through listening and speaking. This will include the utilization of vocabulary used to discuss elements of a text that may be encountered during testing. |
| 3.4 If teachers utilize the Fountas and Pinnell Reading Minilessons, students will receive explicit instruction utilizing shared language to help students become independent readers for life.  |
| 3.5 If students participate in independent reading using the Lucy Calkins libraries, then they will be engaged in reading, writing, thinking and talking with varied levels of teacher support and will be able to practice and apply the standard taught in the reading minilesson.   |
| 3.6 If teachers utilize the Phonics, Spelling, and Word Study program, then students will be provided with a hands-on opportunity to apply the principle that was taught.  |
| 3.7 If teachers utilize the Phonics, Spelling, and Word Study program, then students will receive instruction in each of the nine areas of learning, ranging from Early Literacy Concepts to Word-Solving Actions.   |
| 3.8 If teachers utilize the Fountas and Pinnell Guided Reading program, the students will receive small group instruction based on their needs and will be guided towards reading increasingly challenging texts.  |
| 3.9 If teachers follow the Fountas and Pinnell Guided Reading program, they will be responsive to the individual student strengths and needs, focusing on one or two teaching points that will help the students be successful reading and comprehending increasingly difficult texts.   |
| 3.10 If students participate in independent reading using the Lucy Calkins classroom libraries, they will engage in fluent reading daily while reading books of their choice.  |
| 3.11 If teachers conduct brief conferences during independent reading, then they will be able to support children's thinking and offer individualized teaching.  |
| 3.12 If students access the Lucy Calkins classroom libraries and participate in independent reading, they will be able to share their thinking through discussions (conferences) and in writing (Reader's Notebook).   |
| 3.13 If students have access to magazines such as Storyworks, Time for Kids, National Geographic, and Super Science, then they will have opportunities to apply reading strategies from the Comprehension Toolkit to engaging non-fiction texts.   |
| 3.14 If paraprofessionals provide students with-in class support, then students will receive reinforcement on previously taught standards.   |
| 3.15 If teachers are provided with materials of instruction for Reader's and Writer's Workshop, then teachers will be able to effectively utilize these programs with students.  |
| <a href="http://www.unitsofstudy.com/resourcecenter/id/636">http://www.unitsofstudy.com/resourcecenter/id/636</a>  |
| <a href="http://www.unitsofstudy.com/resourcecenter/id/623">http://www.unitsofstudy.com/resourcecenter/id/623</a>  |
| <a href="http://www.unitsofstudy.com/resourcecenter/id/624">http://www.unitsofstudy.com/resourcecenter/id/624</a>  |

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<http://www.unitsofstudy.com/resourcecenter/id/417>  
<http://www.unitsofstudy.com/resourcecenter/id/416>

3.16 If parents participate in a school led Family Literacy event based on targeted remedial areas utilizing Fountas and Pinnell strategies, then they will be more likely to incorporate these strategies at home.

**Milestones**

| Date  | Data   | Explanation & Needed Adjustments   |
|---|--|--|
| Sept. 20, 2019<br>April 17, 2020                        | BAS data Grade 2                             | Assessment will be administered to assess reading behaviors. Guided Reading groups will be formed to instruct at students appropriate reading level.   |
| October 11, 2019<br>March 30, 2020                      | BAS data Grade 3-5                           | Assessment will be administered to assess reading behaviors. Guided Reading groups will be formed to instruct at students appropriate reading level.   |
| November 8, 2019<br>January 17, 2020<br>May 20, 2020    | RI Data (Grade 2)                            | Predictor of grade level proficiency in reading.   |
| September 27, 2019<br>January 30, 2020<br>April 3, 2020 | RI Data (Grades 3-5)                         | Predictor of grade level proficiency in reading.   |
| Biweekly ELA PLC Meetings                               | Running Record Data and student work samples | Teachers will have an opportunity to analyze monthly data and discuss what adjustments can be made to instruction based on student progress. Students that are not making progress can be referred for SST/RTI to begin discussions of other possible interventions. |

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| <p>October 11, 2019<br/>December 3, 2019<br/>February 12, 2020<br/>April 1, 2020</p> | <p>BAS school wide data, Running Record schoolwide data, MCAP 2019 data, Reading Intervention Data<br/>Running Record schoolwide Data, Reading Intervention Data</p> | <p>The Instructional Leadership Team will meet to analyze and discuss school wide BAS data and MCAP 2019 data and adjust strategies based on findings. The Instructional Leadership Team will continue to meet to review Running Record and RI data to determine what adjustments need to be made based on student progress. The Instructional Leadership Team will meet to discuss goals and determine what strategies were effective to continue for the upcoming school year.</p> |
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**Priority 3: ESSA Category – Academic Achievement/Progress, Mathematics**

Through data review and ILT conversations, we identified a need to improve student comprehension in order to increase students ability to solve one and two step word problems. Based on the 2019 Cumulative Interim Assessment data across grades 2-5, students scored on average 85% below proficient. After completing an item analysis on the Cumulative Assessments, a common thread was identified in our June 2019 ILT meeting that there is a need in improvement for solving word problems.

**SMART GOAL**

The overall scores on the identified standards at each grade level, as determined by the student standard report on eDoctrina for Interims 1, 2, and 3, will increase by 10%.

In grade 2, the interim scores on 2.OA.1 and 2.MD.8 will increase from 43.63% in 2018-2019 to 53.63% in 2019-2020.

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In grade 3, the interim scores on 3.OA.8 and 3.OA.3 will increase from 31.86% in 2018-2019 to 41.86% in 2019-2020.

In grade 4, the interim scores on 4.OA.2, 4.OA.3, and 4.NF.3.d will increase from 43.23% in 2018-2019 to 53.23% in 2019-2020.

In grade 5, the interim scores on 5.NF.2 and 5.NF.3 will increase from 41.79% in 2018-2019 to 51.79% in 2019-2020.

### **Grade 2:**

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

### **Grade 3:**

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### **Grade 4:**

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison.

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NF.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators

### **Grade 5:**

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

5.NF.3 Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

**DATA to SUPPORT GOAL**

Our 2019 Interim Assessment data indicates a weakness in problem solving at all grade levels. Based on the 2019 Cumulative Interim Assessment data across grades 2-5, students scored on average 85% below proficient. After completing an item analysis on the Cumulative Assessments, a common thread was identified in our June 2019 ILT meeting that there is a need in improvement for solving word problems.

The 2019 PARCC data indicates that 49.84% of our 3<sup>rd</sup> through 5<sup>th</sup> graders were below expectation in expressing mathematical reasoning.

Math Interim Assessment 1 Data:

- *Grade 2:*
  - 2.OA.1 & 2.MD.8 - 42.55% last year this year 40.52% students scoring proficient
- *Grade 3:*
  - 3.OA.8 & 3.OA.3 - 34.16% last year this year 31.35% student scoring proficient
- *Grade 4*
  - 4.OA.3, 4.OA.4 & 4.NF.3d- 33.64% last year this year 33.02% students scoring proficient

**Strategies and Effective Practices:**

**1.0 Teachers will participate in professional development sessions during PLCs that will be led by our Math coach to address student needs.**

1.1 Teachers will utilize effective teaching strategies in math, as demonstrated by the math coach during co-teaching sessions.

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1.2 Teachers and paraprofessionals will provide regular opportunities for after school tutoring to aid the students in higher content understanding and achievement.

1.3 Teachers will be provided with materials of instruction for the use of purchasing consumable supplies and/or manipulatives that will assist them in effectively engaging all students in problem solving.

**2.0 Teachers will monitor student performance by analyzing common assessment data and will utilize the results to create an instructional plan.**

2.1 Teachers will analyze and discuss common assessment data during PLCs in order to determine areas of strengths and weaknesses. They can then apply appropriate instructional strategies to increase student growth.

**3.0 SpEd Teachers and Paraprofessionals will participate in professional development sessions led by our content coaches which will focus on differentiating instruction in order to meet the needs of individualized students on their caseloads.**

3.1 Special education teachers and general education teachers will co-plan math lessons after school to ensure more continuity of strategies and a stronger focus on students' IEP goals.

3.2 SPED teachers will receive professional development on utilizing online resources for EM4, specifically the differentiated intervention resources that are available on the EM4/ConnectEd website, in order to be able to effectively plan and create lessons that align with grade level curriculum to students' individualized Math goals.

3.3 SpEd teachers will provide afterschool professional development to SpEd paraprofessionals to enhance the paraprofessionals abilities to utilize the same effective instructional strategies that are being utilized by the classroom teacher and SpEd teacher.

3.4 SPED teachers and general education teachers will collaborate in the writing of IEPs after and before school hours, so that student math goals will be aligned with the general education curriculum and high-leverage practices will take place in the classrooms.

**4.0 Teachers will utilize research based strategies to improve the problem solving capacities of all students.**

4.1 Teachers utilize strategies such as Three Reads, Notice and Wonder, Removing the Question, Removing the Numbers, Bar Modeling, Sentence Frames, Promoting Discussions, and Addressing Flawed Reasoning to help students more accurately solve mathematical problems.

4.2 We will aim for students to achieve 3% syllabus progress per week on ST Math so they will gain practice using models and strategies to help build problem solving success and reach a level of deep conceptual understanding.

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[https://www.evidenceforessa.org/programs/math/elementary?field\\_evidence\\_rating=%5B4%2C5%2C7%5D&page=1](https://www.evidenceforessa.org/programs/math/elementary?field_evidence_rating=%5B4%2C5%2C7%5D&page=1)

<https://www.wested.org/resources/st-math-evaluation/>

4.3 Teachers will provide 60 to 90 minutes of ST math time weekly so all populations ranging from the EL and SpEd subgroups to the gifted and talented population will receive equitable and scaffolded self-paced mathematical practice that has proven effective in improving the percentage of students scoring proficient or advanced on standardized tests.

<https://blog.mindresearch.org/blog/st-math-for-students-in-special-education>

<https://blog.mindresearch.org/blog/equitable-access-ells>

4.4 Teachers utilize the components of the Everyday Mathematics program so the students will gain experience in solving real-life problems.

<https://ies.ed.gov/ncee/wwc/Intervention/207>

4.5 Paraprofessionals will provide students with in-class support and reinforcement on previously taught standards.



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**Milestones**

| Date   | Data   | Explanation & Needed Adjustments  |
|--|--|---|
| November 14, 2019<br>(Grades 2-5)<br>January 29, 2020<br>(Grades 3-5)<br>March 11, 2020<br>(Grade 2)<br>April 16, 2020<br>(Grades 3 & 4)<br>May 28, 2020<br>(Grades 2 & 5) | Math Interim Assessments 1-3<br><br>Grades 2-5                                       | Analyze problem solving strands to determine student needs and improve classroom instruction.   |
| Biweekly PLC Meetings  | Unit Assessment Data and Open Response Tasks   | Teachers and Math coach will meet to analyze assessment data and determine strategies to improve instruction.   |
| Monthly  | ST Math Grades (2-5)   | Teachers will analyze data prior to PLC meetings to determine areas of need and strategies to help students succeed.  |
| October 16, 2019<br>December 3, 2019<br>February 12, 2020<br>April 1, 2020   | Interim Assessment data, MCAP 2019 Math data, and Grade Level Math Common Assessment | The Instructional Leadership Team will meet to discuss the SMART goal and review data to adjust any strategies that may need to be edited to best meet the needs of our students. |

**Appendices:**

[School's ESSA Report Card for 2018](#)

[School's ESSA Report Card for 2019](#)

[School's PBIS Action Plan 2019-2020](#)