

School: Frederick Classical Charter

Principal: Bell, Camille

School Year: 2018-2019 ▼

Date Plan was Approved: _____

Continuous Strategic Improvement (CSI) Planning: Whether at the school or district level, CSI is an ongoing, cyclical process that takes into consideration multiple measures, both quantitative and qualitative, to address student achievement needs. Schools use "big data" (proficiency percentages, trends, comparisons, correlations) to start the conversation and connect to "small data" (details, events, human relationships, and narratives) to strategically prioritize needs, establish measurable improvement goals, and identify high yield improvement strategies that will be employed. A well aligned Professional Learning plan is an integral piece to any CSI plan. Continuous improvement implies the ongoing monitoring of progress (input) and the fluid and dynamic nature of responding (output).



Self-Assess and Analyze Data- Review quantitative and qualitative evidence of school effectiveness. Drill into data (move from one level of information to the next level of detail) and begin to triangulate measures. Work to establish potential root causes of the results.

Set the Direction- Understand the gap between the school's vision and the current reality. Determine the measures you wish to improve. Establish your theory (grounded in evidence) and translate strategies into operational terms.

Develop/Revise the Plan- Create an actionable plan that breaks down year-long goals into achievable objectives, allocating time, resources, and actions to achieve the goals. Identify strategies and personnel responsible. Identify professional learning needs to implement the plan. Connect system and school professional learning in meaningful ways for staff. Determine evidence that will be used to monitor the plan. Create a schedule to implement and monitor the plan.

Implement and Monitor the Plan- Align the school to the strategies (make the strategies everyone's job). Provide coaching, modeling, thought-partnership and collaboration in order to build the capacity of teachers and leaders to implement the plan. Create a schedule to implement and monitor the plan.

Evaluate Success (Assess, reflect, adjust)- Support school leaders and teachers to establish a regular habit of using data to understand results, learn from what's working and adjusting practice to ensure that goals will be met. Identify and celebrate small wins. Decide to "close or renew."

Adapted from Hanover Research (2014), Best Practices for School Improvement Planning (Results-Oriented Cycle of Inquiry and Balanced Scorecard Model)

Strategic Alignment: The systemic priorities of **student achievement and school culture will be aligned to the FCPS Strategic Plan Priorities** to guide each school's CSI planning. School administrators together with teacher leaders will review achievement, perceptual, observational, and other data to determine school improvement targets, identify high leverage strategies that will be implemented, and monitor progress toward achieving the desired outcomes. These priorities align directly to the system's Aspirational Goals that include: **Student Achievement, Effective and Engaged Staff, Resource Allocation, Family and Community Involvement and Health and Safety**. Periodically throughout the school year, each school's CSI leadership group will engage the entire staff by reviewing the systemic goals and priorities, sharing the CSI plan as it evolves, and providing support as staff implement the CSI actions. Staff input is important throughout the entire CSI cycle.

School Summary Data Including Demographics:

- Aligned Strategic Plan Priorities:**
- Priority 5: FCPS will provide equitable distribution of all resources based on the varied needs of students and schools.
 - Priority 6: FCPS will promote clear communication and transparency in allocation of resources.

Race/Ethnicity

Student Demographics

School Summary

Title 1 School		MSDE Identifier	
Targeted Assistance	Yes <input type="radio"/> No <input checked="" type="radio"/>	2017-2018 Focus School	Yes <input type="radio"/> No <input checked="" type="radio"/>
Schoolwide	Yes <input type="radio"/> No <input checked="" type="radio"/>		

Suggested CSI Team Membership: During the school year, students, administrators, parents, community members, teacher and other staff leaders will serve on the CSI team. Teacher leader positions will be determined as allocated.

Chair(s): 	Students (HS):
Principal: Camille Bell	Parents: Nkechi Adeoye Sue Middleton

Additional Teacher Leader Positions:

Title	EEA Rep	Teacher Name(s)	Responsibility related to CSI Plan (Be brief)
Select One ▾	<input type="checkbox"/>		
Select One ▾	<input type="checkbox"/>		
Select One ▾	<input type="checkbox"/>		
Select One ▾	<input type="checkbox"/>		
Select One ▾	<input type="checkbox"/>		

Priority Area: Culture and Climate

Aligned Strategic Plan Priorities:

- Priority 7: FCPS will encourage and sustain collaborations with families and the entire community to support student success.
- Priority 8: FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives.
- Priority 9: FCPS will promote and maintain a safe and respectful environment.
- Priority 10: FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.

Assessing Needs-Analyze Data: Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.

Culture and Climate

Assessing Needs-Synthesize Data and Identify Strategic Content: Briefly summarize the areas of strength and need based on the identified measures in the Progress Report. What are the resulting school priorities based on the summary of the data? How will you respond? Feel free to include other relevant data in your summary:

Planning and Implementation- Setting Goals: Giving consideration to FCPS System Achievement Targets, prioritize and **set no more than 3 measurable goals to improve teaching and learning.**

Goal 1:

Increase the quality of professional development that teachers receive to support their instructional pedagogy and use of data to drive achievement outcomes from 66% to 75%.

Goal 2:

Maintain an attendance rate of at least 96% for all students.

Goal 3:

A comprehensive Response to Intervention program (RTI) will be developed using a researched based adaptive diagnostic tool, I-Ready to support leveled grouping for intensive instruction at all learner levels.

Goal 4 (Health & Wellness Goal):

Staff members will promote drinking water by using reusable drinking bottles.

Goal 5 (Health & Wellness Goal):

Teachers will use rewards that promote healthy eating and physical activity. This will be made into a schoolwide activity with an intensive awareness brought to the forefront.

Goal 6 (For STAR Schools only):[illegible]**Goal 7 (For STAR Schools only):**

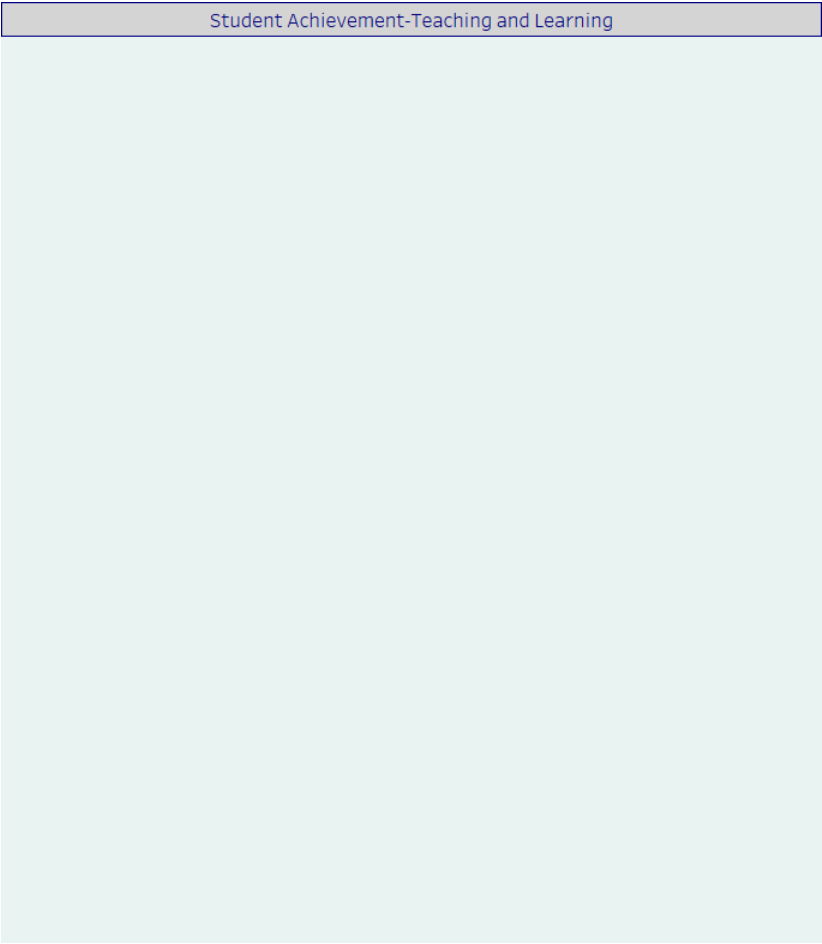
High Yield Strategies	Aligned Framework Component(s)	Leader(s) Responsible for Implementing Strategy	Evidence of Growth/Progress Monitoring (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)	Mid-Year Progress Notes	End of Year Progress Notes
<p>Targeted professional development to support instructional protocols aligned with standards, and achievement data.</p> <p>Coaching support cycles will be conducted with teachers to help them with the transition to standards aligned instruction.</p>	<p>1A. 4E. add text later</p>	<p>Department Chairs, Content Teachers, Principal, Reading & Math Specialists, Classical Curriculum Coordinator</p>	<p>The Monthly professional development calendar. Sign in sheets I-Ready data adaptive diagnostic assessments 3 times a year with additional supporting data.</p>		
<p>Utilize PPW to focus on students identified with chronic absenteeism.</p>	<p>4B. Maintaining accurate records.</p>	<p>Administrative Secretary, Staff, Principal</p>	<p>Monthly monitoring of student attendance through eSchool to ensure we are on track for target achievement.</p>		
<p>Teachers will encourage students to refill water bottles during the school day and model the same positive habit.</p>	<p>2B. Establish a Culture for Learning.</p>	<p>All FCCS Staff</p>	<p>Teacher feedback.</p>		
<p>PE staff will teach and encourage healthy eating by participating in the Summers Farm Healthy Eating Program.</p> <p>Monthly awareness campaigns schoolwide to healthy eating choices.</p>	<p>3C. Engaging Students in Learning</p>	<p>PE Staff School Counselor</p>	<p>COME BACK TO THIS!!!!!! Increase in number of vouchers over previous years.</p>		

Priority Area: Student Achievement-Teaching and Learning

Aligned Strategic Plan Priorities:

- Priority 1: FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problems solving, and collaboration.
- Priority 2: FCPS will raise achievement for all students and eliminate achievement gaps.

Assessing Needs-Analyze Data: Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.



Assessing Needs-Synthesize Data and Identify Strategic Content: Briefly summarize the areas of strength and need based on the identified measures in the Progress Report. What are the resulting school priorities based on the summary of the data? How will you respond? Feel free to include other relevant data in your summary:

ELA PARCC GOALS

The percent of students achieving performance level of 4 or 5 was 57.9%, compared to the county combined elementary and middle school average of 52.5%. As a result of FCCS? 2017-2018 performance on the PARCC ELA assessment, the following instructional modifications have been made to ensure an upward performance trajectory moving into the 2019 testing season.

FCCS has instituted the following:

- Implementation of a master schedule that includes a dedicated enrichment/intervention block for all grades.
- A Response to Intervention (RTI) program has been created to include a comprehensive roll-out of the i-Ready program which includes:
 - o i-Ready diagnostic tool
 - o Individualized online student instruction
 - o Standards Mastery Progress monitoring tool
 - o Integration with the Common Core Standards with the FCCS classical curriculum
 - o Professional Development provided by Curriculum Associates 3x during the 2018-2019 school year
- A strong focus has been placed on the conventions of writing in grades 2-5 and the Institute of Excellence in Writing (IEW) program for the middle school grades.
- Students now have daily exposure to informational texts and critical content vocabulary.
- Teachers are being provided specific professional development to support instructional enhancements through

Coaching support in ELA from the Literacy Specialist and principal to ensure growth in these areas

As a result, FCCS expects to increase student ELA performance in the Mean Growth Percentile by School at the elementary level from 39.2% to 50%. For Middle School grades, our goal would be to increase from 55.3% to 60%. Our overall ELA achievement, we would increase from 57.9% to 63.0%.

MATH PARCC Goals

The percent of students achieving performance level of 4 or 5 was 57.9%, compared to the county combined elementary and middle school average of 52.5%. As a result of FCCS? 2017-2018 performance on the PARCC math assessment, the following instructional modifications have been made to ensure an upward performance trajectory moving into the 2019 testing season.

FCCS has instituted the following:

- Implementation of a master schedule that includes a dedicated enrichment/intervention block for all grades.
- Written scope and sequence and pacing guide that aligns Singapore Math Standard Edition with the Common Core Standards and PARCC Power Standards
- Professional development with Bill Jackson, Singapore Mathematics Specialist
- Common core vocabulary and close reading strategies integrated into daily instruction
- A Response to Intervention (RTI) program has been created to include a comprehensive roll-out of the i-Ready program which includes:
 - i-Ready diagnostic tool
 - Individualized math online student instruction
 - Standards Mastery Progress monitoring tool used for mathematics
 - Professional Development provided by Curriculum Associates 3x during the 2018-2019 school year
 - Strategic intervention and grouping provided by math specialist and classroom teachers based on i-ready diagnostic tool
 - Intensive small group pull out instruction for students in profile 1 (2 or more grade levels below)

As a result, FCCS expects to increase student math performance in the Mean Growth Percentile by School at the elementary level from 42.8% to 52.0%. For Middle School grades, our goal would be to increase from 55.4% to 60%. Our overall Math achievement, we would increase from 49.5% to 55.0%.

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Planning and Implementation- Setting Goals: Giving consideration to FCPS System Achievement Targets, prioritize and **set no more than 3 measurable goals to improve teaching and learning. A PARCC Target/Goal MUST be included.**

Goal 1:

As a result, FCCS expects to increase student ELA performance in the Mean Growth Percentile by School at the elementary level from 39.2% to 50%. For Middle School grades, our goal would be to increase from 55.3% to 60%. Our overall ELA achievement, we would increase from 57.9% to 63.0%.

Increase from 57.9% to 63% of all students achieving performance levels 4-5 on the PARCC Assessment in ELA.

*Increase the performance of Special Education student group from 20.8% on PARCC 2018 ELA to 23.0% on PARCC 2019 ELA.

*Increase the performance of Hispanic/Latino student group from 35.3% on PARCC 2018 ELA to 37.0% on PARCC 2018 ELA.

*Increase the performance of Black/African American student group from 52.9% on PARCC 2018 ELA to 55% on PARCC 2019 ELA.

*Increase the performance of Two or More Races student group from 42.9% on PARCC 2018 ELA to 45.0% on PARCC 2019 ELA.

*Increase the performance of the Free and Reduced Meal student group from 48.4% on PARCC 2018 ELA to 50.0% on PARCC 2019 ELA.

Goal 2:

As a result, FCCS expects to increase student math performance in the Mean Growth Percentile by School at the elementary level from 42.8% to 50.0%. For Middle School grades, our goal would be to increase from 55.4% to 60%. Our overall Math achievement, we would increase from 49.5% to 55.0%.

Increase from 49.5% to 55% of all students achieving performance levels 4-5 on the PARCC Assessment in Math.

*Increase the performance of Special Education student group from 8.3% on PARCC 2018 Math to 10.0% on PARCC 2019 Math.

*Increase the performance of Hispanic/Latino student group from 21.4% on PARCC 2018 Math to 23.0% on PARCC 2018 Math.

*Increase the performance of Black/African American student group from 43.8% on PARCC 2018 Math to 46.0% on PARCC 2019 Math.

*Increase the performance of Two or More Races student group from 21.4% on PARCC 2018 Math to 23.0% on PARCC 2019 Math.

*Increase the performance of the Free and Reduced Meal student group from 27.6% on PARCC 2018 Math to 30.0% on PARCC 2019 Math.

Goal 3:

Priority Area: Student Achievement-Teaching and Learning

High Yield Strategies	Aligned Framework Component(s)	Leader(s) Responsible for Implementing Strategy	Evidence of Growth/Progress Monitoring (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)	Mid-Year Progress Notes	End of Year Progress Notes
Teachers will utilize i-Ready's common core writing curriculum in grades 2-5 to supplement their core ELA instruction. IEW structural guidelines for analytical, expository and narrative writing in grades 6-8.	1E. Designing Coherent Instruction	Classroom Teachers, Special Education Teachers, English Department Chair, Literacy Specialist, Principal	Formative Assessments, i-Ready Data Standards Mastery Data Interim writing assessment data		
Teachers will utilize i-Ready grammar and language handbook to provide explicit grammar instruction in the conventions of writing.	1E. Designing Coherent Instruction	Classroom Teachers, Special Education Teachers, English Department Chair, Literacy Specialist, Teacher Support Specialist, Principal	Writing summaries of informational texts, BCRs, ECRs		
Teachers will use the revised scope and sequence and pacing guide to drive math instruction across grade levels.	1A. Demonstrating Knowledge of Content and Pedagogy.	Mathematics Teachers, Math Specialist, Curriculum Coordinator, Principal	Benchmark Scores, i-Ready Scores, Formative Assessments		
	3D. Using Assessment in Instruction.	Mathematics Teachers, Math Specialist, Curriculum Coordinator, Principal	Singapore Benchmark Scores, i-Ready Scores, Standards Mastery Assessments, Formative Assessments		

Teachers will utilize data from Singapore Benchmarks, Formative Assessments and i-Ready, Standards Mastery Assessments to drive enrichment and intervention instruction. In addition, the data will be used to drive when reteaching is completed. Continual progress monitoring will take place to determine student growth.					
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Professional Learning

Aligned Strategic Plan Priorities:

- Priority 3: FCPS will implement strategies to ensure a high quality and diverse workforce.
- Priority 4: FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

The Standards for Professional Learning define the elements that must be in place for professional learning to have a meaningful impact on teacher practice and student achievement. These standards outline the seven core elements that need to be in place for professional learning to be effective:

- 1. Learning Communities - Educators in a building are committed to professional growth and collective responsibility in the context of shared goals.**
- 2. Leadership - Leaders in a building build capacity and advocate for and support professional learning.**
- 3. Resources - Resources, including human, fiscal, material, technology, and time, are available and allocated effectively.**
- 4. Data - Information about student and educator performance is collected to plan, assess, and evaluate professional learning.**
- 5. Learning Designs - Professional Learning is conducted in ways that is consistent with research on how adults learn best.**
- 6. Implementation - Professional Learning is conducted in ways that is consistent with research on change and includes sustained support.**
- 7. Outcomes - Student outcomes and educator learning are clearly linked and are consistent with system goals and priorities.**

These standards work in conjunction with each other to produce lasting change in educator practice and an increase in student achievement.

Professional Learning Calendar

Option 1: Insert link: https://docs.google.com/a/fcps.org/document/d/10UErw6vWJtRkYesDwPBZ1Q7UEiTqZodEIGyBiJJ_kl4/edit?usp=sharing			
Option 1 (add'l link): Insert link:			
Option 2:			
Month	Meeting Type	Purpose	Time
Select One ▼			