

MCPS District Improvement Plan 2018-2019

1: Proficiency Goal

Goal 1: By 2023, 80% of students will be reaching proficiency in reading and mathematics.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding												
Objective 1: By May, 2019 student proficiency rates will increase by the following: <table border="1" data-bbox="94 553 585 821"> <thead> <tr> <th></th> <th>ES</th> <th>MS</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>56 to 65</td> <td>61 to 65</td> <td>51 to 55</td> </tr> <tr> <td>math</td> <td>58 to 65</td> <td>49 to 55</td> <td>39 to 55</td> </tr> </tbody> </table>		ES	MS	HS	reading	56 to 65	61 to 65	51 to 55	math	58 to 65	49 to 55	39 to 55	<ul style="list-style-type: none"> KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning? 	Curriculum Monitoring Systems - Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps. PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.	-ewalk data -quarterly data meetings		District
		ES	MS	HS													
	reading	56 to 65	61 to 65	51 to 55													
math	58 to 65	49 to 55	39 to 55														
Contextual/Authentic Learning Experiences - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best.	-Professional learning agendas and sign in sheets; -Personalized learning study groups -PD roadshow		School and District PD funds														
Evidence-Based Instructional Strategies - Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity).	-student progress data -teacher observations/walkthroughs		SBDM; title funds														
Lesson Design - A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning target, success criteria, lesson hook, gradual release of responsibility to the students, task design for strong student cognitive engagement, and formative assessment. Guided reading will be the focus for primary	-PD roadshow -The model lesson framework sample -Jan' Plan		SBDM; district														

		with the use of Jan Richardson’s guided reading planning document.			
		Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me-Student Leadership Challenge) to move toward students being the drivers of their learning and behavior Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	student data; live scoring data; action team evidence; instructional coach data		district

2: Separate Academic Indicator

Goal 2: By 2023, 80% of students will reach proficiency in science, social studies, and writing.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																
Objective 1: By May, 2019 student proficiency rates will increase by the following: <table border="1" data-bbox="94 779 604 1079"> <thead> <tr> <th></th> <th>ES</th> <th>MS</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>science</td> <td>32 to 55</td> <td>23 to 33</td> <td>32 to 55</td> </tr> <tr> <td>social studies</td> <td>44 to 65</td> <td>58 to 65</td> <td>n/a</td> </tr> <tr> <td>writing</td> <td>47 to 55</td> <td>37 to 55</td> <td>52 to 55</td> </tr> </tbody> </table>		ES	MS	HS	science	32 to 55	23 to 33	32 to 55	social studies	44 to 65	58 to 65	n/a	writing	47 to 55	37 to 55	52 to 55	<ul style="list-style-type: none"> KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning? 	<p>Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps. PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.</p> <p>Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best.</p> <p>Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity).</p>	<p>-ewalk data -quarterly data meetings</p> <p>-Professional learning agendas and sign in sheets; -Personalized learning study groups -PD roadshow</p> <p>-student progress data -teacher observations/ walkthroughs</p>		<p>district; SBDM</p> <p>SBDM; title; district</p> <p>SBDM</p>
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3: GAP CLOSURE GOAL

Goal 3: By 2023, 80% of identified subgroup student performance will reach proficiency in reading, math, science, social studies, and writing.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																				
<p>Objective 1: By May, 2019 student proficiency rates in each subgroup will reach or maintain 40% or above in each core content area.</p> <table border="1"> <thead> <tr> <th></th> <th>Af. Am</th> <th>IEP</th> <th>F/R</th> <th>His</th> </tr> </thead> <tbody> <tr> <td>ES</td> <td>r-50 sc-20</td> <td>r-41 m-33 ss-20 wr-31</td> <td>r-50 m-51 sc-27 ss-36 wr-40</td> <td>r-47 m-42 sc-18</td> </tr> <tr> <td>MS</td> <td>r-47 m-39 sc-11 ss-45 wr-25</td> <td>r-22 m-7 sc-0 ss-9 wr-0</td> <td>r-53 m-37 sc-14 ss-47 wr-32</td> <td>r-50 m-35 ss-67 wr-47</td> </tr> <tr> <td>HS</td> <td>r-0 m-0</td> <td>r-12 m-13</td> <td>r-39 m-25</td> <td></td> </tr> </tbody> </table>		Af. Am	IEP	F/R	His	ES	r-50 sc-20	r-41 m-33 ss-20 wr-31	r-50 m-51 sc-27 ss-36 wr-40	r-47 m-42 sc-18	MS	r-47 m-39 sc-11 ss-45 wr-25	r-22 m-7 sc-0 ss-9 wr-0	r-53 m-37 sc-14 ss-47 wr-32	r-50 m-35 ss-67 wr-47	HS	r-0 m-0	r-12 m-13	r-39 m-25		<p><u>KCWP2: Design and Deliver Instruction</u> - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? How do school/district leadership ensure teacher’s design lessons with students’ cultural, social, and developmental needs in mind?</p>	<p>Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps specific to subgroup data. PLC processes will examine student data to determine next steps, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.</p> <p>Evidence-based instructional strategies- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)</p> <p>Lesson Design- A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning target, success criteria, lesson hook, gradual release of responsibility to the students, task design for strong student cognitive engagement, and formative assessment. Lesson design will be developed with students’ cultural, social, and developmental needs in mind.</p>	<p>RTI data monitoring; assessment data</p> <p>student progress data</p> <p>lesson framework -Jan’s plan</p>		
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KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?				Outreach activities -Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems	student data lists; student action plans		
				Whole child supports -house systems/belonging-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	student action plans		

4: Graduation rate

Goal 4: By 2023, graduation rate will increase from 92.8% to 98%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, graduation rate will increase from 95% to 96%.	KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	Contextual/Authentic Learning Experiences - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best. Personalized learning for credit recovery through alternative delivery options (i.e. NextGen Labs, blended & virtual learning experiences)	credits earned by students		district; SBDM
		Accelerated Learning Opportunities - continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-face off-campus college courses, Advanced Placement, Co-op placements, Apprenticeship programs, industry certifications, and project-based learning experiences)	credits earned through qualifying scores		district; SBDM
	KCWP 6: Establishing Learning Culture and Environment : What supports are currently in place to assist students in decision making	Attendance Review Meetings - With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans.	student action plans; improved attendance		district

	in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc. Student learning profiles will be developed for students to use in the monitoring of their own learning.	Leader in Me evidence; student ambassadors; student participation in activities		district; Boswell grant; SBDM; PD
			student data		district; SBDM

5: Growth

Goal 4: By 2023, 70% of students will reach the student growth norm for their grade level according to MAP research.

Beginning to End of Year		
Grade	Reading	Math
K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9
6	4.8	7.7
7	3.7	6
8	2.8	4.6

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 50% of students will reach the student growth norm for	KCWP 2: Design and Deliver Instruction	Goal-setting- Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate,	goal setting evidence		SBDM

their grade level according to MAP research (below).

Beginning to End of Year		
Grade	Reading	Math
K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9
6	4.8	7.7
7	3.7	6
8	2.8	4.6

What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with students' cultural, social, and developmental needs in mind? How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?

[KCWP 6: Establishing Learning Culture and Environment](#)

What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning? Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc

Inference, (MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.

Student Empowerment - provide students with opportunities to make deeper connections with their learning by creating schools within schools (House System Model), personalized learning environments, increased club opportunities, expanded course offerings. Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc. Student learning profiles will be developed for students to use in the monitoring of their own learning.

Evidence-based instructional strategies- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)

Family Engagement-Activities such as Family Data Nights, Literacy Events, Reading Celebration, Born Learning, Special Programs events and services to support families and students working together to increase awareness and identify any needed supports.

Data Monitoring Systems- School leaders and teachers will monitor web-based programs to ensure effectiveness and impact on personalizing student support systems. Use of lexile reports, DRA, and growth reports within these systems will ensure that all students are growing a year's growth for a year of instruction.

House system activities and plans

student assessment data

parent sign in sheets; title one parent nights; agendas; survey data

growth reports

Title, PD, IDEA; district; SBDM

Title; SBDM; district; Grant monies

Title; SBDM; grant monies

SBDM

6: Transition readiness

Goal 5: By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom</p>	<p>Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills , (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.</p>	<p>implementation of profile; student assessment data;</p>		<p>PD; Title; grant monies</p>
		<p>College Readiness/transition readiness- Cert testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness.</p> <p>3rd grade- college visit 4th grade- ATC visit 5th grade- Business and Industry visit 6th grade- post-secondary Technical school visit 7th grade- ATC visit 8th grade- College visit</p>	<p>evidence of trips; student surveys;</p>		<p>District; SBDM; Title; grant monies</p>
		<p>Leadership-continuation of Leader in Me; The student Leadership Challenge and student ambassador programs to provide leadership experiences for students at all grade levels. Provide opportunities for internships, co-op placements, club leadership positions, and school based enterprises.</p>	<p>Leadership evidence</p>		<p>grant monies; District</p>