

## **Strategic Plan—Principal’s Annual Summary for the 2018-2019 School Year Davidsonville Elementary School**

In the spring and fall of 2018, our School Improvement and Leadership Teams analyzed student performance and set three goals to support Davidsonville’s journey in the first year of our AACPS Strategic Plan. We established a plan to increase the percentage of students who read on or above grade level by the end of second grade (Indicator 5) and to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments (Indicator 6). While our primary focus was initially on Indicators 4, 5 and 6, we decided to focus on increasing the percentage of students, families, staff, and partners who report feeling like valuable members of the school or school system community (Indicator 1), before working on Indicator 4 to increase the number of stories staff and students are able to share about one another’s life experiences. We are committed to helping all students achieve their full potential.

During the 2018-2019 school year, our progress was as follows:

- As measured by PARCC ELA in spring 2018, 70% of our grade 3-5 students met or exceeded expectations, earning PLD 4 or 5 for College and Career Readiness.
- We are pleased to report a 6% increase in student performance on the PARCC English Language Arts Assessment administered to students in grades 3-5 in the spring of 2019.
- We are especially proud of our fifth grade student performance, with an impressive 88% meeting or exceeding standards on ELA PARCC 2019.
- Math performance, as measured by PARCC in the spring of 2019, showed a 1% increase over the year prior.
- Of the incoming grade 2 students, only 54% met or exceeded grade level expectations in the spring of 2019 (during grade 1) as measured by Fountas and Pinnell Benchmark Assessment System. This was a decrease from 70% during the prior school year.

Our school improvement efforts for the 2019-2020 school year will continue our work to increase the number of students reading on grade level (Indicator 5), to improve student performance on standardized language arts and math assessments (Indicator 6), and to cultivate and strengthen relationships within our school community (Indicator 1). We also plan to include a close examination of grade four math instruction and student performance, as a result of the decline noted in the 2018-2019 school year (75% to 52% PLD 4-5). Our team will work to identify the root cause for the change in math

performance. Our focus will narrow with the implementation of targeted professional development and progress monitoring.

Data analysis reveals that our students with special needs (IEP and 504) remain in the gap for both Math and ELA. Therefore, we will work as a team to examine and adjust current accommodations, modifications, and interventions in order to support further growth. Emphasis will also be placed on those students who have matriculated to grade five, so instructional supports can be offered to support their math success on their next state assessment (MCAP in Spring 2020). Our leadership and grade level teams have analyzed Fountas and Pinnell reading performance in order to identify a diagnostic and prescriptive approach to increase individual student achievement. Lastly, we will analyze the 2018-2019 MDS3 School Climate Survey results (available later this year) and address any aspects of our school culture and environment needing improvement. (Indicators 1, 5, and 6)

## Executive Summary - September 2019

In the spring and fall of 2018, our School Improvement and Leadership Teams analyzed student performance and set two goals to support Davidsonville's journey in the first year of our AACPS Strategic Plan. We established a plan to increase the percentage of students who read on or above grade level by the end of second grade and increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments. We are committed to helping all students achieve their full potential.

As measured by PARCC ELA in spring 2018, 70% of our grade 3-5 students met or exceeded expectations, earning PLD 4 or 5 for College and Career Readiness. We are pleased to report a 6% increase in student performance on the PARCC English Language Arts Assessment administered to students in grades 3-5 in the spring of 2019. We are especially proud of our grade 5 students' performance, with an impressive 88% meeting or exceeding standards on ELA PARCC 2019. Math performance, as measured by PARCC in the spring of 2019, showed a 1% increase over the year prior.

We embark on our school improvement efforts for school year 2019-2020 with close examination of grade four math instruction and student performance. A decline was noted from 2018 to 2019 (75% to 52% PLD 4-5). Our team will work to identify the root cause for the change in math performance. Our focus will narrow to targeted professional development and progress monitoring. Data analysis reveals that our students with special needs (IEP and 504) remain in the gap for both Math and ELA. We will work as a team to examine and adjust current accommodations, modifications, and interventions in order to support further growth. Emphasis will also be placed on those students who have matriculated to grade five so instructional supports can be offered to support their math success on their next state assessment (MCAP in Spring 2020).