

Strategic Plan- Principal's Annual Summary for the 2018-19 School Year Piney Orchard Elementary School

In the first year of our Strategic Plan journey our School Improvement Team decided that our focus would be on student academic achievement, building relationships, and ensuring that our students and staff feel that our school is a caring place where students can grow both academically and social-emotionally (Indicator 2). As a result of our test data, we also chose to focus on increasing the number of students reading on grade level (Indicator 5), as well as focusing on helping students to achieve at higher reading and math levels on standardized assessments (Indicator 6). One of our strategies for improving student performance is to build positive relationships among staff, students and stakeholders by sharing stories about our life experiences (Indicator 4). Research shows that student-teacher relationships can increase student engagement and learning, and ultimately strengthen student academic achievement. Finally, as a result of our diverse community, we continue to strive to include multicultural and ethnic perspectives into classroom instruction and activities (Indicator 11).

For the 2018-19 school year, our data shows that our hard work on our Strategic Plan Indicators is beginning to pay off.

- Overall, 77% of grade 1 students and 87% of grade 2 students ended the 2018-2019 school year meeting or exceeding end-of year reading level expectations based on the F& P (Fountas and Pinnell) reading assessment. These numbers are down slightly from the previous school year, though they are equal to or greater than the county average (Indicator 5).
- Our overall school performance on the 2018-2019 PARCC assessments remains similar to previous years, with minor fluctuations. Fifty-four percent of our students met or exceeded the standards in ELA and 51% in Math. (Indicator 6)
- Our grade 3 PARCC ELA scores increased from 47% of our students meeting or exceeding proficiency to 78%; and grade 4 PARCC ELA scores increased from 62% of our students meeting or exceeding proficiency to 68%. Grade 5 PARCC performance overall remained stagnant or decreased slightly (Indicator 6).

- Our grade 3 PARCC Math scores increased from 42% of students achieving or exceeding proficiency level standards to 63%; and grade 4 PARCC Math scores increased from 48% to 51% at standard or above (Indicator 6).

For the 2019-2020 school year, we will continue to identify and close achievement gaps among student groups. Our plan is to identify those students in need of additional support and to focus our instructional efforts accordingly, in addition to differentiating instruction for our students in need of greater challenges. We also plan to continue an emphasis on reading and writing strategies across content areas and utilizing multiple texts. In addition, we also intend to focus on communicating mathematically and on mathematical reasoning, conceptual, fluency and application (Indicators 5 and 6).

We recognize the importance of building relationships and the impact of creating caring classroom communities in improving student academic achievement (Indicators 2 and 4). With this in mind, our staff will continue sharing stories, cultivating relationships, and celebrating student achievement and positive behavior within our school community.

Lastly, the 2019-2020 school year will find us adjusting our sails and continuing on our path forward.

Barry Gruber
Principal - Piney Orchard Elementary

Removed from above:

The Strategic Plan Indicators we chose to focus on **over the next several years** are as follows:

- Increase the percentage of students who report that AACPS staff care for and support them. (Indicator 2)
- Increase the number of stories staff and students are able to share about one another's life experiences. (Indicator 4)
- Increase the percentage of students who read on or above grade level by the end of second grade. (Indicator 5)
- Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and Mathematics assessments. (Indicator 6)
- Increase instructional opportunities to explore multiple cultural and ethnic perspectives. (Indicator 11)