

Goals/Continuous School Improvement Plan Elementary Template 2017-18 School Year

Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Boonsboro Elementary School	
Elizabeth R. Williams	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	All children will reach their potential.
Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	To build a strong foundation for further education by providing students opportunities to develop academically, socially and emotionally.
Federal Accountability Information	Fully Accredited
State Accreditation Information	Fully Accredited
SMART Goal Statement 1:	All students at Boonsboro Elementary School will continue to show measurable growth in reading. Boonsboro students will continue to improve reading comprehension as measured by Student Growth Assessments (SGA), PALS Assessments, STAR, and/or Standards of Learning (SOL) data. Classroom teachers will learn and utilize more strategies to get students to think critically about various genres of text.

SMART Goal Statement 2:	All students at Boonsboro Elementary School will continue to show measurable growth in mathematics as measured by Student Growth Assessments (SGA), Moby Max, Envision Diagnostic and/or Standards of Learning (SOL) data. Classroom teachers will learn and utilize more strategies to get students to think and produce products at the higher cognitive levels.
SMART Goal Statement 3:	Teachers will collaborate with each other and with our community stakeholders to implement the changes noted in our innovation plan that provide students instruction within their zones of proximal development and in many areas of interest.
SMART Goal Statement 4:	Boonsboro students will demonstrate STEM behaviors and 21st Century Skills by participating in more school-wide STEAM activities.

Part II: School Leadership Team Members

Boonsboro Elementary School	
Name	Committee Position*
Elizabeth R. Williams	Principal
Angie Kraje	Instructional Facilitator
Dawn Verhoeff	District Office Liaison
Stacy Lilley	Teacher Leader / Reading Specialist
Betsy Higley	Language Arts Teacher Leader
Suzanne Coleman	Math Teacher Leader
Anne Barrow	STEAM and Gifted Teacher Leader

Eileen Cantrell	History/Social Studies Teacher Leader
Jessica Reichard	SPED Teacher Leader
Jim Lowe	Resource Teacher Leader
Cindy McKinney	Primary Hall Lead Teacher

Part III: Data Analysis

Standards of Learning Testing Information

State Standards of Learning Results

Grade	Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17
Third	Reading	42%	68%	82%	89%
Fourth	Reading	71%	60%	80%	86%
Fifth	Reading	72%	75%	80%	87%
School-Wide	Reading	63%	69%	82%	88%
Third	Math	52%	62%	78%	73%
Fourth	Math	78%	72%	88%	81%
Fifth	Math	52%	73%	65%	87%
School-Wide	Math	66%	70%	80%	81%

Fourth/School-Wide	History/Social Studies	73%	79%	84%	79%
Fifth/School-Wide	Science	74%	75%	73%	84%

State Accreditation Rating School History

Year	Rating
State Accreditation Rating 2017-2018, Based on 2016-17 Data Summer Projection	Fully Accredited Same
State Accreditation Rating 2016-17, Based on 2015-16 Data, Summer Projection	Fully Accredited Same
State Accreditation Rating 2015-16. Based on 2014-15 Data	Accredited with Warning in English Year 3
State Accreditation Rating 2014-15, Based on 2013-14 Data	Accredited with Warning in English and Mathematics Year 2
State Accreditation Rating 2013-14, Based on 2012-13 Data	Accredited with Warning in Mathematics Year 1
State Accreditation Rating 2012-13, Based on 2011-12 Data	Fully Accredited

Federal Annual Measurable Reading Objective Data

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	69	63	72	68	75	81	75	88
Proficiency Gap Group 1	59	43	65	46	72	62	72	78
Proficiency Gap Group 2	57	31	64	33	71	57	71	67
Proficiency Gap Group 3	60	n	66	n	72	n	72	80
Students with Disabilities	42	9	54	17	66	33	66	50
LEP Students	52	n	61	n	69	n	69	n
Economically Disadvantaged Students	59	33	65	41	72	59	72	80
White Students	75	65	76	75	77	84	77	90
Asian Students	Continuous Improvement	n	Continuous Improvement	n	Continuous Improvement	n	Continuous Improvement	n

Federal Annual Measurable Math Objective Data

Groups	Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
Accountability Year								
All Students	66	61	70	69	70	78	70	81
Proficiency Gap Group 1	57	30	68	41	68	47	68	66
Proficiency Gap Group 2	56	38	67	44	67	43	67	50
Proficiency Gap Group 3	60	n	69	n	69	n	69	80
Students with Disabilities	49	0	65	17	65	17	65	42
LEP Students	53	n	66	n	66	n	66	n
Economically Disadvantaged Students	57	37	78	41	68	48	68	65
White Students	70	64	72	77	72	82	72	85
Asian Students	Continuous Improvement	n	Continuous Improvement	n	Continuous Improvement	n	Continuous Improvement	n

Phonological Awareness Literacy Screening (PALS) Information

Percentage of Students NOT Meeting PALS Benchmarks & Who Need Remediation

	District Fall 2014	School Fall 2014	District Spring 2015	School Spring 2015	District Fall 2015	School Fall 2015	District Spring 2016	School Spring 2016	District Fall 2017	School Fall 2017	District Spring 2018	School Spring 2018
Kindergarten	13%	13%	10%	2%	13%	8%	9%	6%		17%		
First Grade	11%	6%	17%	9%	19%	16%	14%	11%		12%		
Second Grade	24%	16%	20%	26%	19%	8%	13%	6%		10%		
Third Grade	17%	15%	14%	7%	19%	15%	20%	17%		13%		
Fourth Grade	13%	14%	24%	21%	11%	4%	20%	20%		9%		
Fifth Grade	18%		19%		24%		25%			19%		

Identified students in grades K-3 are required to receive 2 ½ hours of weekly remediation per Early Intervention Reading Initiative (EIRI) funding. It is best practice to ensure identified students in grades 4-5 also receive remediation.

Percentage of Students Not Meeting PALS-K Benchmarks for 2017-18 School Year

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word List	Summed Score
Fall 2017	6%	8%	26%	26%	26%	42%	29 BM/ 102
Spring 2018							

PALS-1-3 2017-18 Benchmarks

PALS First - Third 2017-18	Spelling Inventory	Word Recognition in Isolation - Word List	Letter Sounds Fall	Summed Score	Instructional Oral Reading Level
PALS 1 Fall 2017	88%	78%	90%	88%	69% above R
PALS 1 Spring 2018			N/A		
PALS 2 Fall 2017	93%	91%	N/A	91%	88% 1 st or higher
PALS 2 Spring 2018			N/A		
PALS 3 Fall 2017	86%	94%	N/A	89%	94% entry at 3 rd
PALS 3 Spring 2018			N/A		

**Letter Sounds administered only in first grade, Fall only*

PALS Plus 4-5 2017-18 Benchmarks

PALS Plus Fourth-Fifth 2017-18	Spelling Inventory	Word Recognition in Isolation Word List	Summed Score	Instructional Oral Reading Level
PALS 4 Fall 2017	91%	86% 4 th grade list	91%	83% entry at 4th
PALS 4 Spring 2018				
PALS 5 Fall 2017	86%	69% 5 th grade list	86%	71% entry at 5 th
PALS 5 Spring 2018				

Part IV: Back to School Reflection

Back to School Summary of Data Analysis 2017-18

Our teachers all give the SGAs for content mastery for Reading and Mathematics. In the fall we use 65% as the pass rate for mastery. Any student scoring below 25% is placed on the watch list.

Students will be grouped by content mastery to allow like groups of students to work on content at a pace and at a level of rigor that is appropriate for every student in the group. Pre and post tests will be used to assess mastery as we progress through the year. Grouping will change as needed so each student continues to be appropriately challenged. Grouping changes will be made each nine weeks unless a need is identified within the grading period. Changes will be made based on how a student is progressing in the group. Teacher recommendations will be used as well as disaggregated assessment data.

Back to School Celebrations, Concerns, and Innovations 2017-2018

Celebrations: Last fall, we celebrated attaining Full Accreditation and maintained that status after spring 2017 SOL testing. In late spring, we were awarded a grant from the National Education Association that allowed us to have intensive support for our summer school students and fall remediation students. Also in spring, we were awarded a Bedford Area Education Foundation grant allowing us to procure 3 Breakout Boxes for use with all of our students.

Concerns: Over the last two years, we have only made incremental growth in mathematics. Data shows that Number and Number Sense and Measurement are our weakest strands. In addition, we are concerned about the effect that a reduction in Resource staff is having on our master schedule and our ability to remediate, enrich, and implement innovation in our building. We are also concerned that each year our volunteer base of parents and community members gets smaller. This is concerning because we know the value of that relationship.

Innovations: We opened school this year with our entire faculty agreeing on nineteen different changes to our programs to improve our school. The changes are detailed in a document that we sent home this summer to families, and are attached to our webpage. We held summer informational meetings about these changes to inform our families and other stakeholders.