

# MCPS District Improvement Plan 2019-2020

## 1: Proficiency Goal

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

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding												
Objective 1: By May, 2020 student proficiency rates will increase by the following: <table><tr><td></td><td>ES</td><td>MS</td><td>HS</td></tr><tr><td>reading</td><td>54 to 65</td><td>59 to 65</td><td>44 to 55</td></tr><tr><td>math</td><td>55 to 65</td><td>47 to 55</td><td>37 to 55</td></tr></table>		ES	MS	HS	reading	54 to 65	59 to 65	44 to 55	math	55 to 65	47 to 55	37 to 55	<ul style="list-style-type: none"><li><a href="#">KCWP2: Design and Deliver Instruction</a> - 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?</li></ul>	<b>Curriculum Monitoring Systems</b> - 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 an electronic platform to provide feedback to teachers and analyze data for instructional trends. 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.	-walkthrough data -data meetings -Instructional Rounds		District
		ES	MS	HS													
	reading	54 to 65	59 to 65	44 to 55													
math	55 to 65	47 to 55	37 to 55														
<b>Contextual/Authentic Learning Experiences</b> - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student needs and allow for student voice and choice including personalized learning, project-based learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways they learn best with an emphasis on a new MyShield App (provided by Amplified) which allows students to document their learning, build a showcase of work, and welcome feedback from assigned teachers. Enhanced opportunities for personalized learning by adding a full-time Reading, Math and Exceptional Child Education teacher to the Hugh C. Spalding Academy/MARVEL (Marion Virtual Extended Learning and Marion County Area Technology Center who focuses on connecting the content to individual career pathways.)	-Professional learning agendas and sign in sheets; -Personalized learning study groups -Instructional Rounds		School and District PD funds														
	<ul style="list-style-type: none"><li><a href="#">KCWP2: Design and Deliver Instruction</a> - How do teachers determine the most appropriate and effective high yield strategies in</li></ul>	<b>Evidence-Based Instructional Strategies</b> - Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in	-student progress data		SBDM; title funds												

	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?	curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity).	-teacher observations/ walkthroughs		
		<b>Lesson Design-</b> A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning targets, 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 with the use of Jan Richardson’s guided reading planning document.	-The model lesson framework sample -Jan. Plan		SBDM; district
		<b>Student Empowerment-</b> Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me-Student Leadership Challenge, student mentoring program) 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, 2020 student proficiency rates will increase by the following: <table border="1"><tr><td></td><td>ES</td><td>MS</td><td>HS</td></tr><tr><td>science</td><td>31 to 55</td><td>18 to 33</td><td>31 to 55</td></tr><tr><td>social studies</td><td>54 to 65</td><td>61 to 65</td><td>n/a</td></tr><tr><td>writing</td><td>48 to 55</td><td>29 to 55</td><td>45 to 55</td></tr></table>			ES	MS	HS	science	31 to 55	18 to 33	31 to 55	social studies	54 to 65	61 to 65	n/a	writing	48 to 55	29 to 55	45 to 55	<ul style="list-style-type: none"><li><a href="#">KCWP2: Design and Deliver Instruction</a> - 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?</li></ul>	<b>Curriculum Monitoring Systems</b> - 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 an electronic platform to provide feedback to teachers and analyze data for instructional trends. 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.	-walkthrough data -Instructional Rounds -data meetings		district; SBDM
			ES	MS	HS																	
		science	31 to 55	18 to 33	31 to 55																	
		social studies	54 to 65	61 to 65	n/a																	
		writing	48 to 55	29 to 55	45 to 55																	
<b>Contextual/Authentic Learning Experiences</b> - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student needs and allow for student voice and choice such as personalized	-Professional learning agendas and sign in sheets;		SBDM; title; district																			
		<ul style="list-style-type: none"><li><a href="#">KCWP2: Design and Deliver Instruction</a> - How do teachers</li></ul>																				

	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?	learning, project-based 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 study groups		
		<b>Evidence-Based Instructional Strategies-</b> 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
		<b>Lesson Design-</b> A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning targets, 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 with the use of Jan Richardson’s guided reading planning document.	-The model lesson framework sample -Jan’s plan		SBDM; ESS; Title; District

### 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.
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Objective	Strategy				Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
Objective 1: By May, 2020 student proficiency rates in each subgroup will reach or maintain 40% or above in each core content area.					<b>Curriculum Monitoring Systems</b> - Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity.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.	RTI data monitoring; assessment data; RTI school plans		SBDM; ESS; Title; District									
	<table><tr><td></td><td>Af. Am</td><td>IEP</td><td>F/R</td><td>His</td></tr><tr><td>ES</td><td>r-m-36 sc-28 wr-43</td><td>r-36 m-30 sc-24 ss-33 wr-22</td><td>r-48 m-48 sc-25 ss-44 wr-44</td><td>r-31 m-40 sc-10 ss-33 wr-17</td></tr></table>					Af. Am	IEP	F/R	His	ES	r-m-36 sc-28 wr-43	r-36 m-30 sc-24 ss-33 wr-22	r-48 m-48 sc-25 ss-44 wr-44	r-31 m-40 sc-10 ss-33 wr-17	<b>Evidence-based instructional strategies</b> - 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). Co-teaching will be implemented throughout the district	student progress data; co-teaching walkthroughs;	
	Af. Am	IEP	F/R	His													
ES	r-m-36 sc-28 wr-43	r-36 m-30 sc-24 ss-33 wr-22	r-48 m-48 sc-25 ss-44 wr-44	r-31 m-40 sc-10 ss-33 wr-17													

MS	r-53 m-31 sc-14 ss-56 wr-25	r-17 m-17 sc-4 ss-17 wr-4	r-50 m-37 sc-13 ss-50 wr-2 4	r-51 m-47 sc-8 wr-47	do school/district leadership ensure teacher’s design lessons with students’ cultural, social, and developmental needs in mind?	with a strategic plan to increase the number of co-teaching teams. Principals will explore alternatives to suspension to ensure greater access to core curriculum for all students.	co-teaching PD; co-teaching action plan; sign in sheets		
HS	r-22.2 m-22 sc-6 wr-33	r-23 m-10 sc-11 wr-6	r-41 m-25 sc-20 wr-3 5	r-46 m-8 sc-20 wr-20		<b>Lesson Design-</b> A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning targets, 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. Guided reading will be the focus for primary with the use of Jan Richardson’s guided reading planning document.	lesson framework -Jan’s plan		SBDM; ESS; Title; District
					<a href="#">KCWP2: Design and Deliver Instruction -</a> 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?	<b>Outreach activities-</b> 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		SBDM; ESS; Title; District
						<b>Whole child supports-</b> 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. This work is led by a new social and emotional wellness coordinator.	student action plans; Schoolwide SEL plans; schoolwide RTI plans; Social and Emotional Learning Cadre		SBDM; ESS; Title; District

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 2020, graduation rate will increase from 95% to 96%.	<a href="#">KCWP2: Design and Deliver Instruction -</a> What monitoring systems are in place to ensure Tier I instruction and assessments	<b>Contextual/Authentic Learning Experiences-</b> Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student needs and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and	credits earned by students		district; SBDM

	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?	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). Enhanced opportunities for personalized learning by adding a full-time Reading, Math and Exceptional Child Education teacher to the Hugh C. Spalding Academy/MARVEL (Marion Virtual Extended Learning and Marion County Area Technology Center who focuses on connecting the content to individual career pathways.			
		<b>Accelerated Learning Opportunities-</b> 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, personalized learning and project-based learning experiences)	credits earned through qualifying scores		district; SBDM
	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a> : What supports are currently in place to assist students in decision making 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?	<b>Whole Child Supports-</b> With the use of the Persistence to Graduate/Early Warning Tools, attendance review meetings will be held with at risk students to develop action plans. The reports will also be used to assist in identifying students at risk for remediation, failure, and/or untimely graduation. This work is led by a new social and emotional wellness coordinator. T	student action plans; improved attendance; schoolwide SEL plans; schoolwide RTI plans; Social and Emotional Learning Cadre		district
		<b>Student Empowerment-</b> Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student ambassadors-Leader in Me, student mentorships) 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 student data		district; Boswell grant; SBDM; PD 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 2020, 50% of students will reach the student growth norm for their grade level according to MAP research (below).		<a href="#">KCWP 2: Design and Deliver Instruction</a> 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?		<b>Goal-setting-</b> Schools will meet in concurrent PLC groups to review and modify established goals based on the available data using the Activate, Inference, (MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.		goal setting evidence			SBDM																		
<table><tr><td colspan="3">Beginning to End of Year</td></tr><tr><td>Grade</td><td>Reading</td><td>Math</td></tr><tr><td>K</td><td>17.1</td><td>19.1</td></tr><tr><td>1</td><td>16.8</td><td>18.4</td></tr><tr><td>2</td><td>14</td><td>15.2</td></tr><tr><td>3</td><td>10.3</td><td>13</td></tr></table>		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			<b>Student Empowerment</b> - 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.		House system activities and plans			SBDM
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	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>  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			
5	6.1	9.9		<b><u>Evidence-based instructional strategies-</u></b> Evidence-Based Instructional Strategies- Co-teaching will be implemented throughout the district with a strategic plan to increase the number of co-teaching teams. 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). Enhanced opportunities for personalized learning by adding a full-time Reading, Math and Exceptional Child Education teacher to the Hugh C. Spalding Academy/MARVEL (Marion Virtual Extended Learning) and Marion County Area Technology Center who focuses on connecting the content to individual career pathways.	-student assessment data -co-teaching walkthrough data; co-teaching PD; co-teaching action plan; sign in sheets; schoolwide RTI Plans	Title, PD, IDEA; district; SBDM
6	4.8	7.7		<b><u>Family Engagement-</u></b> 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.	-parent sign in sheets; title one parent nights; agendas; survey data	Title; SBDM; district; Grant monies
7	3.7	6		<b><u>Data Monitoring Systems-</u></b> 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.	-growth reports	Title; SBDM; grant monies
8	2.8	4.6				

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 percentile 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
Objective 1: By May 2020, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentile on MAP; Career readiness	<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>  Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	<b>Profile of a graduate</b> - 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. Implementation of a Portrait to Practice PD Summit for staff.	implementation of profile; student assessment data; sign in sheets		PD; Title; grant monies
		<b>College Readiness/transition readiness-</b> CERT testing, ILP work, and intentional scheduling with early exposure to Area Technology Center,	evidence of trips; student surveys;		District; SBDM;

benchmarks will be measured through work-ready skills)		College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness. 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			Title; grant monies
		<b>Leadership</b> -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.	Leadership evidence		grant monies; District
		<b><u>Contextual/Authentic Learning Experiences</u></b> - Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student needs and allow for student voice and choice including personalized learning, project-based learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways they learn best with an emphasis on a new MyShield App (provided by Amplified) which allows students to document their learning, build a showcase of work, and welcome feedback from assigned teachers. Enhanced opportunities for personalized learning by adding a full-time Reading, Math and Exceptional Child Education teacher to the Hugh C. Spalding Academy/MARVEL (Marion Virtual Extended Learning) and Marion County Area Technology Center who focuses on connecting the content to individual career pathways.	-Professional learning agendas and sign in sheets; -Personalized learning study groups -Instructional Rounds		School and District PD funds