

Howard County Public School System
2018 - 2019 School Improvement Plan
Elkridge Middle School

Focus Area: PARCC - Math (Achievement - % of students scoring 4 or higher)					
Baseline Data (2017 - 2018):					
Total number of students: 681 (499 students during SY 17-18 that took the Math6, Math7, & Math8 PARCC assessments) Overall number of students scoring 4 or higher: 318 Overall % of students scoring 4 or higher: 46.7%			Identified Student Group: African American Total number of students in the student group: 145 Number of students in the student group scoring 4 or higher: 34 % of students in the student group scoring 4 or higher: 23.4%		
Targets (Include Student Groups) Based on same numbers as SY 17-18					
2018 - 2019		2019 - 2020		2020 - 2021	
Overall	Student Group	Overall	Student Group	Overall	Student Group
# of students scoring 4 or higher: 362 / 727	# of students scoring 4 or higher: 57 / 170	# of students scoring 4 or higher: 378 / 727	# of students scoring 4 or higher: 59/161	# of students scoring 4 or higher: 393 / 727	# of students scoring 4 or higher: 88 /161
% of students scoring 4 or higher: 49.8%	% of students scoring 4 or higher: 33.5%	% of students scoring 4 or higher: 51.9%	% of students scoring 4 or higher: 36.1%	% of students scoring 4 or higher: 54.0%	% of students scoring 4 or higher: 54.21%
Instructional Root Cause (required): Instructional staff do not consistently facilitate opportunities for students to engage in meaningful discourse (TP.4).					
Instructional Strategies (not to exceed two): The teacher selects and sequences student approaches and solution strategies purposefully for whole-class analysis and discussion. (3b, 3d) The teacher engages students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations. (3b, 3c)					

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Instructional Milestones (*how is fidelity of implementation being measured*): Instructional practice with students as active participants engaged in meaningful discourse is observed by ITL, MIST, or administration and the debriefing of the 5 Practices Observation/Interview Tool used by the teacher. (2a, 3e)

Cultural Root Cause (*optional*): Instructional staff hold the unproductive belief that they must first demonstrate how to solve mathematics problems.

Cultural Strategies (*not to exceed one*): The teacher anticipates possible student answers to a task or problem while engaging students in meaningful discourse that moves a student's thinking towards shared understanding of the mathematics.

Cultural Milestones (*how is fidelity of implementation being measured*): Through observation and reflection, the instructional staff and students create a classroom culture for learning in which they both share a belief that students can formulate solutions to mathematical problems.

Structural Root Cause (*optional*):

Structural Strategies: (*not to exceed one*):

Structural Milestones (*how is fidelity of implementation being measured*):

Midyear - What is your progress towards the target?

What is working?	What still needs attention or what is still a barrier?	What are your next steps and what adjustments need to be made (if any)?
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Evaluation - Did you hit the target?

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What is working?	What still needs attention or what is still a barrier?	What are your next steps and what will be continued next year (if any)?
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