

Strategic Plan- Principal's Annual Summary for the 2018-19 School Year Four Seasons Elementary School

As we work to meet each student where they are and support their growth in meeting and exceeding grade-level standards, we have been intentional in choosing which Strategic Plan Indicators to focus on. We believe relationships matter; and as a result, we are focusing on increasing the percentage of students who report that AACPS staff care for and support them (Indicator 2). Additionally, knowing that supporting students academically is a way to show that we care, we are also focusing on increasing the percentage of students that meet or exceed expectations on Reading/Language Arts and Math assessments (Indicator 6).

During the 2018-2019 school year, the staff of Four Seasons Elementary worked on building relationships, cultivating relationships, and supporting students academically. Our highlights for 2018-2019 are as follows:

- 84.7% of ALL second graders were reading on or above grade level.
- 76% of ALL students scored PLD 4 or 5 in English language arts/literacy (ELA)
- 61% of ALL students scored PLD 4 or 5 in Math on 2019 PARCC.
- Our students' PARCC ELA scores increased by 9% overall from their scores on the 2017-2018 PARCC ELA assessments. Additionally, our students' PARCC Math scores increased by 2% overall as compared to their scores on the PARCC Math assessments during the 2017-2018 school year.
- More than 95% of students feel like teachers encourage them to work hard.
- 74% of students feel like bullying is a small problem or not a problem
- 98% of students feel safe at school.

While we had a lot of growth in 2018-2019, we still have some work to do. In 2019, 88.9% of K-2 students met or exceeded grade level expectations on the Fountas & Pinnell Spring Assessment, indicating a decrease of 2% from Spring 2018. We had an increase of 5% of students feeling like bullying is a small problem from 2018 data indicating a need to focus on social emotional needs.

During the 2019-2020 school year, we will continue to support our students growth in Reading/ELA by creating opportunities for students to discuss, share, and write about what they are reading and learning across content areas through quality core and supplemental instruction, encouraging deeper text comprehension. In ELA, we will focus on strategy groups, conferring individually, and providing specific feedback. We will focus on the progression of standards, diving deeper into task types and evidence statements. We will teach, support, and develop a growth mindset for math by providing frequent opportunities for students to problem-solve and persevere with complex tasks during quality core and supplemental instruction. We will continue to support teachers, students, and their families in acquiring the knowledge, attitudes, and skills necessary to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and

constructively navigate challenging social situations. We will focus on mentoring programs, morning meetings, and a school-wide kindness program. Lastly, we will continue to grow ourselves to better grow our students. We will continue our Professional Learning Communities (PLCs) to empower the teacher-leaders. While working in these groups, teachers will share professional texts and professional articles with colleagues. We will also continue to monitor data points during collaborative planning sessions. We look forward to the journey ahead!

Regina Passwaters
Principal, Four Seasons Elementary