



# Mechanicsville Elementary Hanover County Public Schools Continuous School Improvement Plan and Schoolwide Plan 2022-2023

## CSIP Purpose Statement:

To provide a framework for the self-reflection and goal setting of each school to support the mission of Hanover County Public Schools of being a student-centered, community-driven organization committed to providing all students with exceptional learning experiences to prepare them to be confident, ethical, productive citizens.

**Division Mission:** Our Beliefs • We believe that all students are unique individuals who can be successful. • We believe that public education must foster equitable opportunities for each child. • We believe that teaching and learning should inspire, engage, and empower all students to achieve their personal goals. • We believe that relevant and engaging teaching develops critical thinkers, problem solvers, and life-ready global citizens. • We believe that students thrive in a safe and secure environment that nurtures the whole child. • We believe that families want quality education for all students and that family participation contributes to the success of Hanover County Public Schools. • We believe our community partnerships are essential to ensuring our community

## School Name:

Mechanicsville Elementary

## School Vision and Mission:

**We are a team of lifelong learners. We are here to learn, teach, and help one another. We will do our best every day.**  
The MES ILT is focused on building the capacity of teachers to maintain 80% of students' success in core instruction.  
\_The MES ILT will empower teachers to use data (collect, reflect, and respond) with all students to ensure success both socially and academically.

## Accreditation Status:

Accredited

## Team Members and Role:

Amy Robinson, Principal, Brooke Pemberton, Assistant Principal, Katelynn Wilkerson, Literacy Coach, Kasey Warren, Math Coach, Carrie Cicuto, Coordinator Title 1

**Timeline/Meeting Dates:**

Every Monday at 9:00.

**School-wide Academic Priority Area**

**Alignment with [Hanover County Public Schools Long Range Plan](#):**

- Goal 1: Provide social, cultural, emotional, and educational equity to maximize student potential.
- Goal 2: Provide diverse learning experiences that address students’ interests and goals.
- Goal 3: Embrace innovation in all aspects of education by developing new ideas, exploring opportunities, and implementing strategies.
- Goal 6: Provide a safe, inclusive learning environment that engages all students.

<b>School-wide Academic Priority Area - Overall Goal</b> <i>What general area of need is supported by your school’s data?</i>	<b>Data Trends/Needs Assessment</b> <i>What data will lead you to identify the grade level priority/objective related to the school-wide academic priority area?</i>	<b>Grade Level Priority/Objective Related to the School-wide Academic Priority Area</b>
<b><i>MES will have 80% of students experiencing success with core instruction in reading. 20% or less of students will be receiving intervention</i></b>	Kindergarten: In Spring of 2022, 96% of students were reading approaching, on or above grade level	Beginning Sept. 12, teachers will provide direct and explicit instruction to students who know less than 10 letters. All students will engage in literacy rotations and small group differentiated reading instruction by Sept. 26. Kindergarten Teachers and the Literacy Coach will collaborate to extend the PWS work from last year and focus on the application of phonics in writing. Interventionists will flood kindergarten during the literacy block to accelerate school transition and access to learning.
	First Grade: In Spring of 2022, 78% of students were reading approaching, on or above grade level	Beginning Oct. 1, First grade Teachers and the Literacy Coach will collaborate to extend the PWS learning through the application of phonics in writing (utilizing the HCPS Writing Units). They will disaggregate PALS data and use the

		information to target instruction. During bimonthly meetings, the team will reflect on the number of students successful in tier 1 instruction across the grade level with the goal of 80%. We will use Dufour's four guiding questions to support the reflection process.
	Second Grade: In Spring of 2022, 75% of students were reading approaching, on or above grade level	Beginning Oct. 1, Second grade Teachers and the Literacy Coach will collaborate to extend the PWS learning through the application of phonics in writing (utilizing the HCPS Writing Units). They will disaggregate PALS data and use the information to target instruction. During bimonthly meetings, the team will reflect on the number of students successful in tier 1 instruction across the grade level with the goal of 80%. We will use Dufour's four guiding questions to support the reflection process.
	Third Grade: In Spring of 2022, 77% of students were reading approaching, on or above grade level	Beginning Oct. 1, Third grade teachers with the support of the literacy coach will collaboratively plan tier 1 instruction using the HCPS Curriculum Units. This work will include unpacking the standard(s), planning instruction using backwards design, and Dufour's four guiding questions to support the reflection process. We will also monitor unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.
	Fourth Grade: In Spring of 2022, 73% of students were reading approaching, on or above grade level	Beginning Oct. 1, fourth grade teachers with the support of the literacy coach will collaboratively plan tier 1 instruction using the HCPS Curriculum Units. This work will include unpacking the standard(s), planning instruction using backwards design, and Dufour's four guiding questions to support the reflection process. We will also monitor unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.

	<p>Fifth Grade:</p>	<p>Beginning Oct. 1, fifth[ grade teachers with the support of the literacy coach will collaboratively plan tier 1 instruction using the HCPS Curriculum Units. This work will include unpacking the standard(s), planning instruction using backwards design, and Dufour’s four guiding questions to support the reflection process. We will also monitor unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.</p>
	<p>Special Education: In Spring of 2022, MES had a 53% pass rate in English for students with disabilities. MES must reduce the failure rate by 10% by Spring 2023.</p>	<p>57 total tests - 2 (recovery)= 55  55-17 (passing tests)= 38  38/55 = 69.09  R10 = 62.18% failure rate or lower must be met</p> <p>Weekly ILT and monthly sped/literacy meetings will focus on the growth of student reading levels and the effectiveness of interventions. Data charts have been created to track this progress. All students with disabilities will be included in whole group instruction when on grade level standards are taught. The ILT reviewed the special education master schedules to ensure that this is possible.</p>
	<p>Reporting Category: Black: In Spring of 2022, MES had a 72% Level Two pass rate.</p>	<p>Only 28 students out of 47 passed the English test with a 400.  47-1(recover test)= 46 tests  46-28(passing)=18 fails  18/46=39% failure rate  R10 (1.8)= 16/46 35% failure rate or better</p> <p>Fifty-three percent of our black students either passed their English SOL last year (4th and 5th grade students) or scored a pass equivalent score on the growth assessment (3rd grade students).</p> <p>Weekly ILT meetings will review the progress of Black students in grades 3-5 to monitor effectiveness of Tier 1 and Tier 2 interventions.</p>

		PLT meetings need to include learning difficulties by student to determine why each is failing in order to target interventions.

<b>Grade Level Objective(s)</b>	<b>Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities</b> <i>Data monitoring occurs as part of the “PLC Loops”.</i>	<b>Reflections and Celebrations:</b> <i>According to your data;</i> <ul style="list-style-type: none"> <li>● <i>What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?</i></li> <li>● <i>What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?</i></li> </ul> <i>Reviewed upon completion of PLC Loops.</i>
Kindergarten	Priority Area Determination Protocol(s) (please link)	
First Grade	Priority Area Determination Protocol(s) (please link)	
Second Grade	Priority Area Determination Protocol(s) (please link)	
Third Grade	Priority Area Determination Protocol(s) (please link)	
Fourth Grade	Priority Area Determination Protocol(s) (please link).	
Fifth Grade	Priority Area Determination	

	Protocol(s) (please link)	
Special Education	Priority Area Determination Protocol(s) (please link)	

**Reflection on Progress Toward the Overall Academic Goal:**

**Mid Year:**

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**End of Year:**

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**School-wide Academic Priority Area**

Alignment with [Hanover County Public Schools Long Range Plan](#):

- Goal 1: Provide social, cultural, emotional, and educational equity to maximize student potential.
- Goal 2: Provide diverse learning experiences that address students’ interests and goals.
- Goal 3: Embrace innovation in all aspects of education by developing new ideas, exploring opportunities, and implementing strategies.
- Goal 6: Provide a safe, inclusive learning environment that engages all students.

<p><b>School-wide Academic Priority Area - Overall Goal</b>  <i>What general area of need is supported by your school’s data?</i></p>	<p><b>Data Trends/Needs Assessment</b>  <i>What data will lead you to identify the grade level priority/objective related to the school-wide academic priority area?</i></p>	<p><b>Grade Level Priority/Objective Related to the School-wide Academic Priority Area</b>  <i>***All teams will work bimonthly with the math coach to plan for the full implementation of Math Workshop</i></p>
	<p>Kindergarten: In Spring of 2022, 68% of students met 1 or both of the benchmarks for numeracy and computation.</p>	<p>Interventions and components of the Math Workshop model will include number sense and computation units: ID to 10, ID patterns, Compare and Order numbers to 10, Compare and Decompose 0-5 and 0-10, Create and Transfer Patterns, Counting. Incorporating numbers sense routines, and learning stations throughout the school year to</p>

<p><b><i>MES will have 80% of students experiencing success with core instruction in math. 20% or less of students will be receiving math intervention</i></b></p>		<p>allow for students to practice and master these skills.</p>
	<p>First Grade: In Spring of 2022, 70% of students mastered 75% of number sense units</p>	<p>Interventions and components of the Math Workshop model will include Addition and Subtraction, Counting, Place Value, Growing Patterns, Skip Counting, Problem Solving within 20, Fractions. Incorporating number sense routines, and learning stations that focus on number sense and computation throughout the school year to allow for students to practice and master these skills.</p>
	<p>Second Grade: In Spring of 2022, 83% of students mastered 75% of number sense units.</p>	<p>Interventions and components of the Math Workshop model will include Skip Counting and Patterns, Addition and Subtraction (within 10, doubles facts, within 20, within 99), 3 Digit Place Value, Fractions. Incorporating number sense routines and learning stations throughout the year that focus on number and computation will allow for students to practice and master these skills. Teachers will also use formative assessments to guide instruction and we will monitor students unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.</p>
	<p>Third Grade: In Spring of 2022, 90% of students mastered 75% of number sense units.</p>	<p>Interventions and components of the Math Workshop model will include 4 Digit Place Value, Addition and Subtraction within 9999, Representing multiplication and division, multiplication and division, Fraction number sense, and Fraction computation. Incorporating number sense routines and learning stations throughout the year that focus on number sense and computation will allow for students to practice and master these skills. Teachers will also use formative assessments to guide instruction and we will also monitor students unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.</p>

	<p>Fourth Grade: In Spring of 2022, 74% of students mastered 75% of number sense units.</p>	<p>Interventions and components of the Math Workshop model will include Place Value, Addition and Subtraction, Multiplication and Division 2x1, Multiplication and Division, Fraction Number Sense, Decimal Number Sense, Fraction Computation, and Decimal Computation. Incorporating number sense routines and learning stations throughout the year that focus on number sense and computation will allow for students to practice and master these skills. Teachers will also use formative assessments to guide instruction and we will monitor students unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.</p>
	<p>Fifth Grade:</p>	<p>Interventions and components of the Math Workshop model will include Prime and Composite Numbers, Whole Number Computation/Order of Operations, Rounding Decimals, Decimal Computation, Fraction and Decimal Equivalencies, Fraction Computation, Algebra and Patterns. Incorporating number sense routines and learning stations throughout the year that focus on number sense and computation will allow for students to practice and master these skills. Teachers will also use formative assessments to guide instruction and we will monitor students unit assessment results, maintaining a commitment to the goal of 80% success in core instruction across the grade level.</p>
	<p>Special Education: In Spring of 2022, 66% of students passed the Math SOL test, and MES is in Level 2 in this reporting category.</p>	<p>Interventions and components of the Math Workshop model will focus on grade level units described above in addition to IEP math goals. The implementation of the math workshop will be a focus to ensure these students are receiving each part. Exit tickets and other strategies should be used throughout a unit as formative assessments and teachers should use this information to adjust instruction.</p>



<b>Grade Level Objective(s)</b>	<b>Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities</b> <i>Data monitoring occurs as part of the “PLC Loops”.</i>	<b>Reflections and Celebrations:</b> <i>According to your data;</i> <ul style="list-style-type: none"> <li>● <i>What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?</i></li> <li>● <i>What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?</i></li> </ul> <i>Reviewed upon completion of PLC Loops.</i>
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Special Education	Priority Area Determination Protocol(s) (please link)	

**Climate and Culture Priority Area**

Alignment with [Hanover County Public Schools Long Range Plan](#):

- Goal 4: Create an environment of mutual trust in which all employees feel supported, empowered, valued and engaged.
- Goal 5: Strengthen and expand community engagement.
- Goal 6: Provide a safe, inclusive learning environment that engages all students.

<b>School-wide Climate and Culture Priority Area - Overall Goal</b> <i>What general area of need is supported by your school's data?</i>	<b>Priority/Objective Related to the School-wide Academic Priority Area</b>
<p><b><u>Discipline Data</u></b>  <b>MES had 416 office referrals during the 2021-2022 school year. 194 of those referrals were major referrals. 32 students had more than 1 major referral. 20 of those students have returned this school year.</b></p> <p><b><u>Climate Surveys</u></b></p>	<p><b>The counselors have received the names of the 20 students who had more than 1 major referral in order to prevent referrals this year. VTSS think sheets, practices for building relationships, and mid level leadership team meetings will track data and respond monthly. The team will also share monthly with staff. Class meeting times have been incorporated into the master schedule.</b></p>

<p><b>Objective(s)</b></p> <div data-bbox="109 380 453 1114" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><b>MES will decrease major referrals by 10%.</b></p> </div>	<p><b>Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities</b>  <u>Your team may choose to link a Priority Area Document (PAD) here to address the climate/culture objective. Or list your Action Steps, Timeline, and Responsibilities.</u>  <b>If using a PAD please link here:</b></p> <table border="1" data-bbox="480 347 1230 1479"> <tr> <td data-bbox="480 347 699 1114"> <p><i>Action Steps</i></p> </td> <td data-bbox="699 347 1230 1114"> <ul style="list-style-type: none"> <li>● <i>Class meetings will be included in the master schedule.</i></li> <li>● <i>Counselors will share topics and lessons suggested for class meetings.</i></li> <li>● <i>School leadership team will meet monthly and include discussions based on SWIS data.</i></li> <li>● <i>Counselors will include strategies based off of this data in their classroom lessons.</i></li> <li>● <i>School leadership team members will share pertinent information during monthly staff meetings, including discussions of intervention strategies.</i></li> </ul> </td> </tr> <tr> <td data-bbox="480 1114 699 1479"> <p><i>Timeline</i></p> </td> <td data-bbox="699 1114 1230 1479"> <ul style="list-style-type: none"> <li>● <i>August 2022</i></li> <li>● <i>Weekly</i></li> <li>● <i>Monthly</i></li> <li>● <i>Weekly</i></li> <li>● <i>Monthly</i></li> </ul> </td> </tr> </table>	<p><i>Action Steps</i></p>	<ul style="list-style-type: none"> <li>● <i>Class meetings will be included in the master schedule.</i></li> <li>● <i>Counselors will share topics and lessons suggested for class meetings.</i></li> <li>● <i>School leadership team will meet monthly and include discussions based on SWIS data.</i></li> <li>● <i>Counselors will include strategies based off of this data in their classroom lessons.</i></li> <li>● <i>School leadership team members will share pertinent information during monthly staff meetings, including discussions of intervention strategies.</i></li> </ul>	<p><i>Timeline</i></p>	<ul style="list-style-type: none"> <li>● <i>August 2022</i></li> <li>● <i>Weekly</i></li> <li>● <i>Monthly</i></li> <li>● <i>Weekly</i></li> <li>● <i>Monthly</i></li> </ul>	<p><b>Reflections and Celebrations:</b>  <i>According to your data;</i></p> <ul style="list-style-type: none"> <li>● <i>What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?</i></li> <li>● <i>What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?</i></li> </ul> <p><i>Reviewed upon completion of PLC Loops.</i></p> <div data-bbox="1255 578 2018 878" style="border: 1px solid black; height: 185px; margin-top: 20px;"></div>
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	<p><i>Responsibilities</i></p> <ul style="list-style-type: none"> <li>• <i>Administration</i></li> <li>• <i>Counselors</i></li> <li>• <i>School Team</i></li> <li>• <i>Counselors</i></li> <li>• <i>School Team</i></li> </ul>	

**Reflection on Progress Toward the Overall Climate and Culture Goal:**

**Mid-Year**

**End of Year:**

