

Snowden Farm Elementary School Improvement Plan



Montgomery County Public Schools are now using SMARTIE goals. SMARTIE stands for Strategic, Measurable, Achievable & Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to our SMART goals, we can make sure our commitment to racial equity and inclusion is anchored by tangible and actionable steps. These goals are based on a deep study of academic data, data from the MCPS sponsored MAEC Equity Audit, and KP Student and Staff Voice data, by our Instructional Leadership Team, and guided by Montgomery County Public Schools. You can find more information on the MCPS Website at:

[Anti-racist Audit - Montgomery County Public Schools, Rockville, MD](#)

Literacy SMARTIE Goals

School Literacy Goal (This represents the overall **student achievement** of an underserved focus group(s). Achieving this goal will be essential in order to accomplish the District goal for all students, and address the root cause of inequity at the school level):

- By the end of 2023-2024, we will increase proficiency levels by **at least** 5% of our AA, Hi, SE, and EML subgroups as measured in the MAP-R spring administration (AA: 59%-64%- 42 students, Hi: 54%-59% - 22 students, SE: 33% to 38%- 12 students, EML: 21% to 26%- 6 students).
- By the end of 2023-2024, we will increase proficiency levels by **at least** 5% of our AA, Hi, SE, and EML subgroups as measured in the DIBELS literacy assessment. (AA: 78% to 83% - 42 students, Hi: 69% to 74% - 24 students, SE: 62% to 67% -17 students, EML: 83% to 88% - 22 students)

Gap Reduction Goal (This represents the **individual projected growth** for students. Achieving this goal will close gaps between student groups; it reduces predictability in outcomes and supports the achievement of both the school and district goals; accomplishing this is essential to close gaps in student experience and achievement, which will therefore support the school in accomplishing both the school and district goals):

K-2 (DIBELS)

- By the end of 2023-2024, **at least** 80% (from 75% in 2022-2023) of Hispanic students (26 students) will **meet expected growth** on DIBELS (fall to spring).
- By the end of 2023-2024, **at least** 79% (from 74% in 2022-2023) of African American students (40 students) will **meet expected growth** on DIBELS (fall to spring).
- By the end of 2023-2024, **at least** 68% (from 63% in 2022-2023) of Emerging MultiLingual students (24 students) will **meet expected growth** on DIBELS (fall to spring).
- By the end of 2023-2024, **at least** 80% (from 75% in 2022-2023) of Students with Disabilities (19 students) will **meet expected growth** on DIBELS (fall to spring).

3-5 (MAP R)

- By the end of the 2023-2024 school year, **at least** 48% (from 43% in 2022-2023) of Hispanic students (18 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP-R (fall to spring).
- By the end of the 2023-2024 school year, **at least** 55% (from 50% in 2022-2023) of African American students (37 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP-R (fall to spring).

- By the end of 2023-2024 **at least** 43% (from 38% in 2022-2023) of Emerging MultiLingual students (10 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP-R (fall to spring)
- By the end of the 2023-2024 school year, **at least** 49% (from 44% in 2022-2023) of Students with Disabilities (15 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP-R (fall to spring)

Math SMARTIE Goals

School Math Goal (This represents the overall **student achievement** of an underserved focus group(s). Achieving this goal will be essential in order to accomplish the District goal for all students, and address the root cause of inequity at the school level):

- By the end of 2023-2024, we will increase proficiency levels by **at least** 5% of our AA, Hi, SE, and EML subgroups as measured in the MAP-M spring administration (AA: 56%-61%- 72 out of 118 students, Hi: 55%-60% - 42 out of 69 students, SE: 45% to 50%- 27 out of 54 students, EML: 60% to 65%- 38 out of 58).
- By the end of 2023-2024, we will increase proficiency levels by **at least** 5% of our AA, Hi, SE, and EML subgroups as measured in the MCAP math assessment. (AA: 39% to 44% - 31 out of 71 students, Hi: 43% to 48% - 18 out of 37 students, SE: 30% to 35% - 11 out of 30 students, EML: 42% to 47% - 11 out of 23 students)

Gap Reduction Goal (This represents the **individual projected growth** for students. Achieving this goal will close gaps between student groups; it reduces predictability in outcomes and supports the achievement of both the school and district goals; accomplishing this is essential to close gaps in student experience and achievement, which will therefore support the school in accomplishing both the school and district goals):

K-5 (MAP M)

- By the end of 2023-2024, **at least** 53% (from 48% in 2022-2023) of Hispanic students (37 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP M (fall to spring).
- By the end of 2023-2024, **at least** 50% (from 45% in 2022-2023) of African American students (59 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP M(fall to spring).
- By the end of 2023-2024, **at least** 63% (from 58% in 2022-2023) of Emerging MultiLingual students (37 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP M (fall to spring).
- By the end of 2023-2024, **at least** 58% (from 53% in 2022-2023) of Students with Disabilities (31 students) will **meet or exceed** individual projected growth goals (above or well above average growth) on MAP M(fall to spring).

Culture/Climate SMARTIE Goals

School leaders will conduct observations and/or walkthroughs to provide coaching feedback and support to staff on their interactions with students by race. This will help school leaders provide staff with the language and tools needed to positively affirm Hispanic, African American, Special Education, and Emerging Multilingual Learners.

- Shifting this aspect of our school's culture will result in a 5% increase of a feeling of acceptance for our Hispanic, African American, and Emerging Multilingual students and a 15% increase for our special education as reported on our quarterly **student climate survey** (Hispanic: from 55%-60%, African American: 57%-62%, Emerging Multilingual Learners: 70%-75%, Special Education: from 20% to 35%), and a 10% increase on the **staff climate survey** for frequently or almost always receiving adequate feedback on their work (from 35% to 45%).

Well-Being SMARTIE Goals

School leaders will establish consistent structures to monitor absenteeism rates on a frequent basis and provide proactive interventions and strategies to communicate care to families.

- This will result in a 5% reduction in chronic absenteeism for our Hispanic and Special Education students by the end of 2023-2024.