



# Sandymount Elementary School

## School Improvement Plan

### 2020-2021

#### School Vision / Mission

SES = Strategic Thinkers, Excited Learners, Successful Leaders

#### Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

##### Multiple Pathway Opportunities for Student Success

Prepare students to exit CCPS college, career, and community ready.

Improve the proficiency level of each student group in ELA and mathematics.

- Grade 3 Reading
- Middle School Algebra
- MCAP ELA Proficiency
- MCAP Math Proficiency

Provide access to a well-rounded, varied, and rigorous curriculum to all students.

- Under-represented Student Groups in High School Courses

##### Family and Community Partnerships

Demonstrate transparency, trust, and respect.

- Meaningful, informative, timely, respectful, two-way, and multimodal communication

Seek out, welcome, and engage parent and community volunteers to enhance achievement.

- Outreach to families

Partner with local government, businesses, and agencies to support learning.

##### Successful Workforce

Recruit and retain highly qualified and diverse employees reflective of our community.

- Recruit and retain

Provide professional and leadership development for effectiveness and cultural competence.

- Equitable opportunities for employee growth

Promote a culture of continuous improvement

##### Safe, Secure, Healthy, and Modern Learning Environment

Establish a welcoming culture of diversity.

- Welcoming, diverse, respectful, and civil culture

Promote respect and civility.

Collaborate internally and externally to support students' health and well-being.

Provide safe and secure schools, facilities, and assets.

- Safe to Learn Act

Maintain modern schools, facilities, and resources that support the educational program.

- Facilities Condition Index (FCI)

## School Needs Assessment (data from 2019 – 2021)

MATH:

### Historic Data Mean Scores

Grade Level	Mean Scores Jan & May 2019-2021			
2	83	84	84	83
3	84	82	79	82
4	84	85	85	87
5	84	85	82	83

### Numbers and Operations in Base Ten – % of Testers Scoring 80% and Above 2019

Grade Level	School % Jan, May	County % Jan, May
K	n/a, 83	n/a, 83
1	92, 83	89, 82
2	69, 73	78, 76
3	47, 73	49, 64
4	87, 76	80, 74
5	69, 57	71, 61

### Performance Targets for 2020 for January and May Mean Scores

Grade 2	86%
Grade 3	84%
Grade 4	85%
Grade 5	85%

### Percentage of Students at or above Proficiency on PARCC/MCAP for Math

Grade	Percentage at or Above Proficiency
3	59%
4	66.6%
5	53%

#### **Math Rationale 2021 - 2022:**

The May 2019 PARCC/MCAP data indicates that many of our students are not meeting expectations. The CCPS Elementary Department's Improvement Plan indicates a fifth grade goal of a combined mean score on the Math Benchmark Assessments to be 86% or higher by 2021. Our Benchmark Mid-year and EOY historic data indicates that overall students in grades 2 - 5 are achieving a mean score of less than 86%. In order to achieve this goal, Sandymount is focusing on the area of Numbers in Base Ten to help increase our mean benchmark scores for grades 2 – 5. Grades K - 1 will also focus on improved instruction in this area in order to build the foundation for grades 2 - 5.

This standard supports critical learning areas in each grade level (counting, place value, addition, subtraction, multiplication, division, and decimals).



**Reading 2019-2020:**

Grade Level	Baseline	County	Goal
Pre-K	Letter ID: 87.5%	88.14%	90%
K	CCPA Closed Syllables: 81.67%	81.66%	85%
1st	CCPA R-Controlled: 70.45%	77.89%	78%
2nd	CCPA Multisyllabic: 72.73%	72.77%	76%
2nd	Spring CBA: 80%	82%	83%
3 <sup>rd</sup>	Spring CBA: 79.5%	81%	83%
4th	Spring CBA: 78%	77%	81%
5th	Spring CBA: 80.5%	82%	83%

**Percentage of Students at or above Proficiency on PARCC/MCAP for Reading 2019-2020**

Grade	Percentage at or Above Proficiency Reading-Literary	Percentage at or Above Proficiency Reading-Informational	Percentage at or Above Proficiency Reading-Vocabulary
3	64%	60%	58%
4	55%	67%	61%
5	65%	61%	68%

**Reading Rationale 2021-2022:**

Our May 2019 data indicates that many of our students are not meeting expectations on PARCC/MCAP and county-based ELA assessments in reading comprehension and phonics. Our goal is to increase the percentage of students in all grade levels who earn proficient scores on CBA and/or CCPA.

**WRITING:**

Grade Level	Baseline	Goal
2nd	81%	84%
3rd	85%	87%
4th	83.5%	86%
5th	84%	87%

**Percentage of Students Meeting or Exceeding Expectations on PARCC/MCAP for Writing**

Grade Level	Written Expression	Conventions
3 <sup>rd</sup>	60%	55%
4 <sup>th</sup>	63%	59%
5 <sup>th</sup>	59%	52%

**Writing Rationale 2021-2022:**

Our Spring 2021 CBA Writing and PARCC/MCAP data indicates that many students are not earning proficient scores on written responses to text. Our goal is to increase the percentage of students in grades 2-5 who earn proficient scores on CBA Writing as measured by CCPA writing rubrics.



## School Improvement Goals to Target Areas from Needs Assessment

1. By May 2022, students in grades 2 through 5 will show an increase in mean scores on the CCPS January and May math benchmark assessments.
2. By May 2022, the percentage of students in grades Pre-K through 5 who meet or exceed grade level expectations in reading will increase as measured by CCPA, CBA and RI.
3. By May 2022, increase the percentage of students in grades 2-5 achieving 80% or higher on the writing portion of the Spring CBA.

### School Improvement Goal 1: Math

By May 2022, students in grades 2 through 5 will show an increase in mean scores on the CCPS January and May math benchmark assessments.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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<p><b>TARGET AREA OF NEED: <i>Numbers in Base Ten</i></b></p> <ol style="list-style-type: none"> <li>Distribute CCPS laptops to families who expressed the need for a device and/or internet service in order for students to participate in the virtual and hybrid learning environment.</li> <li>Provide printed resources for Pre-Kindergarten through fifth grade for students to engage and participate in synchronous and asynchronous learning.</li> <li>Generate grade level newsletter to increase parent/teacher communication during the virtual, hybrid, and traditional setting.</li> <li>Participate in Professional Development focused on best practices for virtual teaching and learning.</li> <li>Provide opportunities at least 2 days a week for students to make sense of and solve word problems using visual models and manipulatives.</li> <li>Explicitly teach how to explain/model solutions to problems, using a written response rubric as a guide for explaining mathematical thinking.</li> <li>Participate in number talks at least 2 days a week to increase communication and student engagement.</li> <li>Ensure equitable access for under-represented students by analyzing assessment data during collaborative planning meetings and providing individual support.</li> <li>Ensure equitable access for all students by monitoring attendance and provide alternative supports during virtual/hybrid instruction.</li> </ol>	<p>August/Sept.  September  Monthly  On-going  2 x Week  Weekly  Weekly  Weekly  Weekly</p>	<p>January and May Mean Score Goal for 2021-2022</p> <table border="1"> <tbody> <tr> <td>PreK</td> <td>99%</td> </tr> <tr> <td>Kindergarten</td> <td>91%</td> </tr> <tr> <td>Grade 1</td> <td>95%</td> </tr> <tr> <td>Grade 2</td> <td>86%</td> </tr> <tr> <td>Grade 3</td> <td>84%</td> </tr> <tr> <td>Grade 4</td> <td>85%</td> </tr> <tr> <td>Grade 5</td> <td>85%</td> </tr> </tbody> </table>	PreK	99%	Kindergarten	91%	Grade 1	95%	Grade 2	86%	Grade 3	84%	Grade 4	85%	Grade 5	85%
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## School Improvement Goal 2: ELA Reading

**Reading:** By May 2021, the percentage of students in grades Pre-K through 5 who meet or exceed grade level expectations in reading will increase as measured by CCPA and CBA.

*\*Goal may change based on data from 2020-2021 school year*

Actions and Strategies	Timeline	Measures of Success / Desired Performance Level				
<ol style="list-style-type: none"> <li>1. Distribute CCPS laptops to families who expressed the need for a device and/or internet service in order for students to participate in the virtual and hybrid learning environment.</li> <li>2. Provide printed resources for Pre-Kindergarten through fifth grade for students to engage and participate in synchronous and asynchronous learning.</li> <li>3. Generate grade level newsletters to increase parent/teacher communication during the virtual, hybrid, and traditional setting.</li> <li>4. Participate in Professional Development focused on best practices for virtual teaching and learning.</li> <li>5. Teachers will instruct students in text engagement through modeling of Notice and Note strategies in reading instruction.</li> <li>6. Provide robust instruction using Wonders texts, resources, and assessments.</li> <li>7. Teachers will incorporate Wonders weekly vocabulary, content vocabulary into their instruction. <b><u>FAF vocabulary and SEL vocabulary into instruction will be integrated during 2021-2022 SY</u></b></li> <li>8. Ensure equitable access for under-represented students by analyzing assessment data during collaborative planning meetings and providing individual support.</li> <li>9. Ensure equitable access for all students by monitoring attendance and provide alternative supports during virtual/hybrid instruction.</li> </ol>	August/Sept.	PLA/ELA Assessment Goal for 2020-2021				
	September	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Pre-K</td> <td style="width: 50%;">Letter ID: 90%</td> </tr> <tr> <td>K</td> <td>Closed syllables: 85%</td> </tr> </table>	Pre-K	Letter ID: 90%	K	Closed syllables: 85%
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	Sept./October	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1st</td> <td style="width: 50%;">R-controlled: 75%</td> </tr> <tr> <td>2nd</td> <td>Multisyllabic: 76%</td> </tr> </table>	1st	R-controlled: 75%	2nd	Multisyllabic: 76%
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	Monthly	<p style="text-align: center;">CBA Data Goal for 2020-2021</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">2nd</td> <td style="width: 50%;">83%</td> </tr> <tr> <td>3rd</td> <td>83%</td> </tr> </table>	2nd	83%	3rd	83%
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On-going	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">4th</td> <td style="width: 50%;">81%</td> </tr> <tr> <td>5th</td> <td>83%</td> </tr> </table>	4th	81%	5th	83%	
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### School Improvement Goal 3: ELA Writing

By May 2021, increase the percentage of students in grades 2-5 achieving 80% or higher on the writing portion of the Spring CBA. *\*Goal may change based on data from 2020-2021 school year*

Actions and Strategies	Timeline	Measures of Success / Desired Performance Level										
<ol style="list-style-type: none"> <li>1. Provide printed writing resources for Pre-Kindergarten through fifth grade students to engage and participate in the lesson.</li> <li>2. Teachers will provide explicit instruction in written responses across content areas.               <ol style="list-style-type: none"> <li>a. Use Notice &amp; Note signposts to respond to text dependent questions in grades 2-5.</li> <li>b. Provide organizers and tools for extended responses.</li> <li>c. Provide explicit language conventions instruction in both written and digital form.</li> </ol> </li> <li>3. Grade levels will use common rubrics for limited writing responses with students, including group/peer assessment activities and self-assessment, during first pass instruction.</li> <li>4. Ensure equitable access for under-represented students by analyzing assessment data during collaborative planning meetings and providing individual support.</li> </ol>	<p>September</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<table border="1" data-bbox="995 384 1239 611"> <thead> <tr> <th>Gr.</th> <th>Written Expression</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>84%</td> </tr> <tr> <td>3rd</td> <td>87%</td> </tr> <tr> <td>4th</td> <td>86%</td> </tr> <tr> <td>5th</td> <td>87%</td> </tr> </tbody> </table> <p>CBA Data Goal for 2020-2021</p>	Gr.	Written Expression	2nd	84%	3rd	87%	4th	86%	5th	87%
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