

## Linton Springs Elementary School

### School Improvement Plan 2021-2022

revised 9/18/2021

#### School Vision / Mission

**Our Vision:**  
**LSE is a community of lifelong learners who demonstrate academic excellence and outstanding character.**



#### Carroll County Public Schools Strategic Plan 2018-23: Objectives & 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)

## Linton Springs Elementary School

### Need Assessment

#### READING/WRITING/MATH

1. On the Spring of 2021 CBA administration, 95% of 2<sup>nd</sup> graders passed with an 80% or better, 71% of 3<sup>rd</sup> graders pass with an 80% or better. 74% of 4<sup>th</sup> graders passed with an 80% or better and 71% of 5<sup>th</sup> graders passed with an 80% or better.
2. On the spring RI – 80% of 2<sup>nd</sup> graders met the county expectation for reading level as measured by the RI; 76% of 3<sup>rd</sup> graders met the county expectation; 77% of 4<sup>th</sup> graders met the county expectation; and 85% of 5<sup>th</sup> graders met the county expectation as measured on the Spring of 2021 RI.
3. Students in Kindergarten were below the county average of 87.5% with an 85% on CCPA Task 1, First grade scored below the county average on CCPA task 2A with a 92.56% and on task 2D with a 76.47%. Second grade scored below the county average on CCPA task 2H with a 75.47%. LSE will continue to focus on phonics instruction in order to meet or exceed the county average.
4. Baseline writing achievement data will be established in the 2021-2022 school year using the new county writing rubrics within Performance Matters.
5. During the 2020-2021 school year, the average score of fifth grade students on the End of Year Math Benchmark Assessments was 77%.

## Linton Springs Elementary School

### Improvement Goals to Target Areas from Needs Assessment

#### READING/WRITING/MATH

1. During the 2021-2022 school year, all students in PreK-5 will increase their overall proficiency in reading as measured by grade level data. LSE will work to improve student performance by 4-6%.
2. Increase the mean score of students in grades PreK-fifth grade on the Spring administration of the Math Benchmarks Assessment by 4-6 percentage points above the CCPS average score.
3. During the 2021-2022 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the Comprehension Benchmark Assessments by scoring an 80% or higher using the new CCPS Writing Rubrics.

**Linton Springs Elementary School  
Data Analysis**

**READING**

**CCPA, HFW, Assessed Reading Level  
Percentage of students scoring 80% or better**

Grade Level	Assessments: CCPA, HFW, Assessed Reading Level	LSE Students scoring 80%+	County Students scoring 80%+	Goal June 2022
<b>K</b>	CCPA 1 – Short Vowel sounds	85.47%	87.5%	88%
	High Frequency Words	80.34%	69.42%	82%
	Assessed Reading Level	74.38%	75.25%	78%
<b>1</b>	CCPA 2A	92.56%	93.05	95%
	CCPA 2B	87.60%	88.99%	90%
	CCPA 2C	83.19%	83.02%	87%
	CCPA 2D	76.47%	79.25%	80%
	High Frequency Words Assessed Reading Level	59.5% 74.38%	55.13% 67.49%	65% 80%
<b>2</b>	CCPA 2G	92.78%	87.60%	94%
	CCPA 2H	75.26%	77.97%	80%
	Assessed Reading Level	78.35%	64.07%	80%
<b>3</b>	CCPA 2I	91.30%	80.95%	93%
	CCPA 2J	89.57%	82.22%	93%
	Assessed Reading Level	100%	85.33%	100%

**CBA**

**Percentage of students scoring 80% or better**

Grade Level	LSE Students scoring 80%+ *Literary only	County Students scoring 80%+	Goal June 2022
Grade 2	94.85%	69.26%	95%
Grade 3	74.14%	57.92%	80%
Grade 4	65.22%	64.64%	70%
Grade 5	71.21%	64.65%	77%

**RI**

**Percentage of students meeting grade level expectations**

Grade Level	LSE Students meeting grade level expectation	County students meeting grade level expectation	Goal June 2022
Grade 2	80%	66.71%	85%
Grade 3	76.72%	68.98%	80%
Grade 4	77.17%	72.97%	80%
Grade 5	85.82%	74.51%	87%

### DATA ANALYSIS

1. On the Spring of 2021 CBA administration, 94.85% of 2<sup>nd</sup> graders passed with an 80% or better, 74.14% of 3<sup>rd</sup> graders pass with an 80% or better. 65.22% of 4<sup>th</sup> graders passed with an 80% or better and 85.82% of 5<sup>th</sup> graders passed with an 80% or better. LSE students met or exceeded county expectations on the 2021 Spring CBA, LSE will work to improve student performance by 4-6%.
2. On the 2021 Spring RI – 80% of 2<sup>nd</sup> graders met the county expectation for reading level as measured by the RI; 76.72% of 3<sup>rd</sup> graders met the county expectation; 77.17% of 4<sup>th</sup> graders met the county expectation; and 85.82% of 5<sup>th</sup> graders met the county expectation as measured on the Spring of 2021 RI. LSE students met or exceeded county expectations on the 2021 Spring CBA, LSE will work to improve student performance by 4-6%.
3. The data reflects that LSE students in grades K, 1, and 2 need to continue to focus on phonics instruction in order to meet or exceed the county average.

## **Linton Springs Elementary School Data Analysis**

### **MATH**

#### **Local Benchmark Performance**

<b>Average Score Math Assessments</b>				
<b>Grade Level</b>	<b>CCPS MYA 2021</b>	<b>LSE EOY 2021</b>	<b>CCPS EOY 2021</b>	<b>LSE Goal for May 2022</b>
<b>PreK</b>	<b>93</b>	<b>91</b>	<b>91</b>	<b>95</b>
<b>K</b>	<b>90</b>	<b>94</b>	<b>88</b>	<b>96</b>
<b>1</b>	<b>85</b>	<b>88</b>	<b>87</b>	<b>92</b>
<b>2</b>	<b>80</b>	<b>87</b>	<b>83</b>	<b>91</b>
<b>3</b>	<b>80</b>	<b>82</b>	<b>83</b>	<b>88</b>
<b>4</b>	<b>77</b>	<b>83</b>	<b>80</b>	<b>88</b>
<b>5</b>	<b>89</b>	<b>77</b>	<b>75</b>	<b>83</b>

### DATA ANALYSIS

1. The average score of LSE fifth grade students (May 2021 -EOY) was 77% which is just above the CCPS average score of 75%.
2. Students in grades PreK through five (May 2021 – EOY), except for grade three, scored above the average score of all CCPS students.

3. The average score of students in grade three (May 2021 – EOY) was 82%, just one point below the CCPS average score.
4. Increase the mean score of students in grades PreK-fifth grade on the Spring administration of the Math Benchmarks Assessment by 4-6 percentage points above the CCPS average score.

**Linton Springs Elementary School  
Data Analysis**

**WRITING**

**CBA – Writing Portion**

**Percentage of students scoring 80% or better on the CBA**

Grade Level	CBA	Spring 2022 Writing Goal using new CCPS Writing Rubrics
Grade 2	94.85%	80%
Grade 3	74.14%	80%
Grade 4	65.22%	80%
Grade 5	71.21%	80%

**DATA ANALYSIS**

Students in 2<sup>nd</sup> grade demonstrated proficiency on the Spring of 2021 CBA. This data reflects students in grades 3-5 will focus on using the four components of the writing rubric in order to better state ideas, organize, use clarity and edit conventions within writing. Using the new writing rubric – LSE will collect data in all these areas in order to best meet the needs of the learners in order to meet the county expectations of 80%.

**Linton Springs Elementary School  
School Improvement Goal #1**

**READING**

**Goal 1:** During the 2021-2022 school year, all students in PreK-5 will increase their overall proficiency in reading as measured by grade level data. LSE will work to improve student performance by 4-6%.

<b>Actions &amp; Strategies</b>	<b>Timeline</b>	<b>Performance Target</b>
<p><b>1.1</b> Ensure purposeful collaboration between grades K-5 and special education teachers regarding grade level expectations and structure during Humanities block.</p>	<p>Daily &amp; weekly planning</p>	<p>Teachers will provide consistent instruction. Using formative and summative data to drive instructional decisions and differentiate for individual classrooms and students.</p>
<p><b>1.2</b> Increase opportunities for students to participate in rigorous on-line reading tasks</p>	<p>Monthly ConnectEd Tasks</p>	<p>Teachers will review ConnectEd data to make instructional decisions</p>
<p><b>1.3</b> Direct instruction using State, Cite, Explain to respond to text-dependent questions in grades 3-5</p>	<p>Weekly Prompts</p>	<p>Students will increase their accuracy in State, Cite, Explain as measured by scoring rubrics.</p>
<p><b>1.4</b> Utilize Notice and Note strategies to actively comprehend grade level text in grades 1-5</p>	<p>Weekly Wonders Assessments</p>	<p>Teachers will analyze weekly Wonders assessments to make instructional decisions</p>
<p><b>1.5</b> Teach Foundations with fidelity in whole group at grades PreK-3</p>	<p>Weekly Foundations Assessments</p>	<p>Teachers will analyze weekly Foundations assessments as well as CCPA data to make instructional decisions</p>
<p><b>1.6</b> Grade level teams will meet to monitor student progress toward SLOs using 4DX</p>	<p>Monthly</p>	<p>Teams will create scoreboards to monitor student learning and report data each month.</p>
<p><b>1.7</b> Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach all students.</p>	<p>Weekly/Monthly</p>	<p>Staff will engage in monthly professional learning opportunities to transition from cultural pre-competence to cultural proficiency. Weekly walkthroughs will occur to provide ongoing feedback.</p>

**Linton Springs Elementary School  
School Improvement Goal #2**

**MATH**

**Goal 2:** Increase the mean score of students in grades PreK-fifth grade on the Spring administration of the Math Benchmarks Assessment by 4-6 percentage points above the CCPS average score.

<b>Actions &amp; Strategies</b>	<b>Timeline</b>	<b>Performance Target</b>
<p><b>2.1</b> Grade level math teachers in K-5 will plan lessons with the Math Resource Teacher to actively engage students.</p>	<p>Bi-weekly</p>	<p>Teachers will provide consistent instruction. Using formative and summative data to drive instructional decisions and differentiate for individual classrooms and students.</p>
<p><b>2.2</b> Ensure purposeful collaboration in planning K-5 teachers and special educators regarding grade level expectations and structure during math block.</p>	<p>Daily &amp; weekly planning</p>	<p>Teachers will evaluate progress reports, intervention data, formative and summative assessment scores.</p>
<p><b>2.3</b> Complete Number Talks, Number Routines, and review previously taught standards in grades PreK-5</p>	<p>2-3 times per week</p>	<p>Students will increase their fluency with computation on unit formative and summative assessments.</p>
<p><b>2.4</b> Grade level teams will meet to monitor student progress toward SLOs using 4DX</p>	<p>Monthly</p>	<p>Teams will create scoreboards to monitor student learning and report data each month.</p>
<p><b>2.5</b> Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach ALL students.</p>	<p>Weekly/Monthly</p>	<p>Staff will engage in monthly professional learning opportunities to transition from cultural pre-competence to cultural proficiency. Weekly walkthroughs will occur to provide ongoing feedback.</p>

**Linton Springs Elementary School  
School Improvement Goal #3**

**WRITING**

**Goal 3:** During the 2021-2022 school year, all students in grades 2-5 will increase their overall proficiency in writing as measured by the Comprehension Benchmark Assessments by scoring an 80% or higher using the new CCPS Writing Rubrics.

<b>Actions &amp; Strategies</b>	<b>Timeline</b>	<b>Performance Target</b>
<p><b>3.1</b> Grade level writing teachers in K-5 will plan lessons with the Reading Specialist Teacher to actively engage students.</p>	<p>Weekly</p>	<p>Teachers will provide consistent instruction. Using formative and summative data to drive instructional decisions and differentiate for individual classrooms and students.</p>
<p><b>3.2</b> Ensure purposeful collaboration in planning K-5 teachers and special educators regarding grade level expectations and structure during ELA/Humanities block.</p>	<p>Ongoing, 2x yearly for CBA</p>	<p>Teachers will evaluate progress reports, intervention data, formative and summative assessment scores.</p>
<p><b>3.3</b> Provide opportunities for collaborative scoring of written responses using CCPS writing rubrics in grades K-5 to provide consistency across grade levels.</p>	<p>Bi-weekly</p>	<p>Teachers will evaluate writing using rubrics to make instructional decisions</p>
<p><b>3.4</b> Increase opportunities for students to participate in rigorous writing tasks in Humanities and STEM blocks</p>	<p>Daily</p>	<p>Teachers will review ConnectEd data and teacher created online science assessments to make instructional decisions.</p>
<p><b>3.5</b> Direct instruction using State, Cite, Explain to respond to text-dependent questions in grades 3-5.</p>	<p>Weekly Prompts</p>	<p>Students will increase their accuracy in identifying accurate text evidence to answer a text-based question, using scoring rubrics.</p>
<p><b>3.6</b> Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach ALL students.</p>	<p>Weekly/Monthly</p>	<p>Staff will engage in monthly professional learning opportunities to transition from cultural pre-competence to cultural proficiency. Weekly walkthroughs will occur to provide ongoing feedback.</p>