



Eldersburg Elementary School

School Improvement Plan 2022 - 2023

School Vision / Mission

EES Vision

Our vision is to work together to educate the whole child with high standards in a safe and nurturing environment.

EES Mission

The mission of EES is to empower all our students to become Respectful, Responsible citizens who are Ready to succeed in the global community.

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

No current state data is available due to suspended and delayed testing during the Covid-19 Pandemic. Local assessment data has been used to assess Eldersburg’s current strengths and needs.

Reading – Percentage of students reading on/above grade level was measured to address CCPS Strategic Plan Pillar I. Students in grades Kdg-2 are measured via their Assessed Reading Level. Students in grades 3-5 are measured by their Lexile score on the Reading Inventory.

Assessed Reading Level		
Grade	Spring 2021	Spring 2022
Kindergarten	91.94	87.5%
First	79.5%%	94%
Second	62.12%	65%
Third	72.73%	70%
Fourth	80.72%	78%
Fifth	80.82%	79%

Writing – Percentage of students scoring proficient of Spring 2022 CBA

	Opinion	Literary	Combined
Second	66/40	58/20	62
Third	88/82	79/73	83.5
Fourth	91/78	87/78	89
Fifth	80/50	80/75	80

Total writing score – percent receive 8/10 or greater

	Opinion	Literary	Combined
Third	66 / 45	55 / 27	
Fourth	79 / 56	63 / 33	
Fifth	56 / 42	71 / 67	

Math – Percent of students scoring 80% or higher on the spring math benchmark. Eldersburg students are currently scoring above the county target in all but fourth grade.

Pre-Kindergarten	89
Kindergarten	88
First	89
Second	86
Third	86
Fourth	75
Fifth	83



School Improvement Goals to Target Areas from Needs Assessment
<ol style="list-style-type: none"> 1. 80% of students in grades K-5 will read and comprehend grade level text as measured by EOY Running Record/Lexile 2. 80% of students in grades 3-5 will attain a passing score on the writing portion of the spring CBA (8/10). At least 60% of all students identified for FaRMs will attain a passing score. 3. Maintain 80% of students passing the spring math benchmark in all grades with fourth grade increasing to 80%.

School Improvement Goal		
1. 80% of students in grades K-5 will read and comprehend grade level text as measured by EOY Running Record/Lexile		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 First pass instruction of reading strategies in small groups will occur daily using MQI. Language Arts teachers will instruct using the Wonders lessons and assessments.	Data to be reviewed month at grade level data meetings	80% of students achieving 80% mastery on Wonders reading assessments.
1.2 Sight word intervention will occur for students below grade expectation on High Frequency Words (HFW)	Data to be reviewed monthly	HFW assessment will be used with the expectation for each student to master a minimum of 5 words per month.
1.3 Teachers (K-3) will implement Foundations practices with fidelity(integrity) daily and will administer and analyze unit assessments to determine areas for second chance instruction Fourth grade teachers will use CCPA data to fill in holes in students' phonics knowledge.	Classroom and intervention data to be reviewed at monthly data meetings.	Mastery rates on Foundations tests and CCPS CPA assessments.
1.4 Identified students will participate in Lexia computer program and targeted lessons based on need.	Classroom and intervention data to be reviewed at monthly data meetings.	80% of students using Lexia will achieve their individual annual goal.
1.5 Students will participate in teacher read aloud, digital read aloud to model reading practices. They will participate in daily independent reading (paper and/or digital) for practice of strategies.	Data will be shared monthly	Stories read will be tracked on student graphs. Each grade will set grade appropriate targets and 80% of students will meet this targets monthly.



School Improvement Goal		
2. 80% of students in grades 3-5 will attain a passing score on the writing portion of the spring CBA (8/10). At least 60% of all students identified for FaRMs will attain a passing score.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Students will receive direct instruction on strategies to “unpack” a question (ie. CUCC, keywords) identify the type of question and then formulate an answer that addresses the question	Quarterly collection of grade level writing data on the ideas portion of the writing rubric	80% of students will achieve a passing score on grade level rubrics
2.2 Direct writing instruction, modeling and conferencing will address organization and clarity in writing by introducing the topic and using supporting details.	Quarterly collection of grade level writing data on the ideas section of the rubric	80% of students will achieve a passing score on grade level rubrics
2.3 Teachers will provide modeling and explicit instruction and opportunities in writing across all content areas. Writing rubrics will be used across content areas.	Quarterly collection of writing data	Students will score a 2 or 3 on writing scored with the county rubric

School Improvement Goal		
3. Maintain 80% of students passing the spring math benchmark in all grades with fourth grade increasing to 80%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Students in grades K-5 will use electronic resources (ie Splash Learn/Dream Box) to increase fact fluency.	Data to be reviewed monthly	80% of students will show an increase in fact fluency as reported from the program data.
3.2 Students identified as the lowest 5% in fact fluency will participate in fact fluency intervention (ie Great Leaps/Touch Math/Box of Facts/Math Sharks)	September-June	IAs will utilize the programs with identified students 2-3 times per week. Data will be collected weekly. Data will be shared at student progress data meetings.
3.3 Students will use problem solving organizers to make sense of problems and plan for problem solving	Reviewed in January and June following benchmark assessments	75% Mastery in Operations and Algebraic Thinking on January benchmark 80% Mastery in Operations and Algebraic Thinking on May/June Benchmark
3.4 Students will participate in strategic modeling and practice of grade level algebraic problems.	Classroom data reviewed monthly	75% Mastery in Operations and Algebraic Thinking on January benchmark 80% Mastery in Operations and Algebraic Thinking on May/June Benchmark