

Linton Springs Elementary School

School Improvement Plan 2022-2023

FINAL 10/20/2022

School Vision, Mission, and Core Values

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

At Linton Springs, we value:
Perseverance...Respect...Inclusivity...Community...Excellence



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)

School Improvement Goals

READING/MATH/WRITING

1. During the 2022 – 2023 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. During the 2022 – 2023 school year, all students in PreK – 5 will increase their mean score on the spring administration of the Math Benchmark Assessment by 4-6 percentage points above the CCPS average score.
3. During the 2022 – 2023 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
Reading 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 2023
Kindergarten	CCPA 1 – Short Vowel sounds	97.06%	95.23%	95%
	High Frequency Words	88.89%	84.82%	91%
	Assessed Reading Level	91.18%	84.45%	93%
Grade 1	CCPA 2A	97.50%	95.29%	95%
	CCPA 2B	96.67%	92.31%	95%
	CCPA 2C	96.67%	87.08%	95%
	CCPA 2D	91.67%	84.20%	94%
	High Frequency Words	75.83%	66.41%	78%
	Assessed Reading Level	84.17%	73.00%	86%
Grade 2	CCPA 2G	94.62%	88.35%	95%
	CCPA 2H	89.23%	79.61%	91%
	Assessed Reading Level	84.62%	67.95%	87%
Grade 3	CCPA 2I	82.61%	84.12%	85%
	CCPA 2J	89.13%	85.30%	92%
	Assessed Reading Level	96.81%	88.24%	100%

Reading Inventory (RI)

Grade Level	LSE Students meeting grade level expectation	County students meeting grade level expectation	Goal June 2022
Grade 2	82.93%	67.08%	85%
Grade 3	78.72%	68.48%	80%
Grade 4	77.39%	73.71%	80%
Grade 5	75.86%	74.86%	80%

READING DATA ANALYSIS

1. On the 2022 spring Reading Inventory (RI) students in grades 2-5 outperformed CCPS, at large. While LSE student scores were higher than CCPS average scores, less than 80% of students in grades 3-5 are meeting grade level expectations. In 2022 – 2023, LSE faculty will work to improve student performance by 4-6% and strive to ensure 80%+ of students meet grade level expectations on the RI assessment.
2. Students in Kindergarten – 3rd grade exceeded CCPS average scores on the following previously identified Carroll County Phonics Assessment subtests (see table above). Students in grade 3 fell short of the CCPS average on the CCPA 21: Two Syllables- All Syllable Types subtest. In 2022 – 2023, LSE will continue to work to provide high-quality first-pass instruction in reading phonics. Furthermore, LSE faculty will work to improve student performance by 2-4%.

Linton Springs Elementary School
Math Data Analysis

MATH
Local Benchmark Performance

Average Score on Math Assessments					
Grade Level	LSE MYA 2022	CCPS MYA 2022	LSE EOY 2022	CCPS EOY 2022	LSE Goal for May 2023
Pre-Kindergarten	89	94	82	92	88
Kindergarten	91	90	94	92	98
Grade 1	92	88	93	90	97
Grade 2	89	82	87	85	93
Grade 3	84	79	85	83	91
Grade 4	85	78	89	84	85
Grade 5	87	77	84	79	90

MATH DATA ANALYSIS

1. On the mid-year math benchmark assessment, students in kindergarten through 5th grade earned scores above the CCPS county average. Students in pre-kindergarten (89%) scored below the CCPS county average (94%).
2. On the end of year math benchmark assessment, the average score of LSE pre-kindergarten students (82%) was significantly below the CCPS county average (92%).
3. Students in grades kindergarten through 5th grade scored above the CCPS county average on the 2022 end of year math benchmark assessment.
4. On the end of year math benchmark assessment, the average score earned for students in kindergarten (94%), 1st grade (93%), 2nd grade (87%), 3rd grade (85%), 4th grade (89%), and 5th grade (84%) were at least 2-5 percentage points above the CCPS county average.

**Linton Springs Elementary School
Writing Data Analysis**

WRITING
Comprehension Benchmark Assessment

Grade Level	LSE Average Score CCPS Average Score	% Of LSE students ≥ 80% % Of CCPS students ≥ 80%	Spring 2022 Writing Goal using new CCPS Writing Rubrics
Grade 2	93.84% 83%	LSE: 93.08% CCPS: 68.03%	80%
Grade 3	Literary: 81.12% Literary: 74.68% Opinion: 80.29% Opinion: 73.10%	LSE: 59.57% (Lit) CCPS: 47.37% (Lit) LSE: 62.77% (Opin) CCPS: 46.99% (Opin)	80%
Grade 4	Literary: 84.31% Literary: 79.10% Opinion: 73.20% Opinion: 72.25%	LSE: 70.34% (Lit) CCPS: 61.02% (Lit) LSE: 45.76% (Opin) CCPS: 43.25% (Opin)	80%
Grade 5	Literary: 73.40% Literary: 76.22% Opinion: 71.79% Opinion: 73.30%	LSE: 45.56% (Lit) CCPS: 52.17% (Lit) LSE: 47.78% (Opin) CCPS: 48.79% (Opin)	80%

WRITING DATA ANALYSIS

1. On the spring 2022 CBA administration, students in 2nd – 4th grade outperformed CCPS, at large. In 2nd grade, 93.08% of students earned a score of 80% or better. In 3rd grade, 59.57% of students earned a score of 80% or greater on the CBA Literary assessment, while 62.77% of 3rd grade students earned a score of 80% or better on the CBA Opinion assessment. In 4th grade, 45.76% of students earned a score of 80% or greater on the CBA Opinion assessment, while 70.34% of students earned a score of 80% or greater on the CBA Literary assessment. While our 5th grade students earned scores that fell below CCPS at large, our students' scores were commensurate with their CCPS counterparts. In 2022 – 2023, LSE students will strive to meet or exceed county expectations on the 2023 spring CBA subtests. LSE will work to improve student performance by 4-6%.
2. Students in 2nd grade demonstrated proficiency on the Spring 2022 Comprehension Benchmark Assessment (CBA) administration. Students in third and fourth grade earned average scores above county averages on both the Literary and Opinion subtests of the 2022 spring CBA. Students in 5th grade fell slightly below county averages on both subtests of the 2022 spring CBA.

3. While our students are generally performing at higher-than-average levels, we are still significantly short of the CCPS expectation for all students to earn scores of 80% or higher on both subtests of the CBA in grades 3-5. Students in grades 3-5 will continue to focus on using the four components of the CCPS writing rubric to better state ideas, organize, use clarity, and edit conventions within their writing. Using the new writing rubric, LSE will collect data in these areas to best meet the needs of our learners, and to meet the county expectations of 80%.

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

READING

Goal 1: During the 2022 – 2023 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%.

Actions & Strategies	Timeline	Performance Target
<p>1.1 Ensure consistent and purposeful collaboration between kindergarten – 5th grade classroom teachers and special education teachers regarding grade level expectations and structure during Humanities block. Reading Specialist will support increased opportunities for students to participate in rigorous on-line reading tasks.</p>	<p>Daily & weekly planning</p>	<p>1.1 Teachers will provide consistent, high-quality, first pass instruction. Teachers will use formative and summative data to drive instructional decisions and differentiate for individual classrooms and students. Students in grades 3-5 will engage with online reading databases. Students in K-2 will utilize RAZ-Kids to support reading comprehension.</p>
<p>1.2 Implement new strategies in the balanced reading block/Humanities as outlined in the Six Shifts of Reading text.</p>	<p>Quarterly</p>	<p>1.2 Teachers will explore the six shifts of reading with the reading specialist, identifying how to best implement the science of reading into their classroom instruction.</p>
<p>1.3 Direct instruction using Unlock the Prompt and State, Cite, Explain to respond to text-dependent questions in grades 3-5</p>	<p>Weekly</p>	<p>1.3 Students will increase their accuracy in determining what the prompt is asking students to write and respond in the State, Cite, Explain format as measured by scoring rubrics.</p>
<p>1.4 Teach Foundations with fidelity in whole group at grades PreK-3. In grades PreK-1, teachers will implement Heggerty to support phonological awareness.</p>	<p>Daily</p>	<p>1.4 Teachers will analyze unit Foundations assessments as well as CCPA data to drive instructional decisions and interventions, as necessary.</p>

<p>1.5 Grade level teams will meet to monitor student progress toward SLOs using 4 Disciplines of Execution</p>	<p>Monthly</p>	<p>1.5 Teams will create scoreboards to monitor student learning and report data during monthly grade level 4DX meetings. Teachers will continue to analyze bi-weekly Wonders assessments</p>
<p>1.7 Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach all students.</p>	<p>Quarterly</p>	<p>1.7 Staff will engage in quarterly professional learning opportunities to transition from cultural pre-competence to cultural proficiency.</p>

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

MATH

Goal 2: During the 2022 – 2023 school year, all students in PreK – 5 will increase their mean score on the spring administration of the Math Benchmark Assessment by 4-6 percentage points above the CCPS average score.

Actions & Strategies	Timeline	Performance Target
<p>2.1 Ensure consistent and purposeful collaboration between kindergarten – 5th grade classroom teachers and special education teachers regarding grade level expectations and structure during Math/STEM block.</p>	<p>Daily & weekly planning</p>	<p>2.1 Teachers will provide consistent instruction. Using formative and summative data to drive instructional decisions and differentiate for individual classrooms and students.</p>
<p>2.2 Grade level and Special Education teachers in kindergarten – 5th grade will plan lessons with the Math Resource Teacher to actively engage students.</p>	<p>Weekly</p>	<p>2.2 Weekly planning sessions to occur between Special Education and General Education teachers. Plans will be posted in a shared folder for easy access.</p>
<p>2.3 Students in Pre-Kindergarten – 5th grade will complete Number Talks, Number Routines, and review previously taught standards .</p>	<p>2-3 times per week</p>	<p>2.3 Students will increase their fluency with computation on unit formative and summative assessments.</p>

<p>2.4 Grade level teams will meet to monitor student progress toward SLOs using 4 Disciplines of Execution</p>	<p>Monthly</p>	<p>2.4 Teams will create scoreboards to monitor student learning and report data each month.</p>
<p>2.5 Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach all students.</p>	<p>Weekly/Monthly</p>	<p>2.5 Staff will engage in quarterly professional learning opportunities to transition from cultural pre-competence to cultural proficiency.</p>

<p style="text-align: center;">Linton Springs Elementary School School Improvement Goal #3</p>		
<p style="text-align: center;">WRITING</p> <p>Goal 3: During the 2022 – 2023 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.</p>		
<p>Actions & Strategies</p>	<p>Timeline</p>	<p>Performance Target</p>
<p>3.1 Ensure consistent and purposeful collaboration between kindergarten – 5th grade classroom teachers and special education teachers regarding grade level writing expectations and structure during STEM and Humanities blocks.</p>	<p>Weekly</p>	<p>3.1 Teachers will provide consistent, high-quality, first pass instruction. Teachers will use formative and summative data to drive instructional decisions and differentiate for individual classrooms and students.</p>
<p>3.2 Grade level and Special Education teachers will plan lessons with the Reading Specialist to actively engage students.</p>	<p>Weekly</p>	<p>3.2 Weekly planning sessions to occur between Special Education and General Education teachers. Plans will be posted in a shared folder for easy access.</p>
<p>3.3 Provide opportunities for collaborative scoring of written responses using CCPS writing rubrics in grades K-5 to provide consistency across grade levels.</p>	<p>Ongoing, 2x yearly for CBA</p>	<p>3.3 Reading Specialist and teachers will evaluate progress reports, intervention data, formative and summative assessment scores.</p>

<p>3.4 Increase opportunities for students to participate in rigorous writing tasks in Humanities and STEM blocks</p>	<p>Weekly</p>	<p>3.4 Teachers will evaluate writing using rubrics to make instructional decisions. Direct instruction using Unlock the Prompt and State, Cite, Explain to respond to text-dependent questions in grades 2-5 in ELA and STEM. Teachers will develop universal language across content areas to support students in clearly demonstrating their understanding of text through writing.</p>
<p>3.5 Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach all students.</p>	<p>Quarterly</p>	<p>3.5 Staff will engage in quarterly professional learning opportunities to transition from cultural pre-competence to cultural proficiency.</p>