

**Cranberry Station Elementary School
School Improvement Plan 2023-2024**

The mission of CSE is to provide students with the tools and strategies necessary to master content standards and achieve personal success to be prepared for middle school and beyond.

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

CSE Math SIP Data

Grade Level	May 2023 <u>CCPS</u> percent of students meeting 80% or higher	May 2023 <u>CSE</u> percent of students meeting 80% or higher	Percentages of <u>FARMS</u> students meeting 80% or higher (May 2023)
PK	91	95	93
K	91	90	87
1st	92	89	78
2nd	85	74	60
3rd	79	37	21
4th	80	56	35
5th	83	66	55

Based on the above data, Cranberry Station did not meet the county average at any grade level. Therefore, we will focus on improving instruction using the strategic actions to close the gap between the county average and our school average.

CSE Reading SIP Data

Grade Level	May 2023 <u>CCPS</u> percent of students meeting 80% or higher	May 2023 <u>CSE</u> percent of students meeting grade level reading expectations or RI Scores	May 2023 <u>FARMS</u> percentage of students meeting grade level reading expectations or RI Scores
Pre-K	89	95 (Matching Familiar Consonants)	93%
K	85	90	86%
1st	76	75	67%
2nd	71	66	RI 26%
3rd	87	60	RI 38%
4th	73	78	61%
5th	76	75	65%

CSE Writing SIP Data

3rd Grade	County Average Writing Scores on each CBA	CSE - Percent of students meeting 80% or better on the writing section of the CBA
Literary	71	68
Informational	67	65
Opinion	77	74
Literary	78	80

4th Grade	County Average Writing Scores on each CBA	CSE - Percent of students meeting 80% or better on the writing section of the CBA
Literary	65	65
Informational	66	60
Opinion	74	71
Literary	79	77

5th Grade	County Average Writing Scores on each CBA	CSE - Percent of students meeting 80% or better on the writing section of the CBA
Literary	69	62
Informational	73	68
Opinion	77	76
Literary	77	71

Based on the ELA data provided above, we did not meet any of our expected targets during the 2022-2023 school year. Therefore, we continue to have needs in reading and writing for our school address to help students succeed in both content areas.

School Improvement Goals to Target Areas from Needs Assessment

1. We will have 80% of students reading on grade-level as measured by local assessments.
2. We will have 80% of students writing on grade-level as measured by local assessments.
3. We will have 80% of students meeting 80% or higher on the May Math Benchmark Assessments.
4. The percentage of FARMS students scoring proficient on ELA county assessments and Math benchmark data will be within 10% of our non-FARMS population scores.

CSE Improvement Goal #1 - ELA

We will have 80% of students reading on grade-level as measured by local assessments.

	Actions and Strategies	Timeline	Performance Target
1.a	The Pre-Kindergarten teacher will implement letter/sound correspondence matching lessons and activities in small groups using Heggerty, LETRS, and Science of Reading: Shifting the Balance. County wide and site based professional development will be provided	Daily	<ul style="list-style-type: none"> ● 80% of Pre-K students will score 80% or higher on the Matching Familiar Consonants assessment on the May Pre-K PLA ● 80% of K students will be reading at grade or above grade expectation level D ● 80% of 1st graders will be reading on or above grade expectation level J ● 80% of 2nd graders will be reading on or above grade expectation RI 425+ ● 80% of 3rd graders will be reading on grade level according to RI 572+ ● 80% of 4th graders will be reading on grade level according to RI 720+ ● 80% of 5th graders will be reading on grade level according to RI 825+ <p>The strategic actions will also be measured through:</p> <ul style="list-style-type: none"> ● walkthroughs from administration ● formative data ● unit assessments ● monthly student performance meetings (WIGS) ● intervention documentation
1.b	Kindergarten through 2nd grade teachers will implement sight word lessons using lessons from Heggerty, LETRS, and Science of Reading: Shifting the Balance. County wide and site based professional development will be provided.	Daily	
1.c	<i>K-2 teachers will receive differentiated faculty meetings and ½ day professional sessions focusing on daily classroom implementation of Heggerty, LETRS, and Science of Reading: Shifting the Balance.</i>	Monthly	
1.d	3 rd -5 th grade teachers will explicitly model and implement strategies for close reading and the use of evidence collection to support thinking from text.	Daily	
1.e	3 rd – 5 th grade teachers will receive differentiated professional development on the daily use and implementation of close reading strategies and vocabulary development.	Monthly	
1.f	Pre-K to 5th grade teachers will have weekly planning meetings to implement instruction in whole and small groups in reading to address student needs and implement above strategic actions. School interventionists, resource teachers, mentor teacher, and necessary staff will attend these meetings.	Weekly	
1.g	Non-tenured or newly assigned ELA and math Teachers will receive Professional Development from the Reading Specialist during set planning meetings on <i>Notice and Note</i> and <i>Shifting the Balance</i> strategies to use in reading/writing instruction. This will be supported by the mentor teacher.	Daily/Weekly	
1.h	Resource teachers, classroom teachers, and school interventionists will provide interventions to targeted students as determined by monthly data meetings. Interventionists will provide targeted reading interventions at all grade levels.	Daily	

1.i	County allotted LEXIA Licenses will be used with fidelity for targeted students.	Weekly	
1.j	Teams will have monthly data meetings with administration and resource teachers to analyze data, identify areas of need, develop commitment statements and strategic actions, and review implementation. Data and notes from all grade-level performance meetings will be entered in a shared school OneNote. Monthly WIG data will be used as a formative data piece at the SIT meetings.	Monthly	
1.k	Teams will develop and prominently display scoreboards that will be used to identify development focus, track progress, and share strategic actions. Administration will develop a centralized scoreboard that identifies and supports Team level Wigs with SIT plan alignment and promotes and tracks the implementation of stated strategic actions.	Monthly	
1.l	Differentiated faculty meetings and ½ days to allow math teachers (PK-5) to participate in differentiated professional development on identified content.	Monthly	
1.m	Administrators will complete walk through observations to monitor and provide feedback on MQI for first pass instruction.	Weekly	
1.n	Ensure that all teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.	Daily	
1.o	Staff will explicitly teach expected behaviors by referring to the school wide On-Track Behavior Matrix and utilize school wide positive behavior incentives. Staff will use strategies through the progression of the intervention process to support students in the red zone.	Daily	

CSE Improvement Goal #2 Writing

We will have 80% of students writing on grade-level as measured by local assessments.

	Actions and Strategies	Timeline	Performance Target
2.a	K -2 nd grade teachers will practice letter and sound identification/correspondence by having students record dictated sentences.	Weekly	<ul style="list-style-type: none"> ● 80% of Kindergarteners will score 35+ out of 37 points on the Hearing Sounds and Words Writing Assessment. ● 80% of 1st graders will score 35+ out of 37 points on the Hearing Sounds and Words Writing Assessment. ● 80% of 2nd graders will score 80% or better on the informational writing portion of the CBA, as measured by the CCPS writing rubric. ● 80% of 3rd graders will score 80% or better on the informational writing portion of the CBA, as measured by the CCPS writing rubric. ● 80% of 4th graders will score 80% or better on the informational writing portion of the CBA, as measured by the CCPS writing rubric. ● 80% of 5th graders will score 80% or better on the informational writing portion of the CBA, as measured by the CCPS writing rubric. <p>The strategic actions will also be measured through:</p> <ul style="list-style-type: none"> ● walkthroughs from administration ● formative data ● unit assessments ● monthly student performance meetings (WIGS) ● intervention documentation
2.b	All content teachers will develop rigorous writing prompts that support identified grade level standards and needs.	Weekly	
2.c	Special area teachers will support writing initiatives through the use of literacy exposure, oral rehearsal, research skills or other content appropriate methods.	Quarterly	
2.d	Reading resource teacher will meet with teachers (grades 3-5) to review curriculum with a focus on content standards, appropriate expectations, and long range planning for writing instruction in both Humanities and STEM blocks.	Weekly	
2.e	Teachers will explicitly develop and instruct students on how to self and peer evaluate written responses and utilize rubrics in writing conferences and formal grading practices.	Weekly	
2.f	Students will utilize the “Unlocking the Prompt” strategies in grades 2-5 to improve their ability to comprehend and respond to text.	Daily	
2.g	Teams will have monthly data meetings with administration and resource teachers to analyze data, identify areas of need, develop commitment statements and strategic actions, and review implementation. Data and notes from all grade-level performance meetings will be entered in a shared school OneNote. Monthly WIG data will be used as a formative data piece at the SIT meetings.	Monthly	
2.h	Ensure that all teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.	Daily	
2.i	Staff will explicitly teach expected behaviors by referring to the school wide On-Track Behavior Matrix and use school wide positive behavior incentives. Staff will use strategies through the progression of the intervention process to support students in the red zone.	Daily	

CSE Improvement Goal #3 - Math

We will have 80% of students meeting 80% or higher on the May Math Benchmark Assessments.

			Grade Level	May 2022 CCPS percent of students meeting 80% or higher	May 2022 CSE percent of students meeting 80% or higher	FARMS students meeting 80% or higher (May 2022)	May 2023 CSE GOAL	May 2023 CSE percent of students meeting 80% or higher
3.a	Teachers will design, plan, model, and implement, lessons that incorporate math talks with the focus of promoting student collaboration, discourse, and higher level thinking strategies.	Daily/ Weekly						
3.b	Math interventionist, Math Resource teacher, ESOL teacher, and content teachers will plan and team-teach lessons focused on math vocabulary, strategies, and number talk techniques. Special area teachers will support math vocabulary when it fits instruction.	Bi-Weekly	PK	90	79	85	89	95
			K	89	84	66	94	90
			1st	86	73	67	83	89
			2nd	77	70	62	80	74
			3rd	74	64	41	74	37
			4th	74	73	65	83	56
3.d	Teams will have monthly data meetings with administration and resource teachers to analyze data, identify areas of need, develop commitment statements and strategic actions, and review implementation. Data and notes from all grade-level performance meetings will be entered in a shared school OneNote. Monthly WIG data will be used as a formative data piece at the SIT meetings.	Monthly	5th	59	53		63	66
3.e	County allotted Dreambox Licenses will be used with fidelity for targeted students in the primary grades.	Weekly						
3.f	Resource teachers and support staff will use criteria established by admin. and supervisors to identify and target students for 3 intervention cycles for students in all grades.	3 times per year						
3.g	Classroom teachers and instructional assistants will maintain interventions designed to support all student needs as determined by monthly data meet and classroom assessments.	Weekly/ Monthly						
3.h	Teachers and students will collaboratively look for, design, and use opportunities to develop academic and digital stamina.	Weekly						
3.i	Differentiated faculty meetings and ½ days to allow math teachers (PK-5) to participate in differentiated professional development on identified content.	Monthly/ Quarterly						

The strategic actions will also be measured through:

- walkthroughs from administration
- formative data
- unit assessments
- monthly data meetings
- intervention documentation

3.j	Administrators will complete walk through observations to monitor and provide feedback on MQI for first pass instruction.	Weekly	
3.k	Ensure that all teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies to reach ALL Students.	Daily	
3.l	Staff will explicitly teach expected behaviors and use school wide positive behavior incentives. Staff will use strategies through the progression of the intervention process to support students in the red zone.	Daily	

CSE Improvement Goal #4

The percentage of FARMS students scoring proficient on ELA county assessments and Math benchmark data will be within 10% of our non-FARMS population scores.

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4.a	Title I and Compensatory Interventionists will pull and implement intervention based on student need and data analysis.	Daily	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>May 2022 <u>CCPS</u> percent of students meeting 80% or higher</th> <th>May 2022 <u>CSE</u> percent of students meeting 80% or higher</th> <th>FARMS students meeting 80% or higher (May 2022)</th> <th>May 2023 <u>CSE GOAL</u></th> <th>May 2023 <u>CSE</u> percent of students meeting 80% or higher</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>90</td> <td>79</td> <td>85</td> <td>89</td> <td>95</td> </tr> <tr> <td>K</td> <td>89</td> <td>84</td> <td>66</td> <td>94</td> <td>90</td> </tr> <tr> <td>1st</td> <td>86</td> <td>73</td> <td>67</td> <td>83</td> <td>89</td> </tr> <tr> <td>2nd</td> <td>77</td> <td>70</td> <td>62</td> <td>80</td> <td>74</td> </tr> <tr> <td>3rd</td> <td>74</td> <td>64</td> <td>41</td> <td>74</td> <td>37</td> </tr> <tr> <td>4th</td> <td>74</td> <td>73</td> <td>65</td> <td>83</td> <td>56</td> </tr> <tr> <td>5th</td> <td>59</td> <td>53</td> <td></td> <td>63</td> <td>66</td> </tr> </tbody> </table>	Grade Level	May 2022 <u>CCPS</u> percent of students meeting 80% or higher	May 2022 <u>CSE</u> percent of students meeting 80% or higher	FARMS students meeting 80% or higher (May 2022)	May 2023 <u>CSE GOAL</u>	May 2023 <u>CSE</u> percent of students meeting 80% or higher	PK	90	79	85	89	95	K	89	84	66	94	90	1st	86	73	67	83	89	2nd	77	70	62	80	74	3rd	74	64	41	74	37	4th	74	73	65	83	56	5th	59	53		63	66					
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4.b	Behavioral support specials and mental health therapist will provide necessary interventions to maintain the classroom environment and instructional implementation.	Daily																																																						
4.c	Support room and behavioral staff will analyze data and support strategies to minimize disruptions to instruction and individual student time out of the classroom.	Weekly																																																						
4.d	Equity liaison will provide professional development to all staff that will support a diverse population.	3 times a year																																																						
4.e	Title I parent liaison will plan and provide enrichment opportunities for families of designated students.	Once a quarter	<table border="1"> <thead> <tr> <th>Grade</th> <th>June 2023 Referrals</th> <th>June 2024 Referrals</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>66</td> <td></td> </tr> <tr> <td>K</td> <td>37</td> <td></td> </tr> <tr> <td>1st</td> <td>126</td> <td></td> </tr> <tr> <td>2nd</td> <td>252</td> <td></td> </tr> <tr> <td>3rd</td> <td>35</td> <td></td> </tr> <tr> <td>4th</td> <td>51</td> <td></td> </tr> <tr> <td>5th</td> <td>52</td> <td></td> </tr> </tbody> </table>			Grade	June 2023 Referrals	June 2024 Referrals	Pre-K	66		K	37		1 st	126		2 nd	252		3 rd	35		4 th	51		5 th	52																												
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