Eldersburg Elementary School

School Improvement Plan
2024 - 2025

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 <u>R</u>espectful, <u>R</u>esponsible citizens who are <u>R</u>eady to succeed in the global community.*

Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement   ➤ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.   ➤ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
Strengthen Productive Family & Community Partnerships   ➤ Communication between CCPS and the community demonstrates transparency, trust, and respect.   ➤ CCPS partners with local government, businesses, and agencies to support student learning.   ➤ CCPS will increase transparency in the public procurement process.
Develop and Support a Successful Workforce   ➤ CCPS recruits qualified candidates for all teacher positions.   ➤ CCPS supports staff to build the Blueprint for Maryland's Future career ladder.   ➤ CCPS recruits and retains diverse employees reflective of our student community.   ➤ CCPS maintains class sizes that support learning.
Provide a Secure, Healthy, & Modern Learning Environment   ➤ CCPS promotes a culture of school security to protect and educate our students.   ➤ CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment
24-25 MCAP data is still embargoed so data is not included. Local assessment data has been used to assess Eldersburg's current strengths and needs.   **Reading** –The percentage of students reading on/above grade level was measured to address CCPS Strategic Plan Pillar I. Students in grades Kdg-2 were measured via their Assessed Reading Level. Reading achievement for students in grades 3-5 are measured by their Lexile score on the Reading Inventory. Eldersburg students in grades Kindergarten, First, Third and Fifth show mastery of on-grade reading skills. There was an increase in the percent of on-grade readers in second grade, bringing them into the approaching range. The percentage of students reading on-grade level in fourth grade decreased. 3 years. Although mastery was measured by assessed reading level, our team also looked at mastery of skills.

Assessed Reading Level Per Grade				
Grade	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Kindergarten	91.94	87.5%	89%	88%
First	79.5%	94%	85%	84%
Second	62.12%	65%	67%	75%
Third	72.73%	70%	70%	88%
Fourth	80.72%	78%	78%	70%
Fifth	80.82%	79%	69%	87%

Additionally we looked at MCAP data once it became available. Our pass rates for Reading are: 3rd – 60%, 4th - 71%, 5th – 62%.

MCAP Reading Data			2023	2024
			% Proficient	% Proficient
Grade 3	Blue		2%	7%
	Green		63%	53%
	Yellow		31%	39%
	Red		3%	1%
Grade 4	Blue		7%	10%
	Green		71%	61%
	Yellow		19%	27%
	Red		3%	2%
Grade 5	Blue		3%	9%
	Green		43%	53%
	Yellow		51%	34%
	Red		3%	4%

FaRMsReading data
Students eligible for FaRMs as this group of students has been achieving below the level of the general population of Eldersburg students. Students in Prekindergarten and kindergarten were above 80% of students reaching mastery with 100% and 82% respectively. This was an increase for both grades. Third, fourth and fifth grades all had significant increases in the on-grade performance level of students in the FaRMs group although did not reach 80% of students proficient. First and second grades showed decreases in the number of students reaching reading proficiency. Overall the FaRms identified students increased from 61% to 67% from 2023 to 2024. In response this data the team decided to continue with a goal for reading for students identified as meeting FaRMs criteria.

Percent of FaRMs eligible students reading on-grade				
Grade	Number of Identified students 22-23	Spring 2023 Data	Number of Identified students 23-24	Spring 2024 Data
Pre-Kindergarten	8	75%	7	100%
Kindergarten	13	77%	11	82%
First	16	67%	14	64%
Second	10	60%	15	53%
Third	17	59%	12	75%
Fourth	14	38%	17	53%
Fifth	10	50%	14	71%
Total	87	61%	80	68%

MCAP Data for FaRMs	
Grade	% Proficient
3	45%
4	59%
5	23%

Writing –
Percentage of students scoring proficient on CBA
Fourth grade students scored in the proficient range for writing on the spring CBA. Students in grades three and five were significantly below the mastery level.

	CBA Spring 2023		CBA Spring 2024	
	Informational	Opinion	Literary	Opinion
Second				
Third	57%	72%	43%	64%
Fourth	84%	76%	78%	72%
Fifth	63%	64%	96%	81%

Math –
Data reflects the percent of students scoring 80% or higher on the spring math benchmark. Eldersburg maintained or increased the percentage of student scoring proficient on the spring math benchmark in all but second and third grades. These grades decreased in their proficient rate. When examining content strands across all grade levels, Numbers and Operations - Base Ten and Measurement were the strands with the lowest score.

Additionally we looked at MCAP data once it became available. Our pass rates for Math are:
3rd – 71%, 4th - 60%, 5th – 60%.

Spring Math Benchmark			
	Spring 2022	Spring 2023	Spring 2024
Pre-Kindergarten	89	93%	100%
Kindergarten	88	92%	85%
First	89	92%	93%
Second	86	70%	77%
Third	86	70%	66%
Fourth	75	83%	90%
Fifth	83	83%	83%

MCAP Math Performance Data			
		2023 % Proficient	2024 % Proficient
Grade 3	Blue	13%	4%
	Green	62%	67%
	Yellow	24%	21%
	Red	1%	8%
Grade 4	Blue	7%	14%
	Green	66%	46%
	Yellow	22%	40%
	Red	4%	0%
Grade 5	Blue	2%	3%
	Green	39%	57%
	Yellow	55%	39%
	Red	5%	1%

School Improvement Goals to Target Areas from Needs Assessment

1. 80% of students in PreK-5 will read and comprehend at 80% as measured by EOY CCPS assessments.
2. 80% of students in grades 2-5 will achieve 80% on the spring writing assessment
3. Increase percentage of students passing the spring math benchmark (80%) in 2nd and 3rd grade while maintaining or increasing the pass rate in all other grades.
4. 80% of FaRMs students in grades PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.

School Improvement Goal		
1. 80% of students in PreK-5 will read and comprehend at 80% as measured by EOY CCPS assessments.		
Strategic Actions	**Timeline**	**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 monthly at grade level data meetings	Data will be monitored for 80% of students achieving 80% mastery on Wonders reading assessments and 80% of students reading on grade level reading each quarter.
1.2 Assessment data from Acadience and MAP will be used to match instructional intervention to students' need.	Data to be reviewed monthly	Smart goals/wigs will be written and monitored for each intervention. A target of 80% of students in intervention will achieve the goal.
1.3 Teachers (K-3) will implement Fundations 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.	Teachers will use a data tracking tool to monitor and analyze student progress. Data will be used to determine instructional decisions for reteach and interventions. Students in will score 80% or higher on CCPA subtests.
1.4 Teachers, special ed providers, resource staff and administrators will meet monthly to review current data, identify students needing intervention, and review effectiveness of ongoing interventions	Classroom and intervention data to be reviewed at monthly data meetings.	Teams will use charts/spreadsheets to monitor student learning and report data during monthly data meetings. 80% of students in an intervention will achieve the goal.
1.5 Grade level teachers, resource staff, and administrators will meet weekly for daily and long-range planning to ensure best instructional practices for student success.	2 times per month	ELA teachers will utilize long range planning templates. Progress will be monitored at meetings.
1.6 Teachers will participate in co-teaching, peer observations, modeling and debriefing sessions to support quality, first pass instruction.	On-going	Teachers use a process form during these opportunities.

School Improvement Goal		
2. 80% of students in grades 2-5 will achieve 80% on the spring writing assessment		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
2.1 Teachers will model and provide direct instruction on strategies to address writing topics to include unlocking the prompt (i.e., CUCC, keywords), planning and constructing their response.	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 Writing will be shared and celebrated quarterly across grades levels to give students an audience for their writing and foster a love of writing.	Quarterly	Students will reflect on their writing and how they view themselves as a writer quarterly via a questionaire.
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 grade level writing data	80% of students will achieve a 2 or 3 on writing scored with the county rubrics.
2.4 Grade level teachers, resource staff, and administrators will meet weekly for daily and long-range planning to ensure best instructional practices for student success.	Quarterly collection of writing data	ELA teachers will utilize long range planning templates. Progress will be monitored at meetings.
2.5 Teachers will participate in co-teaching, peer observations, modeling and debriefing sessions to support quality, first pass instruction.	On-going	Teachers use a process form during these opportunities.

School Improvement Goal		
3. Increase percentage of students passing the spring math benchmark (80%) in 2nd and 3rd grade while maintaining or increasing the pass rate in all other grades.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
3.1 Students in grades K-5 will use a variety of resources 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 will utilize Physical and On-line manipulatives to support understanding of math concepts across all standards.	September-June	Students will be monitored for their appropriate us of manipulatives by classroom teachers and administrators. 80% of students will show mastery on unit assessments.
3.3 Grade level teachers, resource staff, and administrators will meet monthly for daily and long-range planning to ensure best instructional practices for student success.	On-going	Math teachers will utilize long range planning templates. Progress will be monitored at meetings.
3.4 Teachers will participate in co-teaching, peer observations, modeling and debriefing sessions to support quality, first pass instruction.	On-going	Teachers use a process form during these opportunities.
3.5 Teachers will use matrices for math assessments to facilitate analysis of students' mastery and provide data for reteaching and interventions	Collected after unit assessments and reviewed at next data meetings	Grade level data conferences will be held monthly to monitor student progress towards grade level expectations and intervention goals. Decrease the number of students not meeting grade level standards

School Improvement Goal		
4. 80% of FaRMs students in grades PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
4.1 Teachers will increase family involvement of parents of students identified for FaRMs by inviting them to the first conference night of the year.	October 2024	All families will receive an invitation and at least 80% of invited parents will attend the first conference night of the school year.
4.2 Parent information and resources on grade level ELA will be provided to parents of identified students.	Quarterly	Teams will prepare the resources at team-resource meetings. Student success on unit tests will be monitored.
4.3 Teachers, special ed providers, resource staff and administrators will meet monthly to review current data, interventions	Sept - June	Teams will create scoreboards to monitor student learning and report data during monthly data meetings.