Sykesville Middle School
School Improvement Plan

2024-2025

School Vision / Mission
Mission Statement   Sykesville Middle School is an inclusive community that collaborates, builds relationships, and models behaviors which develop lifelong learners who are empowered to be positively involved members of our society.   **Vision Statement**   The Sykesville Middle School community reaches within and beyond themselves to: <u>Students</u>   • look for opportunities for growth and learning   • ask questions   • seek opportunities to be involved such as extracurricular activities and service learning   • read   • work as a team with staff, students, and administrators to promote learning and success.   <u>Staff</u>   • model and demonstrate lifelong learning, resilience, enthusiasm, kindness, respect, and empathy   • facilitate collaboration with each other and students to build student relationships   • work as teams with staff, students, and administrators to promote student learning and success.   <u>Administrators</u>   • model and demonstrate lifelong learning, resilience, enthusiasm, kindness, respect, and empathy   • direct, guide, and support the mission to include all families   • foster relationships between students, parents, and staff.

Carroll County Public Schools Strategic Plan 2023-2026
Pillar I – Improve Academic Achievement   ➢ Empower students to meet the educational prerequisites for college and careers.   ➢ Individual learning needs of all students will be met through a variety of supports and services.
Pillar II – Strengthen Productive Family and Community Partnerships   ➢ Communicate openly and honestly to foster a trusting and supportive relationship with all stakeholders.   ➢ Create an atmosphere of mutual appreciation and respect for diversity and encourage unity.   ➢ Welcome parent and community volunteers to help with the total school program.
Pillar III – Develop and Support a Successful Workforce   ➢ Hire and retain a highly qualified, skilled, and diverse workforce.   ➢ Provide timely and relevant professional learning opportunities and feedback to employees by administrative professionals.
Pillar IV – Establish Safe, Secure, Healthy, and Modern Learning Environments   ➢ Implement procedures and programs that promote a safe and orderly environment, a healthy lifestyle, and emotional well-being.   ➢ Provide up-to-date facilities, technologies, equipment, and instructional materials.

School Needs Assessment

Student assessment data, including MCAP, MISA, benchmark scores, and end-of-course grades, were analyzed by our School Improvement Team at the close of the year and during our Leadership Retreat. These data indicate a variety of areas requiring strategic action for improvement. MCAP and MISA scores remain above both state and county averages, however, significant improvement is needed in math and science to return to pre-pandemic achievement levels. Of greatest need is growth in math proficiency, where a 23.8% disparity emerged between pre- and post-pandemic testing. Strategic measures have been put in place to close the gap but proficiency is still 11% lower than pre-pandemic levels.

Attendance and discipline data highlight maintenance of high attendance rates and lower referral rates over the previous academic year. Average daily attendance rates have maintained at 93% while the number of referrals generated decreased by 13%. Additionally, incidences requiring a major referral dropped by 7% compared to the previous year continuing in the downward trend of referrals. To maintain this improvement, we must continue to develop programs that are simultaneously rigorous and engaging, broaden our offerings of club and extra-curricular activities to meet student interests, and continue to build staff confidence and consistency in management strategies.

Sykesville Middle School received a four-star rating from the Maryland State Department of Education and ranks in the 81st percentile for Maryland Public Schools.

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the average MCAP ELA performance level from 2.9 to 3.1 by the end of the 2024-2025 academic year.

2. Increase the average MCAP Math performance level from 2.3 to 2.5 by the end of the 2024-2025 academic year.

3. Increase the average MISA Science performance level from 2.3 to 2.5 by the end of the 2024-2025 academic year.

4. Increase the average MCAP Social Studies performance level from 2.8 to 3.0 by the end of the 2024-2025 academic year.

5. Increase the average MCAP Math performance level for economically disadvantaged students from 1.9 to 2.1 by the end of the 2024-2025 academic year.

School Improvement Goal 1		
Increase the average MCAP ELA performance level from 2.9 – 3.1 by the end of the 2024-2025 academic year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
ELA teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with evidenced-based practices to increase scores on the Summative Writing Assessment. Staff will analyze data from the DWA, DRA, Star Reading, Freckle, Report Form, and Spring Board to identify areas of need.	Continued improvement on the Summative Writing Assessment toward the goal of increasing the average end-of-year assessment score by 5%. <table><tr><td></td><td>2023-24 Scores</td><td>2024-25 Goal</td></tr><tr><td>6th grade</td><td>60.8%</td><td>65%</td></tr><tr><td>7th grade</td><td>63.2%</td><td>68%</td></tr><tr><td>8th grade</td><td>66.4%</td><td>71%</td></tr></table>	2024-2025 School Year Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)
ELA teachers and interventionists will increase students' writing skills by using the writing response matrix.	Students will score at least 70% on the writing response form each quarter.	2024-2025 School Year All teachers will be trained to use the writing response matrix to support writing instruction across content areas. (9/16/24 and 10/18/24).
Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided support for earning a higher grade.	70% of students who are identified for tutoring at the midterm will earn grades of C or higher at the end of the Marking Period.	2024-2025 School Year Teachers will communicate and conference with parents/guardians to share information about student performance and identify supports.
ELA teachers, interventionists, and special educators will reduce the number of students failing multiple marking periods by incorporating evidence-based differentiated instructional strategies with students who have failed one or more marking periods.	The number of students that earned a failing grade in ELA for multiple marking periods will decrease from 9 students to 5 students.	2024-2025 School Year Staff will provide the VARK learning style questionnaire to students at the beginning of the year and attend professional developments on differentiated evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)

School Improvement Goal 2		
Increase the average MCAP Math performance level from 2.3-2.5 by the end of the 2024-2025 academic year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
Math teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with evidence-based practices to increase scores on the End of year cumulative assessment. Staff will analyze data from IXL, Delta Math, and Khan academy to identify areas of need.	Continued improvement on grade-level benchmark toward the goal of increasing the average end-of-year assessment score by 5%. <table><tr><td></td><td>2023-24 Scores</td><td>2024-25 Goal</td></tr><tr><td>6th grade</td><td>68.1%</td><td>73%</td></tr><tr><td>7th grade</td><td>57.8%</td><td>62%</td></tr><tr><td>8th grade</td><td>63.0%</td><td>68%</td></tr><tr><td>Algebra I</td><td>87%</td><td>92%</td></tr></table>	2024-2025 School Year Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)
Math teachers and interventionists will increase students' overall math skills.	90% of students will show proficiency on two or more skills per week through IXL.	2024-2025 School Year Teachers will measure progress at the end of each marking period. Teachers and interventionists will analyze data to identify students with insufficient progress in math skills and implement supports.
Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided support for earning a higher grade.	70% of students who are identified for tutoring at the midterm will earn grades of C or higher at the end of the Marking Period.	2024-2025 School Year Teachers will communicate and conference with parents/guardians to share information about student performance and identify support for students struggling.
Math teachers, interventionists, and special educators will reduce the number of students failing multiple marking periods by incorporating evidence-based differentiated instructional strategies with students who have failed one or more marking periods.	The number of students that earned a failing grade in math for multiple marking periods will decrease from 10 students to 5 students.	2024-2025 School Year Staff will provide the VARK learning style questionnaire to students at the beginning of the year and attend professional developments on differentiated evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)

School Improvement Goal 3		
Increase the average MISA Science performance level from 2.3-2.5 by the end of the 2024-2025 academic year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
Science teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with Science and Engineering Practices (SEP) and Cross Cutting Concepts (CCC) applications to reinforce and increase NGSS skills.	Improvement on the Unit CERs toward the goal of an average of 70% on the Unit 6 CER at the end of the year. *This is a new assessment so baseline data for Unit CER will be added/adjusted once it is collected.	2024-2025 School Year Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)
Science teachers and interventionists will increase students' writing skills by using the writing response matrix.	Students will score at least 70% on weekly exit tickets of claim and evidence as shown through the CCPS scoring rubric.	2024-2025 School Year All teachers will be trained to use the writing response matrix to support writing instruction across content areas. (9/16/24 and 10/18/24).
Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided support for earning a higher grade.	70% of students who are identified for tutoring at the midterm will earn grades of C or higher at the end of the Marking Period.	2024-2025 School Year Teachers will communicate and conference with parents/guardians to share information about student performance and identify support for students struggling.
Science teachers, interventionists, and special educators will reduce the number of students failing multiple marking periods by incorporating evidence-based differentiated instructional strategies with students who have failed one or more marking periods.	The number of students that earned a failing grade in science for multiple marking periods will decrease from 5 students to 3 students.	2024-2025 School Year Staff will provide the VARK learning style questionnaire to students at the beginning of the year and attend professional developments on differentiated evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)

School Improvement Goal 4		
Increase the average MCAP Social Studies performance level from 2.8-3.0 by the end of the 2024-2025 academic year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
Social studies teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with evidence-based practices to increase scores on the benchmark (grade 6) or EBAS (grade 7 & 8). Staff will analyze data from source analysis and Document Based Questions (DBQ) to identify areas of need.	Continued improvement on grade-level benchmark/EBAS toward the goal of increasing the average end-of-year assessment score by 5%. |	2023-24 Scores	2024-25 Goal | |---|---|---|
6th grade	60.3%	65.0%
7th grade	61.0%	66.0%
8th grade	EBAS #1: 70.3% EBAS #2: 60.7%	EBAS #1: 75% EBAS #2: 65%		2024-2025 School Year Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)
Social studies teachers and interventionists will increase students' writing skills by using the common writing response matrix.	Students will score at least 70% on the Document Based Questions (DBQ) given each unit.	2024-2025 School Year All teachers will be trained to use the writing response matrix to support writing instruction across content areas. (9/16/24 and 10/18/24).
Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided support for earning a higher grade.	70% of students who are identified for tutoring at the midterm will earn grades of C or higher at the end of the Marking Period.	2024-2025 School Year Teachers will communicate and conference with parents/guardians to share information about student performance and identify support for students struggling.
Social studies teachers, interventionists, and special educators will reduce the number of students failing multiple marking periods by incorporating evidence-based differentiated instructional strategies with students who have failed one or more marking periods.	The number of students that earned a failing grade in science for multiple marking periods will decrease from 12 students to 6 students.	2024-2025 School Year Staff will provide the VARK learning style questionnaire to students at the beginning of the year and attend professional developments on differentiated evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)

School Improvement Goal 5		
Increase the average MCAP Math performance level for economically disadvantaged students from 1.9-3.1 by the end of the 2024-2025 academic year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
Math teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with evidence-based practices to increase scores on the End of year cumulative assessment. Staff will analyze data from IXL, Delta Math, and Khan academy to identify areas of need.	Continued improvement on grade-level benchmark toward the goal of increasing the average end-of-year assessment score by 5%. <table><tr><td></td><td>2023-24 Scores</td><td>2024-25 Goal</td></tr><tr><td>6th grade</td><td>63%</td><td>68%</td></tr><tr><td>7th grade</td><td>40%</td><td>45%</td></tr><tr><td>8th grade</td><td>54%</td><td>59%</td></tr></table>	2024-2025 School Year Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)
Students identified as economically disadvantaged and demonstrating insufficient math skills will pulled by the math interventionist for reteaching during the flex period.	Students will demonstrate an increase of at least 150 points in math proficiency skills through IXL by the end of the school year.	2024-2025 School Year Math interventionists will collaborate with teachers during biweekly team meetings to analyze and discuss student progress.
Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided support for earning a higher grade.	70% of students who are identified for tutoring at the midterm will earn grades of C or higher at the end of the Marking Period.	2024-2025 School Year Teachers will communicate and conference with parents/guardians to share information about student performance and identify support for students struggling.
Math teachers, interventionists, and special educators will reduce the number of students earning a D or F as final grade in math by incorporating evidence-based differentiated instructional strategies with students who are identified as economically disadvantaged and earned a final grade of a D or F.	The number of students that earned a final grade of a D or F in their math class will decrease from 29 students to 15 students.	2024-2025 School Year Staff will provide the VARK learning style questionnaire to students at the beginning of the year and attend professional developments on differentiated evidenced-based strategies. (08/28/24, 10/18/24, Jan. 2025)