

Piney Ridge Elementary School Improvement Plan 2024-2025

School Mission and Vision

Piney Ridge Elementary School Mission Statement:

Through collaboration and communication, our school community will foster empathetic students who are creative problem solvers to prepare them for a positive future.

Piney Ridge Elementary School Vision Statement:

Piney Ridge Elementary’s vision is to inspire a community of caring, independent learners who positively impact our changing world.

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

Reading

2023-2024 percentage of students meeting grade level expectations

PLA/CCPA			DIBELS		
Assessment	Grade	%			
PLA Letter ID Uppercase	PreK	100%	DIBELS – Letter Naming Fluency (Jan)	K	79%
PLA Letter ID Lowercase	PreK	95%	DIBELS – Phonemic Segmentation (Jan)	K	62%
PLA Blending Syllables (Jan)	PreK	50%	DIBELS–Nonsense Word–Correct Letter Sounds (Jan)	K	52%
PLA Rhyme ID (Jan)	PreK	40%	DIBELS–Nonsense Word–Words Recoded Correctly (Jan)	K	64%
PLA Letter Sounds	PreK	85%	DIBELS – Letter Naming Fluency (Jan)	1	74%
Blending Onset-Rime	PreK	70%	DIBELS – Phonemic Segmentation (Jan)	1	78%
PLA-DAPPA – Initial Consonants Same	PreK	75%	DIBELS–Nonsense Word–Correct Letter Sounds (Jan)	1	56%
PLA Letter Sounds	K	94%	DIBELS–Nonsense Word–Words Recoded Correctly (Jan)	1	64%
PLA – Hearing Sounds in Words	K	83%	DIBELS–Nonsense Word–Correct Letter Sounds (Jan)	2	56%
			DIBELS–Nonsense Word–Words Recoded Correctly (Jan)	2	64%

DAPPA Blending	K	98%
CCPA 1 – Short Vowel Sounds	K	99%
CCPA 2A – Closed Syllables	K	84%
CCPA 2B – Closed Syllables w/ Digraphs	1	97%
CCPA 2C – Closed Syllables w/ Blends	1	90%
CCPA 2D – Vowel-Consonant-e	1	81%
CCPA 2E – Two Syllable-Closed (Jan)	2	92%
CCPA 2F – R-Controlled (Jan)	2	66%
CCPA 2G – Vowel Digraphs	2	93%
CCPA 2H – Vowel Diphthongs	2	83%
CCPA 2I – Two Syllable – All Types	2	63%
CCPA 2J – Multi-Syllabic	2	No data

High Frequency Words

Grade	
K	89%
1	84%

Fluency

Grade	
1	69%
2	91%

Reading Inventory

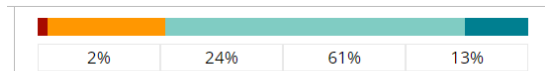
Grade	RI
2	86%
3	72%
4	73%
5	81%

Assessed Reading Level

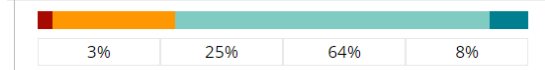
Grade	
K	87%
1	76%
2	77%

Spring 2024 MCAP ELA

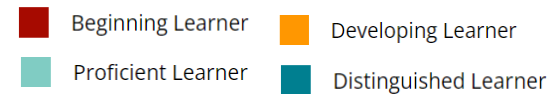
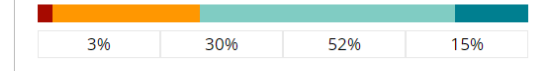
Grade 3



Grade 4



Grade 5



2023-2024 Comprehension Benchmark Assessment (% scoring 80% or greater)

Grade	CBA 1 Literary	CBA 1 Infor.	CBA 2 Literary	CBA 2 Opinion
2	76%	71%	74%	76%
3	50%	47%	62%	70%
4	32%	34%	69%	48%
5	48%	54%	70%	74%

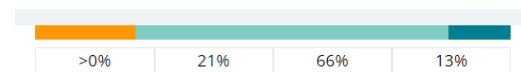
Math

2023-2024 CCPS Math Benchmark Assessment (% scoring 80% or greater)

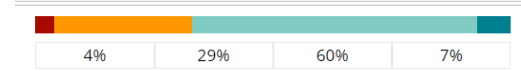
Grade	Mid Year	End of Year
PreK	80%	90%
K	86%	87%
1	85%	87%
2	93%	92%
3	84%	85%
4	88%	80%
5	87%	91%

Spring 2024 MCAP Math

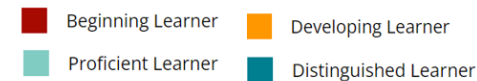
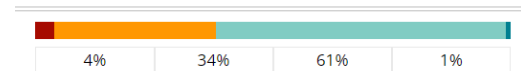
Grade 3



Grade 4



Grade 5



Writing

Assessment	# of Students	% Met Goal (80% or higher on writing portion)	% Did Not Meet Goal (<80% on writing portion)
Grade 3 CBA 2 Literary Response to Text THEME	105	74%	26%
Grade 4 CBA 2 Literary Response to Text CHARACTER CHANGE	92	68%	32%
Grade 5 CBA 2 Literary Response to Text DESCRIPTIVE LANGUAGE	85	86%	14%

Achievement Gap

% students achieving grade level expectations on Reading Inventory and EOY Math Benchmark (grades 3-5)

Grade/ Test	All	Female	Male	FARMs	IEP	ELL	GT	African American	American Indian	Asian	Caucasian	Hawaiian Pacific Islander	Hispanic	Multi Racial
#students	285	135	150	57	43	10	81	19	*	34	185	*	24	22
3 - RI	70	77	64	91	24	*	92	17	*	73	70	*	77	82
4 - RI	73	65	83	40	21	*	96	43	*	82	78	*	56	60
5 - RI	79	84	75	75	33	*	100	67	*	67	84	*	100	83
All - RI	73	74	73	63	26	40	96	42	*	74	77	*	71	77
3 - Math	84	85	83	67	71	*	96	50	*	73	89	*	92	73
4 - Math	86	84	88	67	73	*	100	50	*	91	92	*	78	60
5 - Math	87	92	83	81	83	*	100	100	*	92	87	*	50	67
All -Math	86	87	85	71	77	60	99	68	*	85	89	*	83	68

*number less than 5, redacted to protect privacy

School Improvement Goals to Target

School Improvement Goal #1 (READING)

By June 2025, 80% of students will meet or exceed grade level reading expectations, as measured by Acadience (K-3rd grade) and MAP (4th-5th grade).

School Improvement Goal #2 (MATH)

By June 2025, the percentage of students meeting or exceeding grade level math expectations, as measured by the end of year Benchmark score that is on-grade level or greater in grades PreK-5, will increase to identified grade level goals.

Grade Level	May 2023	May 2024	Target May 2025
PreK	75%	90%	90%
K	95%	87%	90%
1 st	95%	87%	90%
2 nd	95%	92%	90%
3 rd	85%	91%	90%
4 th	79%	80%	85%
5 th	87%	91%	85%

School Improvement Goal #3 (WRITING)

By June 2025, 80% of students in grades 3-5 will achieve a score of 80% or greater on the written portion of the CBA 2 Opinion assessment.

School Improvement Goal #4 (ACHIEVEMENT GAP)

By June 2024, the percentage of FARMs students achieving grade level expectations in Reading and Math will increase to identified targets.

Reading: 73% of students in Kindergarten through Grade 5 will meet grade level expectations on Acadience (K-3rd) and MAP (4th-5th).

Math: 79% of students in Kindergarten through Grade 5 will meet grade level expectations as measured by the End-of-Year CCPS Math Benchmark Assessment

Reading School Improvement Goal

By June 2025, 80% of students will meet or exceed grade level reading expectations, as measured by Acadience (K-3rd grade) and MAP (4th-5th grade).

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
Teachers will meet monthly to monitor progress, make appropriate adjustments, and provide data driven interventions.	Monthly (Data Meetings) and Weekly (Kid Talking & Collaborative Planning)	80% of students who are identified for interventions will meet their SMART goals.
Teachers will provide direct instruction on syllable types and reading and spelling multisyllabic words. Students not meeting standards will be pulled for intervention focusing on the syllable types.	Daily	100% of fourth grade students will master CCPA 2-syllable words (all syllable types) and multisyllabic words.
The reading specialist will provide embedded professional development on phonics instruction and syllable types to teachers in grades 1-5.	Data Meetings (monthly) Collaborative Planning (weekly)	Students in grades K-5 will score 80% on <i>TBA</i>
The reading specialist will provide professional development on high frequency word instruction and decoding strategy instruction for grade K-2 (new reading strategy strip).	Fall Faculty Meeting (follow-up during weekly planning meetings)	During walk-throughs and observations, teachers will be observed using the reading strategy strip.
The advanced academics specialist will provide PD and assist teachers in planning and implementing enrichment lessons for students who have met mastery.	Bi-monthly (during grade level PD sessions)	During walk-throughs and observations, teachers will be observed using enrichment lessons.

Math School Improvement Goal

By June 2025, the percentage of students meeting or exceeding grade level math expectations, as measured by the end of year Benchmark score that is on-grade level or greater in grades PreK-5, will increase to identified grade level goals.

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
Teachers will meet monthly to monitor progress, make appropriate adjustments, and provide data driven interventions	Monthly (Data Meetings) and Weekly (Kid Talking & Collaborative Planning)	80% of students who are identified for interventions will meet their SMART goals.
Teachers in grade K-3 rd will incorporate fact fluency in their whole group/small group instruction and independent practice.	Daily	90% of students will master the designated facts by the end of each grade.
Teachers will provide frequent and direct instruction on strategies that address “Unlocking the Prompt” to solve story problems. Teachers will incorporate reasoning and modeling tasks embedded in the curriculum.	Daily/Weekly	Students in grades K-5 will score 80% on reasoning and modeling problems related mathematical questions.

Math Resource Teacher will provide professional learning on structuring a math block, using the MQI format.	TBD Faculty Meeting and Weekly Planning (As needed)	During walk-throughs and observations, teachers will be observed implementing tailored instruction.
The advanced academics specialist will provide PD and assist teachers in planning and implementing enrichment lessons for students who have met mastery.	Bi-monthly (during grade level PD sessions)	During walk-throughs and observations, teachers will be observed using enrichment lessons.

Writing School Improvement Goal

By June 2025, 80% of students in grades 3-5 will achieve a score of 80% or greater on the written portion of the CBA 2 Opinion assessment.

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
Teachers in grades 1-5 will provide explicit instruction on utilizing the Unlocking the Prompt strategy and appropriately planning their writing.	Weekly	During walk-throughs and observations, there will be evidence of teachers using the Unlocking the Prompt strategy.
Teachers in grades 3-5 will continue to revisit all the different types of writing through spiral review. Teachers in grade 2 will revisit previously taught types of writing.	Quarterly	80% of students in grades 3-5 will score 8/10 or greater on weekly written assignments.
Teachers in grades K-5 will meet with students in flexible groups for targeted writing instruction.	Weekly	80% of students in grades 1-5 will score 8/10 or greater on weekly written assignments. 90% of students in Kindergarten will demonstrate a 5-star sentence.

Achievement Gap School Improvement Goal

By June 2024, the percentage of FARMs students achieving grade level expectations in Reading and Math will increase to identified targets.

Reading: 73% of FARM students in Kindergarten through Grade 5 will meet grade level expectations on Acadience (K-3rd) and MAP (4th-5th).

Math: 79% of FARM students in Kindergarten through Grade 5 will score 80% or greater as measured by the End-of-Year CCPS Math Benchmark Assessment

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
Teachers will participate in PD on Dialogic Conversations	TBD Faculty Meeting and monthly follow-up with grade level teams	Reading: 73% of FARM students will meet grade level expectations on Acadience or MAP. Math: 79% of FARM students will score 80% or greater on CCPS EOY Math Benchmark.
During monthly grade level data meetings, FARM student data from interventions will be monitored. Specific interventions will be identified.	Monthly	Data meeting notes and monthly goals will reflect a focus on FARM students.
The Student Support Team will monitor academic progress of FARM students and communicate other needs with teachers.	Bi-weekly	SST meeting agendas will include academic focus for FARM students.