

Mechanicsville Elementary School School Improvement Plan 2024-2025



School Vision/Mission

Vision: The community of Mechanicsville Elementary School will collaborate to provide a safe, inclusive environment, where students feel valued, supported socially, emotionally, and academically while building a foundation for lifelong learning in all students.

Mission: The community of Mechanicsville Elementary School collaborates and differentiates to support all students with diverse needs through academic and social-emotional learning opportunities.

Carroll County Public Schools Vision 2024-2025

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.
- Meaningful, informative, timely, respectful, 2-way, and multi-modal communication.
- 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.

PreK-5 Reading Needs Assessment 2023-2024

Grade Level	Reading Needs 2023-2024
PreK	<p>PLA: Letter Identification- Upper Case Letters – 100%</p> <p>PLA: Letter Identification- Lower Case Letters – 100%</p> <p>PLA: Letter Sounds- 100%</p>

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	<p>PLA: Initial Consonant the Same Sound – 100%</p> <p>PLA: Blending Onset Rhyme- 100%</p>
Kindergarten	<p>Assessed Reading Level: 89%</p> <p>HSIW: 83%</p> <p>HFW: 93%</p> <p>PLA: Letter Sounds: 97.57%</p> <p>DAPPA blending: 89%</p> <p>CCPA: 2A Closed Syllables: 85%</p> <p>DiBELS nonsense words /words recoded correctly:</p>
1st	<p>CCPA: 2A- Closed Syllables 98.7%</p> <p>CCPA: 2C Closed Syllables with Blends: 96%</p> <p>CCPA: 2D V-C-e: 94%</p> <p>PLA: High Frequency Words: 94%</p> <p>Assessed Reading Level: 91%</p>
2nd	<p>Assessed Reading Level: 87%</p> <p>RI: 87%</p> <p>CCPI 2H Vowel Diphthongs: 93%</p> <p>CCPA 2I: Two Syllables: 85%</p> <p>CCPA 2J: Multi-syllabic: 78%</p>
3rd	<p>Assessed Reading Level: 88%</p> <p>RI: 71%</p>
4th	<p>RI: 82%</p>
5th	<p>RI: 92%</p>

School Improvement Goal					
Goal #1- Reading- All students in grades PreK-5 will make one year of growth or more in reading as measured by Acadience, and MAPS Assessments.					
Strategic Actions	Timeline	Measures of Success/Desired Performance Level			
1a Analyze current data to identify students in need of specific intervention & implement interventions to meet the needs of all students who have not mastered grade level expectations. (Heggerty double dose	Weekly, Daily	Pre-Kindergarten			
		Percent Meeting Grade Level Expectations			
		MES Spring 24	MES Fall '24	MES Winter 25	MES Spring '25
		100%			100%

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<p>instruction & Acadience Intervention Program)</p> <p>1b Classroom teachers will provide daily explicit FUNdations instruction with fidelity on letter identification and letter sounds. Teachers will administer and analyze unit informal assessments & CCPA & Acadience assessments to determine the areas of focus for second chance instruction.</p> <p>1c. Create multiple opportunities to communicate in writing connected to non-fiction and literary text and experiences to ensure students can unpack the prompt.</p> <p>1d Implement specific targeted interventions for all students not achieving on grade level expectations. Focus on phonological and phonemic awareness specifically blending, segmenting, closed syllables and HFW through Heggerty, Foundations double dose, decodable texts, and Acadience interventions.</p> <p>1e. Teachers will receive ongoing professional development connected to Science of Reading & targeted needs of students to target the reading needs of students.</p> <p>1f. The Reading Specialist will host informative parent sessions to share curriculum and assessment updates and strategies to support reading in the home on November 15th and February 7th. The supports will be delivered through links in the weekly school newsletter.</p>	<p>Weekly, Daily</p> <p>Weekly, Daily</p> <p>Weekly, Daily</p> <p>Weekly, ½ day PD 3 times / year for 3rd-5th</p> <p>Quarterly</p> <p>2x Year</p>	<div style="text-align: center; color: #4F81BD; font-weight: bold; margin-bottom: 10px;">Kindergarten</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="5" style="background-color: #D9E1F2;">Percent Meeting Grade Level Expectations</th> </tr> <tr> <th style="width: 20%;">MES Spring 24</th> <th style="width: 20%;">MES Fall '24</th> <th style="width: 20%;">MES Winter 25</th> <th style="width: 20%;">MES Spring '25</th> <th style="width: 20%;">MES Goal EOY '25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">89%</td> <td></td> <td></td> <td></td> <td style="text-align: center;">95%</td> </tr> </tbody> </table> <div style="text-align: center; color: #4F81BD; font-weight: bold; margin-bottom: 10px;">First Grade</div> <table border="1" style="width: 100%; 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PreK-5 Math Needs Assessment 2023-2024		
Grade Level	Content Standard (chosen based on the incoming group of student's area of need from EOY '24 assessment)	Percentage of testers scoring 80% or above with the Content Standard in May 2024
PreK	Numbers in Base Ten	94%
Kindergarten	Numbers in Base Ten	94%
1 st	Numbers in Base Ten	79%
2 nd	Operations in Algebraic Thinking	82%
3 rd	Operations in Algebraic Thinking	66%
4 th	Numbers in Base Ten	39%
5 th	Numbers in Base Ten	62%

School Improvement Goal											
<p><i>Goal #2- The percentage of students meeting or exceeding the county expectation of 80% or higher in grades PreK-5 will increase from 78% to 85% in the winter of 2024 and 76% to 87% in the Spring of 2025 as measured by the Math Benchmark.</i></p>											
<ul style="list-style-type: none"> ➤ 95% of Pre-K students will meet or exceed the 80% mastery on CCPS May EOY Assessment. ➤ 90% of Kindergarten students will meet or exceed the 80% mastery on CCPS May EOY Assessment. ➤ 95% of 1st grade students will meet or exceed the 80% mastery on CCPS May EOY Assessment. ➤ 95% of the 2nd grade students will meet or exceed the 80% mastery on CCPS May EOY Assessment. ➤ 85% of 3rd grade students will meet or exceed the 80% mastery on CCPS May EOY Assessment. ➤ 70% of 4th grade students will meet or exceed the county expectation of 80% mastery on CCPS May EOY Assessment. ➤ 80% of 5th grade students will meet or exceed the 80% mastery on CCPS May EOY Assessment. 											
Strategic Actions	Timeline	Measures of Success/Desired Performance Level									
<p>2a. Have weekly planning meetings with grade level teams, administration, and Resource Team to plan for lessons, hold Kid Talk meetings, and monitor student progress.</p> <p>2b. Ensure and encourage collaboration between special education staff, classroom teachers, resource staff, and</p>	Weekly, Daily	<p>Performance Target</p> <p>Pre-Kindergarten</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="3" style="text-align: center;">Percent Meeting Standard</th> </tr> <tr style="background-color: #d9e1f2;"> <th style="width: 33%;">MES MYA '24</th> <th style="width: 33%;">MES EOY '24</th> <th style="width: 33%;">MES Goal EOY'25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">95%</td> </tr> </tbody> </table>	Percent Meeting Standard			MES MYA '24	MES EOY '24	MES Goal EOY'25	100%	100%	95%
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	Weekly, Daily	<p>Kindergarten</p>									

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<p>Advanced Academics to plan for lessons and support instruction.</p> <p>2c. Grade level and Special Education teachers in kindergarten – 5th grade will plan lessons with the Math Resource Teacher to actively engage students.</p> <p>2d. Students in PreK – 5th grade will complete Number Talks, Number Routines, fact fluency, math tasks, and review previously taught standards to have a deeper understanding of mathematics and have automaticity when problem solving.</p> <p>2e. Teachers will create goals that support student mastery of targeted standards that were chosen based on 2024 EOY assessment data.</p> <ul style="list-style-type: none"> • Pre K- Numbers and Operations in Base Ten • K- Numbers and Operations in Base Ten • 1- Numbers and Operations in Base Ten • 2- Operations in Algebraic Thinking • 3- Operation in Algebraic Thinking • 4- Numbers in Base Ten • 5- Numbers in Base Ten <p>2f. Grade level teams will meet to monitor student progress toward SLOs monthly during grade level meetings.</p> <p>2g. Ensure that teachers demonstrate cultural proficiency and equity in their classroom to inform strategies and reach all students.</p> <p>2h. Analyze ongoing data from Unit Assessments, quizzes and formative assessments to identify all students in need of specific interventions and second chance learning. Implement interventions and/or second chance learning to support students in mastering concepts.</p>	Weekly	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Percent Meeting Standard</th> </tr> <tr> <th>MES MYA '24</th> <th>MES EOY '24</th> <th>MES Goal EOY'25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">93%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	Percent Meeting Standard			MES MYA '24	MES EOY '24	MES Goal EOY'25	93%	89%	90%
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PreK-5 Writing Needs Assessment 2023-2024		
<u>Grade Level</u>	<u>Base-line 2024-2025</u>	
PreK	Letter ID: 100%	
Kindergarten	HSIW: 83%	
1st	HSIW: 96%	
2nd	CBA 2 Opinion: 92%	
3rd	CBA 2 Literary: 68% CBA 2 Opinion: 63%	
4th	CBA 2 Literary: 75% CBA 2 Opinion: 67%	
5th	CBA 2 Literary: 87% CBA 2 Opinion: 87%	

School Improvement Goal																									
Goal #3- All students in grades Pre-K through 5 will increase their overall proficiency in writing as measured by the primary PLA Phonetic application assessments (Acadience, Letter Sounds, HSIW) and CCPS writing rubrics grades 2-5 CBA to meet or exceed the county expectations.																									
Strategic Actions	Timeline	Measures of Success/Desired Performance Level																							
<p>3a Teachers will utilize the CCPS writing rubrics to explicitly teach, monitor student progress and reteach writing skills (small group). Collaboration between grade level rubrics and how they are used with students.</p> <p>3b Increase opportunities for students to participate in cross curricular, school wide writing opportunities to build stamina & write across multiple content areas.</p>	Daily	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade level</th> <th style="width: 15%;">Spring 2024</th> <th style="width: 15%;">Fall 2024</th> <th style="width: 15%;">Winter 2025</th> <th style="width: 15%;">Spring 2025</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>100% Letter ID</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Kindergarten</td> <td>83% HSIW</td> <td></td> <td></td> <td></td> </tr> <tr> <td>First Grade</td> <td>96% HSIW</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Grade level	Spring 2024	Fall 2024	Winter 2025	Spring 2025	Pre-K	100% Letter ID				Kindergarten	83% HSIW				First Grade	96% HSIW			
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Daily																									

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<p>Professional development for all teachers on how to include writing in daily instruction.</p> <p>3c Collaborative planning and Professional Learning opportunities focused on literary & non-fiction writing instruction.</p> <p>3d Implement unlocking the writing prompt strategy for grades 2-5. Provide posters and visuals to create continuity of writing instruction for grades 2-5</p>	Quarterly	Second Grade	92% Opinion CBA			
	Quarterly	Third Grade	68% Opinion CBA			
	Ongoing	Fourth Grade	67% Opinion CBA			
		Fifth Grade	87% Opinion CBA			

School Improvement Goal

Goal #4- Students in the economically disadvantaged population will increase proficiency on Math MCAP from 31 % proficiency in 2024 to 51% in 2025 and will increase Reading MCAP Proficiency from 44% in 2024 to 64 % proficiency in Spring 2025.

Strategic Actions	Timeline	Measures of Success/Desired Performance Level		
<p>4a Closely monitor math and reading progress during weekly data meetings to focus on students in the economically disadvantaged population.</p> <p>4b Provide timely interventions and small group instruction to students not meeting or exceeding grade level standards (i.e. Bridges, SplashLearn, Lexia, Freckles, Acadience) and in the economically disadvantaged population.</p> <p>4c ELA before and after school tutoring for students with a need in reading achievement.</p> <p>4d Social Emotional Support Groups with School Counselor for students with a need.</p>	Weekly	Percent Meeting Standard		
	Daily, Weekly	MES MCAP Spring '24	Mid-Year County Benchmark	MES MCAP Goal '25
	Weekly	Math 31% Proficient		Math Goal 51% Proficient
	Weekly	ELA 44% Proficient		ELA Goal 64% Proficient

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