



Sandymount Elementary School

School Improvement Plan 2024-25

School Vision / Mission:

Sandymount Elementary School Vision:

To nurture a community where every child thrives academically, socially, and emotionally, empowering students to become lifelong learners and compassionate citizens.

Sandymount Elementary School Mission:

We strive to cultivate a safe, inclusive, and engaging environment; Foster curiosity and creativity through collaboration. We are dedicated to instilling a strong foundation for academic success while promoting respect and kindness among all students.

Carroll County Public School Vision 2024-2026

Improve Academic Achievement

- ❖ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint of 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 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 school 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 all our diverse students.
- ❖ CCPS maintains modern schools, facilities, and resources that support that educational program.

Sandymount Needs Assessment

Rationale: Based off the CCPS Strategic Plan, the targets are set from the county baseline to current school year growth expectations. Using that expectation (increase: ELA 7%, Math 8%) we calculated the target over the baseline from 22-23 (as aligned with CCPS strategic plan). In some grade levels, there were decreases in the data which resulted in a higher target for the 24-25 school year. For fourth grade math, the aligned target for 24-25 was met in 23-24. Therefore, we added an additional 5% to work toward the 25-26 target (as aligned with CCPS strategic plan).

Goal 1: Math

The May 2023 benchmark data indicates that 2 out of 7 grade levels increased combined mean scores for the 2022 - 2023 school year. A deeper dive into the EOY 2023 data shows that Operations and Algebraic Thinking for grades PreK – 4, and Numbers and Operations - Fractions for grade 5 are areas of most need. By focusing on these areas, we plan to increase our overall scores on the county math benchmarks. Fact fluency data indicates an improvement in this area, but continued strategies for fact fluency will also contribute to increased scores. We are looking at data by following students from year to year. Based on the CCPS Strategic Plan, the outlined targets are set from the county baseline to current school year growth expectations. Using that expectation (increase Math 8%), we calculated the target over the baseline from 22-23 to align with the CCPS strategic plan. In some grade levels, there were decreases in the data which resulted in a higher target for the 24-25 school year. For fourth grade math, the aligned target for 24-25 was met in 23-24. Therefore, we added an additional 5% to work toward the 25-26 target to align with the CCPS strategic plan.

Goal 2: Reading

Our 2022-2023 primary ELA data (CCPA/PLA) shows increase in grades PreK-2nd for mastery of phonemic awareness, alphabet, and phonics skills. Our intermediate ELA reading data for RI shows that grade 4 had 81% of students on or above grade level, but grades 2, 3 and 5 were below 80%. Our CBA shows that our students in grades 3 and 5 met the Opinion Comprehension 2023 Goal, and none of the grades met the Literary Comprehension 2023 Goal. Our 2024 goal is to increase the percentage of students in all grade levels who earn proficient scores in reading as measured by PLA, CCPA, CBA, and Map Growth. We are looking at data by following students from year to year. Based on the CCPS Strategic Plan, the targets are set from the county baseline to current school year growth expectations. Using that expectation (increase ELA 7%), we calculated the target over the baseline from 22-23 to align with CCPS strategic plan.

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Goal 3: Writing

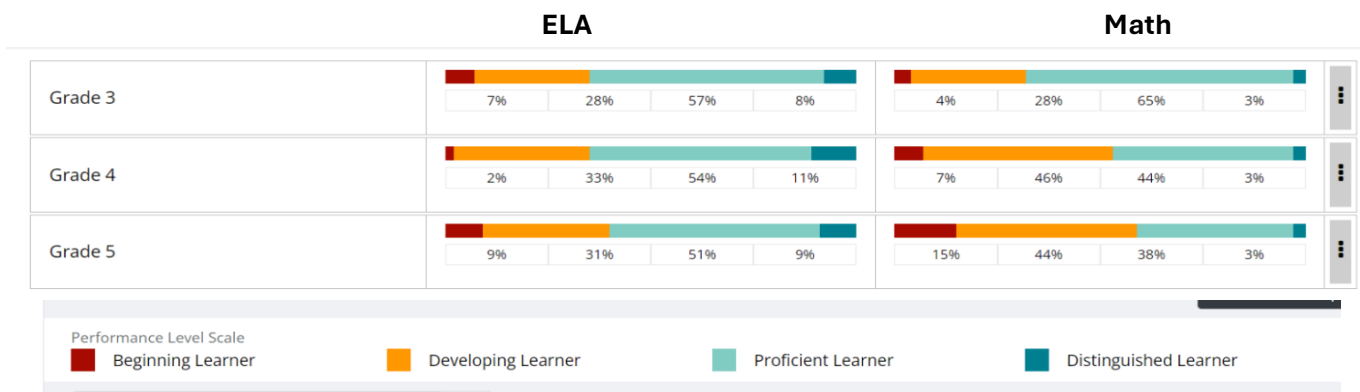
Our 2022-2023 CBA writing data indicates that students in grade 5 met both goals for Opinion and Informational Response to Literature. Students in grades 3 and 4 did not meet the goals for both areas. To increase our overall number of students meeting writing expectations, all teachers will use the county writing rubrics to progress monitor writing needs and guide instruction.

Goal 4: Equity and Inclusion (ETM)

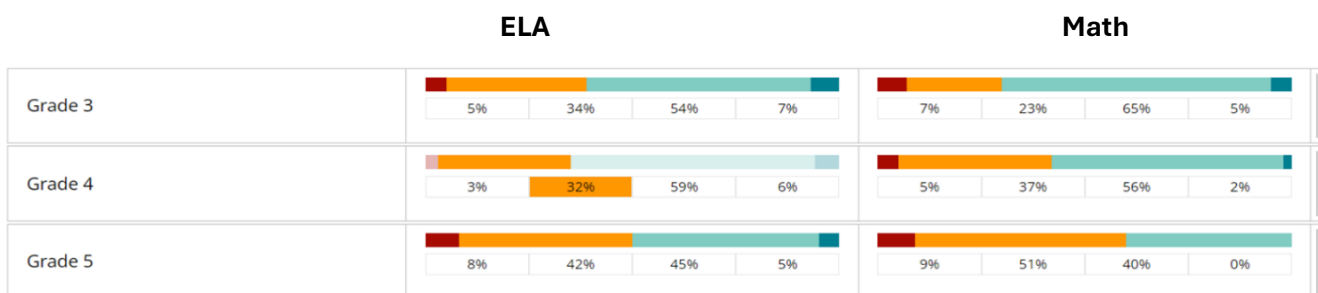
Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students in instruction to create a climate of inclusivity within the Sandymount community.

Sandymount School Needs Assessment Data:

2022-2023 MCAP Data



2023-2024 MCAP Data



Percentage of Students Proficient and Distinguished (MCAP)

ELA	Grade	2022-2023 (Baseline)	2023-2024	% Change	Target 2024-2025 MCAP
	3	65%	61%	-4	76%
	4	65%	65%	0	65%
	5	60%	50%	-10	77%

Math	Grade	2022-2023 (Baseline)	2023-2024	% Change	Target 2024- 2025 MCAP
	3	68%	70%	2	76%
	4	47%	58%	11	60%
	5	41%	40%	-1	49%

Reading

Baseline and Target Percentages: <ul style="list-style-type: none"> PLA, CBA data follows students from year to year CCPA, and PLA: % of students meeting 80% or higher <ul style="list-style-type: none"> CBA: Average score 			
Grade Level	2023 Baseline	2024 Target	2024 Spring Data
PreK	PLA (Letter ID) 75%	90%	PLA (Letter ID) 75% - Upper, 80%- Lower
K	CCPA 2A (cvc) 90% Reading level D – 86%	CCPA 2A (cvc) 95% Reading level D – 89%	CCPA 2A- 76% Reading at grade level D- 77%
1st	CCPA 2E (2 syll. closed) 74% Reading level J – 74%	CCPA 2E (2 syll. closed) 84% Reading level J – 89%	CCPA 2E (2 syll. closed) 73% Reading at grade level – 76%
2nd	CCPA 2I (2 syll.) 60% Reading Level O- 79%	CCPA 2I (2 syll.) 70% Reading level O – 79%	CCPA 2I (2 syll.) 73% Reading at grade level- 74%
3rd	CCPA 2J (multisyll.) 93% RI – 69% CBA 2 Opinion- 75%	CCPA 2J (multisyll.) 80% RI – 78% CBA 2 – 80% Opinion	CCPA 2J (multisyll.) 94% RI – 70% CBA 2 avg – 78% Opinion
4th	Both CBA 2 – 73% Opinion 84% Literary RI – 81%	Both CBA 2 – 78% Opinion 78% Literary RI – 74%	Both CBA 2 – 72% Opinion 79% Literary RI – 71.5%
5 th (NF)	Both CBA 2 – 83% Opinion 83% Literary RI - 77%	Both CBA 2 – 78% Opinion 89% Literary RI - 86%	Both CBA 2 – 79% Opinion 80% Literary RI - 74%

Writing:

Writing Scores: % of students scoring 80% or higher

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Grade	Info Response Writing Scores 2024	Opinion Writing Scores 2024
3	59%	71%
4	70%	69%
5	76%	77%

School Improvement Goals to Target Areas from Needs Assessment:

Goal 1: By May 2024, students in grades Pre-K through 5 will show an increase in combined mean scores on the CCPS Mid-Year and End of Year **Math** Assessment. Each grade level will have a targeted goal.

Goal 2: By May 2024, the percentage of students in grades Pre-K through 5 will increase overall proficiency in **reading** as measured by county assessments (PLA, CCPA, CBA, Map Growth). Each grade level will have a targeted goal.

Goal 3: By May 2024, the percentage of students in grades 3 – 5 meeting expectation in writing will increase as measured by county **writing** rubrics. Each grade level will have a targeted goal.

Goal 4: By May of 2024, the overall proficiency of students in **underrepresented groups** in grades 3-5 will increase achievement in both reading and math as monitored with data meetings, pacing, and SIT collaborations.

School Improvement Goal 1: Math

By May 2025, the percentage of students in grades 3-5 will increase the number of students meeting proficiency on Math MCAP by **8%** to achieve the CCPS strategic plan goal of **13%** in May of 2026 as measured by the state-wide assessments. Each Pre-K through 5th grade level will have a targeted differentiated goal based on the chart below using grade level expectations on county-wide benchmark assessments.

Baseline and Target Percentages:		
Grade Level	2024 scores of Students Meeting Proficiency on End of Year	2025 scores of Students Meeting Proficiency GOAL
PreK	85%	85%
K	82%	88%
1st	77%	85%
2nd	81%	80%

3rd	58%	65% (county average)
4th	53%	61%
5th	79%	82%

*Follow students from previous year (Color matching). PreK has no previous baseline data, nor follow-up data for students moving on from 5th to middle school.

Math Strategic Actions (TimeLine):	Measures of Success/Desired Performance Level
<p><u>Instruction</u></p> <ul style="list-style-type: none"> To increase math skills effectively, all teachers will scaffold instruction. Teachers will use daily Math talks to increase proficiency in problem solving, including numberless problems Teachers in all grades will Utilize math tasks, with a minimum of 1 math task per unit. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Collaborate with special areas to utilize specific grade level content topics and vocabulary, specifically sharing their grade level newsletters related to learning objectives. Collaborate and participate in professional learning to target specific grade level needs in relation to differentiated instruction, use of rubrics, and fact fluency. On-going professional development (Bridges) to support teacher led interventions Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals to see professional development strategies in practice. <p><u>Data Analysis and Interventions</u></p> <ul style="list-style-type: none"> Every grade level (pre-k to 5th) will analyze data to plan targeted interventions (consistent weekly meetings, use Performance Matters to target standards). Grade level scoreboards will be used for progress monitoring. Use unit assessments and mid-year assessments for summative data points. Grades K-5 Fact fluency data will be collected in a shared document to be reviewed during monthly MRT planning Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education service, and support in place for ELL students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> With flexible grouping, teachers will provide Tier 1 interventions for students identified based on weekly monitoring using math tasks, formatives, unit assessment data, and Bridges data Support staff will provide additional Tier 2 interventions for identified students Monthly Data/Planning Meetings Unit test scores, formatives, teacher created entrance/exit tickets. Quarterly pacing meetings to monitor students' growth and plan interventions January and May benchmark scores will be used to monitor student growth

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School Improvement Goal 2: ELA/Literacy/Reading

Reading:

By May 2025, the percentage of 3-5th graders meeting proficiency in Reading MCAP will increase by **7.2%** to achieve the CCPS strategic plan goal of **12.2 %** in May of 2026 as measured by the state-wide assessments. Each Pre-K through 5th grade level will have a targeted differentiated goal based on the chart below using grade level expectations on county-wide ELA assessments.

ELA Strategic Actions (Timeline)	Measures of success/Desired Performance Level
<p>Instruction:</p> <ul style="list-style-type: none"> Analyze and implement strategies that align with the Science of Reading and are outlined in <u>Shifting the Balance: K-2</u> in grades K-2 and in <u>Shifting the Balance: 3-5</u> in grades 3-5. To increase phonics skills, primary teachers will continue to use FUNdations and fluency stories. To provide phonemic awareness in PreK-1st through daily use of Heggerty. Teachers will supplement literacy groups, as needed, with decodable texts from <u>Being a Reader</u> by Collaborative Classroom and utilizing Wonders and/or Benchmark Advance decodables. Teachers in grades 3-5 will increase comprehension skills by utilizing Wonders and/or Benchmark Advance lessons and weekly assessments. Teachers will demonstrate cultural proficiency and responsiveness in their classrooms by utilizing authentic, complex texts which 	<p><u>Data Analysis and Interventions:</u></p> <ul style="list-style-type: none"> Purposeful scheduling of resource staff Teachers will restructure block to supplement with <i>Double Dose Foundations</i> and <i>Just Words</i>. Grade levels will schedule time for teacher led interventions and extensions, utilize technology for on grade students during this time (Lexia and Freckle), and connect with Media/Advanced Academics teacher for support. Monthly data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students (monthly) <p><u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> Assessments identified during monthly data meetings, utilizing classroom-based assessments (sight words, CCPA data), Lexia,

incorporate a wide range of student languages, backgrounds, and abilities to inform strategies and reach all students.

- Grade levels will use data analysis to plan explicit first-pass instruction and targeted interventions (consistent weekly meetings, use Performance Matters to target standards). Grade level scoreboards will be used for progress monitoring.

ACADIENCE data, quizzes, Wonders weekly assessments, Map growth

- Data meetings (monthly) and kid-talking and walkthroughs (weekly)

Grade Level	2024 Baseline Data	2025 Target
PreK	Fall Letter ID formative	PLA Upper, lower letter ID
K	Incoming K Letter sounds:	CCPA 2A:
1st	CCPA 2D (1 st EOY 24): 82% CCPA 2A (k, EOY 24): 76%	CCPA 2D: 80%
2nd	CCPA 2E (1 st EOY) 73% CCPA 2I (2 nd grade EYO) 73% Map Growth: Fall 24 Baseline	CCPA 2I: 76%
3rd	CCPA 2J (2 nd EOY): 64% CCPA 2J(3 rd EOY) 94% Map Growth: Fall 24 Baseline	CCPA 2J: 80%
4th	CBA 2 Lit: 75% (3 rd Grade) CBA 2 Opinion: 78% (3 rd Grade) CBA 2 Lit: 78% (4 th grade) CBA 2 Opinion: 72% (4 th grade) Map Growth: Fall 24 Baseline	CBA 2 Lit: 80% CBA 2 Opinion: 78%
5th	CBA 2 Lit: 78% (4 th grade) 80% (5 th) CBA 2 Opinion: 72% (4 th grade) 79%(5 th) Map Growth: Fall 24 Baseline	CBA 2 Lit: 80% CBA 2 Opinion: 75%

Professional Development

- Collaborate with FAF teachers and share ideas for incorporating phonics instruction into their classrooms.

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	<ul style="list-style-type: none"> • On-going professional development using <i>Shifting the Balance K-2</i>, <i>Shifting the Balance 3-5</i>. • On-going countywide and school based professional development on Benchmark Advance curriculum, Acadience assessments, and MAP Growth assessments.
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School Improvement Goal 3: ELA Writing

By May 2025, the percentage of students in grades 3 – 5 meeting expectations in local assessment writing will increase as measured by county informational writing rubrics. Each grade level will have a targeted goal based on the chart below.

Writing Strategic Actions (Timeline)	Measures of Success / Desired Performance Level
<p>Instruction:</p> <ul style="list-style-type: none"> • Teachers PreK-2nd will focus on encoding and demonstrating application of phonics skills and patterns taught through FUNdations dictation and unit assessments. • Teachers 3-5 will focus on response-to-text writing as application of comprehension of informational texts with writing prompts that require the synthesis of multiples texts to respond • All teachers will intergrade quick writes, content learning tasks, and formal writing tasks throughout all subject areas. • All primary and intermediate grade level teachers will use teacher/county developed prompts with county rubrics to progress monitor, scaffolding the prompt to build throughout the year. • Teachers will demonstrate cultural proficiency and responsiveness in their classrooms to inform strategies and reach all students <p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers will collaborate through vertical teaming to look at student writing. • Use collaborative planning to analyze 	<p>Data analysis and intervention:</p> <ul style="list-style-type: none"> • Monthly collaborative data meetings with general and special educators to plan and review Tier 1 and Tier 2 interventions, advanced academics, and students receiving special education services, and support for ELL students (monthly). • Teachers will utilize flexible grouping to provide Tier 1 interventions for students identified based on data. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Grade levels will use data analysis to plan targeted interventions (consistent weekly meetings, use Performance Matters to target standards). Grade level scoreboards will be used for progress monitoring. • Teachers in grades 1-5 will use weekly writing assessment to monitor student growth. Students need to be able to score 8 out of 10 on CCPS writing rubrics to demonstrate grade level mastery, which is a predictor of 80% on the written response for narrative, opinion, and information writing assessments.

effectiveness of first pass instruction and establish next steps regarding reteach, extension, and/or intervention.

- Collaborate to develop common organizers and response exemplars that demonstrate strong, grade-level writing. The ELA Specialist will co-teach to explicitly teach components of grade level rubrics.
- Utilize CCPS writing rubrics within teams and across grade levels while developing more targeted organizers based on assessment prompts.

Writing Scores: % of students scoring 80% or higher

Grade	Info Response Writing 2024	Target 2025	*tracking students
3	59%	64%	
4	70%	62%	
5	76%	73%	

School Improvement Goal 4: Equity and Inclusion (ETM)

By May of 2025, the overall proficiency of students classified as underrepresented in grades 3-5 will increase or exceed expected achievement in both reading and math as measured by the outlined assessments below.

Strategic Actions (Timeline)

Measures of Success/Desired Performance Level

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- Teachers will demonstrate cultural proficiency and responsiveness in their classroom by utilizing and focusing on the school-wide second step connections and initiatives
- Implementation of PBIS school-wide behavior plan with a focus on restorative approach practices
- Monthly classroom counseling lessons based on needs of grade level students
- Analyzing data for under-represented/lower performing/FARMS students at monthly SIT meetings
- Teachers will continue to build a culture of collaborative family engagement, by maintaining and ensuring two-way communication via emails, classroom newsletters, etc.

Progress Monitoring:

- Increased collaboration between general education and special education teachers, and Advanced Academics through monthly team meetings
- Utilize designated tiers of intervention to support academic, behavior and social and emotional needs of students.
- Analyze summative assessment data during school improvement team meetings and provide individual student support and professional development to staff to ensure equitable access for under-represented students.

Student Population	#	%
Total	635	100%
Male	331	52%
Female	304	48%
White	497	78%
Black/AA	35	5.5%
Asian	23	3%
Hispanic	55	9%
American Indian/Alaskan Native	3	.005%
Multi-race	22	3%
FARMS	177	28%
Non-FARMS	458	72%
ESOL	12	2%
Special Education	96	15%
AA (GT)	64	10%