

**Sykesville Middle School
School Improvement Plan**

2025-2026

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:

Students

- 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.

Staff

- 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.

Administrators

- 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 from the 2023-2024 to 2024-2025 school year. Average daily attendance rates were maintained at 93% while the number of referrals was only 1% higher than the previous year. Despite the 1% increase, the number of referrals in the 2024-2025 only 1 year was still 12% lower than the number of referrals in the 2022-2023 school year. 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 classroom management strategies.

Sykesville Middle School received a four-star rating from the Maryland State Department of Education and ranks in the 88th percentile for Maryland Public Schools, which is 7 points higher than the previous year.

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the average MCAP ELA performance level from 2.9 to 3.0 by the end of the 2025-2026 academic year.
2. Increase the average MCAP Math performance level from 2.4 to 2.5 by the end of the 2025-2026 academic year.
3. Increase the average MISA Science performance level from 2.4 to 2.5 by the end of the 2025-2026 academic year.
4. Increase the average MCAP Social Studies performance level from 2.7 to 2.8 by the end of the 2025-2026 academic year.
5. Increase the average MCAP Math performance level for economically disadvantaged students from 2.0 to 2.1 by the end of the 2025-2026 academic year.



School Improvement Goal 1														
Increase the average MCAP ELA performance level from 2.9 to 3.0 by the end of the 2025-2026 academic year.														
Strategic Actions	Measures of Success / Desired Performance Level	Timeline												
<p>1.1 ELA teachers, interventionists, and special educators will collaborate, plan, and co-teach lessons designed with evidence-based practices to increase scores on the Common Writing Assessments. Staff will analyze data from the DWA, DRA, Star Reading, Freckle, Report Form, and Spring Board to identify areas of need.</p> <p>1.2 Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidence-based strategies.</p>	<p>Continued improvement on the grade-level unit Common Writing Assessments (CWA) towards the goal of increasing the average from CWA 1 to CWA 4 by 5%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Unit 1 CWA</th> <th style="text-align: center;">Unit 4 CWA Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6th grade</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td style="text-align: center;">7th grade</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td style="text-align: center;">8th grade</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>		Unit 1 CWA	Unit 4 CWA Goal	6 th grade	39%	44%	7 th grade	52%	57%	8 th grade	50%	55%	<p style="text-align: center;">2025-2026 School Year All Year</p> <p>Professional learning: 9/22/25 – all staff, 10/17/25 -all staff, and content areas meet once a month</p>
	Unit 1 CWA	Unit 4 CWA Goal												
6 th grade	39%	44%												
7 th grade	52%	57%												
8 th grade	50%	55%												
<p>1.3 ELA teachers and interventionists will increase students’ writing skills by using the writing response matrix for all writing assignments and the corresponding rubric at least twice a quarter.</p> <p>1.4 Teachers will be trained in the new common writing assessments and rubric. Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</p>	<p>Students will score an average of 70% on each Common Writing Assessment (CWA) given once each quarter.</p>	<p style="text-align: center;">2025-2026 School Year Quarterly</p> <p>Professional development: 10/16/25, 12/12/25, 2/13/26, 4/27/26</p>												
<p>1.5 Targeted students earning less than a C average at the midterm of each marking period will be invited to after-school tutoring to be provided with support in earning a higher grade.</p>	<p>70% of students who attended at least 50% of the after-school tutoring sessions will earn grades of C or higher at the end of the Marking Period.</p>	<p style="text-align: center;">2025-2026 School Year October - May</p>												
<p>1.6 Reduce the number of students earning a D or F as a final grade in ELA by incorporating evidence-based differentiated instructional strategies as well as identifying students for after-school tutoring and academic grade recovery for students that earned a final grade of a D or F.</p> <p>1.7 Staff will attend professional developments on strategies for differentiation and participate in a book study on equitable practices/building relationships with students.</p>	<p>The number of students that earned a final grade of a D or F in their ELA class will decrease from 18 students to 9 students.</p>	<p style="text-align: center;">2025-2026 School Year All Year</p> <p>Professional development: 11/17/25, 12/15/25, 2/9/26, 4/13/26, 5/11/26</p>												



School Improvement Goal 2																	
Increase the average MCAP Math performance level from 2.4 to 2.5 by the end of the 2025-2026 academic year.																	
Strategic Actions	Measures of Success / Desired Performance Level	Timeline															
<p>2.1 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.</p> <p>2.2 Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidence-based strategies.</p>	<p>Continued improvement on unit assessments toward the goal of increasing the average cumulative assessment score by 5%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2024-2025 Scores</th> <th>2025-2026 Goal</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>7th grade</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>8th grade</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>Algebra I</td> <td>86%</td> <td>91%</td> </tr> </tbody> </table>		2024-2025 Scores	2025-2026 Goal	6 th grade	70%	75%	7 th grade	66%	71%	8 th grade	70%	75%	Algebra I	86%	91%	<p>2025-2026 School Year All Year</p> <p>Professional development: 9/22/25 – all staff, 10/17/25 - all staff, and content areas meet once a month</p>
	2024-2025 Scores	2025-2026 Goal															
6 th grade	70%	75%															
7 th grade	66%	71%															
8 th grade	70%	75%															
Algebra I	86%	91%															
<p>2.3 Math teachers and interventionists will use IXL to support student learning, as well as remediation, enrichment, and skill attainment based on student need using the Diagnostic Assessment.</p>	<p>90% of students will show proficiency on two or more skills per week through IXL.</p>	<p>2025-2026 School Year All Year</p>															
<p>2.4 Targeted students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided with support in earning a higher grade.</p>	<p>70% of students who attended at least 50% of the after-school tutoring sessions will earn grades of C or higher at the end of the Marking Period.</p>	<p>2025-2026 School Year October - May</p>															
<p>2.5 Reduce the number of students earning a D or F as a final grade in math by incorporating evidence-based differentiated instructional strategies as well as identifying students for after-school tutoring and academic grade recovery for students that earned a final grade of a D or F.</p> <p>2.6 Staff will attend professional developments on strategies for differentiation and participate in a book study on equitable practices/building relationships with students.</p>	<p>The number of students that earned a final grade of a D or F in their math class will decrease from 61 students to 31 students.</p>	<p>2025-2026 School Year All Year</p> <p>Professional development: 11/17/25, 12/15/25, 2/9/26, 4/13/26, 5/11/26</p>															



School Improvement Goal 3														
Increase the average MISA Science performance level from 2.4 to 2.5 by the end of the 2025-2026 academic year.														
Strategic Actions	Measures of Success / Desired Performance Level	Timeline												
<p>3.1 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.</p> <p>3.2 Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidence-based strategies.</p>	<p>Continued improvement on the grade-level unit CERs towards the goal of increasing the average from CER 1 to CER 4 by 5%.</p> <table border="1"> <thead> <tr> <th></th> <th>CER 1</th> <th>CER 4 Goal</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td>53%</td> <td>58%</td> </tr> <tr> <td>7th grade</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>8th grade</td> <td>75%</td> <td>80%</td> </tr> </tbody> </table>		CER 1	CER 4 Goal	6 th grade	53%	58%	7 th grade	65%	70%	8 th grade	75%	80%	<p>2025-2026 School Year All Year</p> <p>Professional Development: 9/22/25 – all staff, 10/17/25 - all staff, and content areas meet once a month</p>
	CER 1	CER 4 Goal												
6 th grade	53%	58%												
7 th grade	65%	70%												
8 th grade	75%	80%												
<p>3.3 Science teachers and interventionists will increase students’ writing skills by using the writing response matrix for all writing assignments and the corresponding rubric at least twice a quarter.</p> <p>3.4 Teachers will be trained on the new CER assessments. Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</p>	<p>Students will score an average of 70% on each CER given once each quarter.</p>	<p>2025-2026 School Year Quarterly</p> <p>Professional Development: 10/16/25, 12/12/25, 2/13/26, 4/27/26</p>												
<p>Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided with support in earning a higher grade.</p>	<p>70% of students who attended at least 50% of the after-school tutoring sessions will earn grades of C or higher at the end of the Marking Period.</p>	<p>2025-2026 School Year October – May</p>												
<p>3.6 Reduce the number of students earning a D or F as a final grade in science by incorporating evidence-based differentiated instructional strategies as well as identifying students for after-school tutoring and academic grade recovery for students that earned a final grade of a D or F.</p> <p>3.7 Staff will attend professional developments on strategies for differentiation and participate in a book study on equitable practices/building relationships with students.</p>	<p>The number of students that earned a final grade of a D or F in their science class will decrease from 33 students to 17 students.</p>	<p>2025-2026 School Year All Year</p> <p>Professional development: 11/17/25, 12/15/25, 2/9/26, 4/13/26, 5/11/26</p>												



School Improvement Goal 4														
Increase the average MCAP Social Studies performance level from 2.7 to 2.8 by the end of the 2025-2026 academic year.														
Strategic Actions	Measures of Success / Desired Performance Level	Timeline												
<p>4.1 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 EBAS. Staff will analyze data from source analysis and Unit EBAS to identify areas of need.</p> <p>4.2 Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidence-based strategies.</p>	<p>Continued improvement on grade-level benchmark/EBAS toward the goal of increasing the average end-of-year EBAS score by 5%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2024-25 Scores</th> <th>25-26 Goal</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td>77%</td> <td>82%</td> </tr> <tr> <td>7th grade</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>8th grade</td> <td>57%</td> <td>62%</td> </tr> </tbody> </table>		2024-25 Scores	25-26 Goal	6 th grade	77%	82%	7 th grade	78%	83%	8 th grade	57%	62%	<p>2025-2026 School Year All Year</p> <p>Professional Development: 9/22/25 – all staff, 10/17/25 - all staff, and content areas meet once a month</p>
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<p>4.3 Social studies teachers and interventionists will increase students' writing skills by using the writing response matrix for all writing assignments and the corresponding rubric at least once per unit.</p> <p>4.4 Teachers will collaborate on alignment of the writing response matrix and rubric. Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</p>	<p>Students will score at least 70% on the Unit EBAS given at least once each quarter.</p>	<p>2025-2026 School Year Quarterly</p> <p>Professional Development: 10/16/25, 12/12/25, 2/13/26, 4/27/26</p>												
<p>4.5 Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided with support in earning a higher grade.</p>	<p>70% of students who attended at least 50% of the after-school tutoring sessions will earn grades of C or higher at the end of the Marking Period.</p>	<p>2025-2026 School Year October – May</p>												
<p>4.6 Reduce the number of students earning a D or F as a final grade in social studies by incorporating evidence-based differentiated instructional strategies as well as identifying students for after-school tutoring and academic grade recovery for students that earned a final grade of a D or F.</p> <p>4.7 Staff will attend professional developments on strategies for differentiation and participate in a book study on equitable practices/building relationships with students.</p>	<p>The number of students that earned a final grade of a D or F in their social studies class will decrease from 61 students to 31 students.</p>	<p>2025-2026 School Year All Year</p> <p>Professional Development: 11/17/25, 12/15/25, 2/9/26, 4/13/26, 5/11/26</p>												



School Improvement Goal 5														
Increase the average MCAP Math performance level for economically disadvantaged students from 2.0 to 2.1 by the end of the 2025-2026 academic year.														
Strategic Actions There may be more than one action for each of the “topics” below.	Measures of Success / Desired Performance Level	Timeline												
<p>5.1 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.</p> <p>5.2 Staff will engage in professional learning through vertical collaboration meetings as well as professional developments on evidence-based strategies.</p>	<p>Continued improvement on unit assessments toward the goal of increasing the average cumulative assessment score by 5%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">24-25 Scores</th> <th style="text-align: center;">25-26 Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6th grade</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td style="text-align: center;">7th grade</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="text-align: center;">8th grade</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">62%</td> </tr> </tbody> </table>		24-25 Scores	25-26 Goal	6 th grade	65%	70%	7 th grade	54%	59%	8 th grade	57%	62%	<p style="text-align: center;">2025-2026 School Year All Year</p> <p>Professional Development: 9/22/25 – all staff, 10/17/25 -all staff, and content areas meet once a month</p>
	24-25 Scores	25-26 Goal												
6 th grade	65%	70%												
7 th grade	54%	59%												
8 th grade	57%	62%												
<p>5.3 Students identified as economically disadvantaged and demonstrating insufficient math skills (ie. Scoring one or more grade levels below on IXL Diagnostic Benchmark) will be pulled by the math interventionist for reteaching during the flex period.</p>	<p>50% of targeted students will demonstrate an increase of at least one grade level in math proficiency skills through IXL by the end of the school year.</p>	<p style="text-align: center;">2025-2026 School Year All Year</p>												
<p>5.4 Students earning less than a C average at the midterm of each marking period will be invited to after school tutoring to be provided with support for earning a higher grade.</p>	<p>70% of students who attended at least 50% of the after-school tutoring sessions will earn grades of C or higher at the end of the Marking Period.</p>	<p style="text-align: center;">2025-2026 School Year Quarterly</p>												
<p>5.5 Reduce the number of students earning a D or F as a final grade in math by incorporating evidence-based differentiated instructional strategies as well as identifying students for after-school tutoring and academic grade recovery for students who are identified as economically disadvantaged and earned a final grade of a D or F.</p> <p>5.6 Staff will attend professional developments on strategies for differentiation and participate in a book study on equitable practices/building relationships with students.</p>	<p>The number of students that earned a final grade of a D or F in their math class will decrease from 28 students to 16 students.</p>	<p style="text-align: center;">2025-2026 School Year All Year</p> <p>Professional Development: 11/17/25, 12/15/25, 2/9/26, 4/13/26, 5/11/26</p>												