Sykesville Middle School
School Improvement Plan

2026-2027

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

To understand the unique strengths and challenges of our school community, a school needs assessment was performed. The information from this school needs assessment allowed us to develop specific and impactful school improvement goals and strategic actions for the 2026-2027 school year. Below are key data sources and points from our school needs assessment.

Demographic Data:

Number of Students by Ethnicity/Race (Total 779)						
White	African American	Hispanic	2+ Races	Asian	American Indian or Alaska Native	Native Hawaiian or Pacific Islander
594	30	60	41	50	1	3

Number of Students in Student Group Populations				
IEP	504	FARMS	GT	Multilingual Learners
65	91	156	299	7

Student Achievement Data:

Percent Proficient on MCAP/MISA			
	2023-2024	2024-2025	2025-2026
ELA MCAP (All Grades)	75%	75%	77%
Math MCAP (All Grades)	41%	43%	43%
MISA (8th Grade)	43%	47%	52%
Social Studies MCAP (8th Grade)	68%	65%	68%

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the average MSTAR ELA proficiency from 77% to 82% by the end of the 2026-2027 academic year.

2. Increase the average MSTAR Math proficiency from 43% to 48% by the end of the 2026-2027 academic year.

3. Increase the average MISA Science proficiency from 52% to 57% by the end of the 2026-2027 academic year.

4. Increase the average MCAP Social Studies proficiency from 68% to 73% by the end of the 2026-2027 academic year.

<table>
<tr><th colspan="3">School Improvement Goal 1</th></tr>
<tr><td colspan="3">Increase the average MSTAR ELA proficiency from 77% to 82% by the end of the 2026-2027 academic year.</td></tr>
<tr><th>Strategic Actions</th><th>Measures of Success / Desired Performance Level</th><th>Timeline</th></tr>
<tr><td>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, and Report Form to identify areas of need.

1.2 Staff will engage in professional learning through achievement meetings as well as professional developments on evidence-based strategies.</td><td>Continued improvement on the grade-level unit Common Writing Assessments (CWA) towards the goal of increasing the average from the Diagnostic CWA to CWA 3 by 10%.

<table><tr><td></td><td>Diagnostic CWA</td><td>CWA 3 Goal</td></tr><tr><td>6th grade</td><td>53%</td><td>63%</td></tr><tr><td>7th grade</td><td>54%</td><td>64%</td></tr><tr><td>8th grade</td><td>37%</td><td>47%</td></tr></table></td><td>2026-2027 School Year
All Year

Professional learning: Content areas meet once a month</td></tr>
<tr><td>1.3 ELA teachers and interventionists will increase students’ writing skills by using the written response organizer for all writing assignments and the corresponding rubric at least twice a quarter.

1.4 Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</td><td>Students will increase their scores by 2% from the Diagnostic CWA to CWA 1, by 3% from CWA 1 to CWA 2, and by 5% from CWA 2 to CWA 3.</td><td>2026-2027 School Year
Quarterly

Professional development: 10/16/26 and 03/01/26</td></tr>
<tr><td>1.5 Identified students with insufficient writing skills will be pulled by special educators and the ELA interventionist for reteaching.

1.6 Staff will attend professional developments on strategies for equitable instruction as well as participate in a book study on the science of learning.</td><td>Identified students will score an average of 70% on each CWA.</td><td>2026-2027 School Year
All Year

Professional development: 09/18/26, 10/15/26, 11/20/26, 12/14/26, 02/12/27, 03/12/27, 04/30/27, 05/28/26</td></tr>
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<table>
<tr><th colspan="3">School Improvement Goal 2</th></tr>
<tr><td colspan="3">Increase the average MSTAR Math proficiency from 43% to 48% by the end of the 2026-2027 academic year.</td></tr>
<tr><th>Strategic Actions</th><th>Measures of Success / Desired Performance Level</th><th>Timeline</th></tr>
<tr><td>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.

2.2 Staff will engage in professional learning through achievement meetings as well as professional developments on evidence-based strategies.</td><td>Continued improvement on unit assessments toward the goal of increasing the average cumulative assessment score by 5%.

<table><tr><td></td><td>2025-2026 Scores</td><td>2026-2027 Goal</td></tr><tr><td>6th grade</td><td>71%</td><td>76%</td></tr><tr><td>7th grade</td><td>70%</td><td>75%</td></tr><tr><td>8th grade</td><td>75%</td><td>80%</td></tr></table></td><td>2026-2027 School Year
All Year

Professional development: Content areas meet once a month</td></tr>
<tr><td>2.3 Math teachers and interventionists will increase students' writing skills by using the written response organizer for error analysis questions on assignments.

2.4 Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</td><td>Students will score at least 50% on the error analysis question of each unit test.</td><td>2026-2027 School Year
All Year

Professional Development: 08/26/26, 10/16/26, 03/01/27</td></tr>
<tr><td>2.5 Identified students demonstrating insufficient math skills will be pulled by the math interventionist for reteaching.

2.6 Staff will attend professional developments on strategies for equitable instruction as well as participate in a book study on the science of learning.</td><td>Identified students will show 10 or more points in growth on IXL each month.</td><td>2026-2027 School Year
All Year

Professional development: 09/18/26, 10/15/26, 11/20/26, 12/14/26, 02/12/27, 03/12/27, 04/30/27, 05/28/27</td></tr>
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<tr><th colspan="3">School Improvement Goal 3</th></tr>
<tr><td colspan="3">Increase the average MISA Science proficiency from 52% to 57% by the end of the 2026-2027 academic year.</td></tr>
<tr><th>Strategic Actions</th><th>Measures of Success / Desired Performance Level</th><th>Timeline</th></tr>
<tr><td>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.

3.2 Staff will engage in professional learning through achievement meetings as well as professional developments on evidence-based strategies.</td><td>Continued improvement on the grade-level unit CERs towards the goal of increasing the average from the Diagnostic CER to CER 3 by 10%.

<table><tr><th></th><th>Diagnostic CER</th><th>CER 3 Goal</th></tr><tr><td>6th grade</td><td>43%</td><td>53%</td></tr><tr><td>7th grade</td><td>50%</td><td>60%</td></tr><tr><td>8th grade</td><td>63%</td><td>73%</td></tr></table></td><td>2026-2027 School Year
All Year

Professional Development: Content areas meet once a month</td></tr>
<tr><td>3.3 Science teachers and interventionists will increase students’ writing skills by using the written response organizer for all writing assignments and the corresponding rubric at least twice a quarter.

3.4 Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</td><td>Students will increase their scores by 2% from the Diagnostic CER to CER 1, by 3% from CER 1 to CER 2, and by 5% from CER 2 to CER 3.</td><td>2026-2027 School Year
Quarterly

Professional Development: 08/26/26, 10/16/26, 03/01/27</td></tr>
<tr><td>3.5 Identified students with insufficient writing skills will be pulled by special educators or the science teacher for reteaching.

3.6 Staff will attend professional developments on strategies for equitable instruction as well as participate in a book study on the science of learning.</td><td>Identified students will score an average of 70% on each CER 1 through 3.</td><td>2026-2027 School Year
All Year

Professional development: 09/18/26, 10/15/26, 11/20/26, 12/14/26, 02/12/27, 03/12/27, 04/30/27, 05/28/27</td></tr>
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<tr><th colspan="3">School Improvement Goal 4</th></tr>
<tr><td colspan="3">Increase the average MCAP Social Studies proficiency from 68% to 73% by the end of the 2026-2027 academic year.</td></tr>
<tr><th>Strategic Actions</th><th>Measures of Success / Desired Performance Level</th><th>Timeline</th></tr>
<tr><td>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.

4.2 Staff will engage in professional learning through achievement meetings as well as professional developments on evidence-based strategies.</td><td>Continued improvement on grade-level benchmark/EBAS toward the goal of increasing the average from the Diagnostic EBAS to EOY EBAS by 5%.

<table><tr><td></td><td>Diagnostic EBAS</td><td>EOY EBAS</td></tr><tr><td>6th grade</td><td>62%</td><td>67%</td></tr><tr><td>7th grade</td><td>79%</td><td>84%</td></tr><tr><td>8th grade</td><td>74%</td><td>79%</td></tr></table></td><td>2026-2027 School Year
All Year

Professional Development: Content areas meet once a month</td></tr>
<tr><td>4.3 Social studies teachers and interventionists will increase students' writing skills by using the written response organizer for all writing assignments and the corresponding rubric at least once per unit.

4.4 Teachers will work together to calibrate their understanding of the rubric by practicing scoring student writing, ensuring consistent expectations.</td><td>Students will increase their scores by 1% from the Diagnostic EBAS to EBAS 1, by 2% from EBAS 1 to EBAS 2, and by 2% from EBAS 2 to EBAS 3.</td><td>2026-2027 School Year
Quarterly

Professional Development: 08/26/26, 10/16/26, 03/01/27</td></tr>
<tr><td>4.5 Identified students with insufficient writing skills will be pulled by special educators or the social studies teacher for reteaching.

4.6 Staff will attend professional developments on strategies for equitable instruction as well as participate in a book study on the science of learning.</td><td>Identified students will score an average of 70% on each EBAS 1 through 3.</td><td>2026-2027 School Year
All Year

Professional development: 09/18/26, 10/15/26, 11/20/26, 12/14/26, 02/12/27, 03/12/27, 04/30/27, 05/28/27</td></tr>
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