Hampstead Elementary
School Improvement Plan
2023-2024

School Vision and Mission
Hampstead Elementary School's Vision: To become a high achieving community of life-long learners who demonstrate strong character and independent thinking. **Hampstead Elementary School's Mission:** The Hampstead Elementary School community provides all students with a meaningful, engaging learning environment while recognizing diversity and striving for academic excellence.

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
Multiple Pathway Opportunities for Student Success   - Prepare students to exit CCPS college, career, and community ready.   - Improve the proficiency level of each student group in ELA and mathematics.   - Grade 3 Reading   - Middle School Algebra   - MCAP ELA Proficiency   - MCAP Math Proficiency   - Provide access to a well-rounded, varied, and rigorous curriculum to all students.   - Under-represented Student Groups in High School Courses
Family and Community Partnerships   - Demonstrate transparency, trust, and respect.   - Meaningful, informative, timely, respectful, two-way, and multimodal communication   - Seek out, welcome, and engage parent and community volunteers to enhance achievement.   - Outreach to families   - Partner with local government, businesses, and agencies to support learning.
Successful Workforce   - Recruit and retain highly qualified and diverse employees reflective of our community.   - Recruit and retain.   - Provide professional and leadership development for effectiveness and cultural competence.   - Equitable opportunities for employee growth   - Promote a culture of continuous improvement.
Safe, Secure, Healthy, and Modern Learning Environment   - Establish a welcoming culture of diversity.   - Welcoming, diverse, respectful, and civil culture   - Promote respect and civility.   - Collaborate internally and externally to support students' health and well-being.   - Provide safe and secure schools, facilities, and assets.   - Safe to Learn Act   - Maintain modern schools, facilities, and resources that support the educational program.   - Facilities Condition Index (FCI)

Mathematics End of Year Assessment Data 2018-2023 (Grades PK-5) *Missing EOY 2020

Percentage of Students Scoring 88% or Above on End of Year Mathematics Assessment							80% or above 2023 Results	80% or above 2024 Goal
Grade Level	2018	2019	2021	2022	2023 Goal	2023 Results	2023 Results	2024 Goal
PK	74	94	91	95	90	58 90	61	88
K	80	86	86	79	90	71 74	85	89
1	81	86	38	66	85	79 89	88	92
2	76	61	57	63	70	37 38	63	75
3	62	72	55	63	70	24 25	49	62
4	76	75	60	63	70	41 42	59	64
5	77	65	69	76	70	80	88	70

Trend Data per Grade Level AND Student Groups over time Percentage of Students Scoring 88% or above (2020 was not tested)
PK 2023 Goal: 90 Historical Grade Level 67, 74, 94, 91,95, 58 (2023)
K 2023 Goal: 90 Historical Grade Level 83, 80, 86, 86,79, 71 (2023)
1 2023 Goal: 85 Historical Grade Level 81, 81, 86, 38,66,79 (2023)
2 2023 Goal: 70 Historical Grade Level 62, 76, 61, 57, 63, 37 (2023) Following Students 86 (Kindergarten), 66 (1st grade)
3 2023 Goal: 70 Historical Grade Level 72, 62, 72, 55,63, 24 (2023) Following Students 38 (1st grade), 63 (2nd grade)
4 2023 Goal: 70 Historical Grade Level 74, 76, 75, 60,63, 41 (2023) Following Students 57 (2nd grade), 63 (3rd grade)

2021 – 2023 Carroll County Comprehension Benchmark Assessment

CBA data was analyzed for Special Education students who scored 80% or above.

Grade Level	Number of Students Receiving Special Education Services	Number of students not meeting standards	January 2021 Average Score Achieved on CBA 1	May 2021 Average Score Achieved on CBA2	May 2022 Average Score	May 2023 Average Score
Grade 2	2	0	n/a	91.65%	80%	**63%** on CBA2 Literary **43%** on CBA2 Opinion
Grade 3	2	2	83%	55.5%	60%	**46%** on CBA2 Literary **35%** on CBA2 Opinion
Grade 4	8	4	58.1%	68.4%	72%	**51%** on CBA2 Literary **53%** on CBA2 Opinion
Grade 5	3	1	44.5%	58%	62%	**68%** on CBA2 Literary **59%** on CBA2 Opinion

2021 – 2023 Writing Assessment

Grade Level	May 2021 Grade- Level Writing	September 2021 Grade- Level Writing Pre-Assessment % meeting expectation	May 2022 Goal Post-Assessment	May 2022 Average Score Post-Assessment	May 2023 Average Score Post-Assessment
Kindergarten	94% of students scored 80% or greater using oral retelling rubric	0% of students met grade-level expectations for written response to text prompt	80% of the students will meet the grade-level expectation for written response to text prompt	**96%**	**89%**
Grade 1	74.5% of students had on grade level comprehension as measured by EOY running record	2% of students met the grade-level expectation for written response to text prompt	80% of the students will meet the grade-level expectation for written response to text prompt	**84%**	**93%**
	May 2021 % of students meeting 80% or greater expectation for CBA2 written response	September 2021 Grade Level Writing Pre-Assessment %meeting expectation	May 2022 Goal Score Post-Assessment	May 2022 Average Score Post-Assessment	May 2023 Average Score Post-Assessment
Grade 2	79%	2% of students scored 80% or greater on the baseline written response to text prompt	80% of the students will score 80% or greater on the EOY written response to text prompt	**93%** scored 80% or higher on both Literary and Opinion CBA2	**75%** scored 80% or higher on Literary CBA2 and **75%** scored 80% or higher on Opinion CBA2
Grade 3	47%	3% of students scored 80% or greater on the baseline written	80% of the students will score 80% or greater on the EOY written	**88%** scored 80% or higher on the	**78%** scored 80% or higher on Literary

		response to text prompt	response to text prompt	Literary and Opinion CBA2	CBA2 and **68%** scored 80% or higher on Opinion CBA2
Grade 4	56%	12.5% of students scored 80% or greater on the baseline written response to text prompt	80% of the students will score 80% or greater on the EOY written response to text prompt	**72%** scored 80% or higher on Literary CBA2 and **79%** scored 80% or higher on Opinion CBA2	**64%** scored 80% or higher on Literary CBA2 and **77%** scored 80% or higher on Opinion CBA2
Grade 5	77.5%	2% of students scored 80% or greater on the baseline written response to text prompt	80% of the students will score 80% or greater on the EOY written response to text prompt	**75%** scored 80% or higher on Literary CBA2 and **70%** scored 80% or higher on Opinion CBA2	**60%** scored 80% or higher on Literary CBA2 and **83%** scored 80% or higher on Opinion CBA2

2021-2023 Comprehension Benchmark Assessment Data (grades 2-5)

The Fall and Spring Comprehension Benchmarks were analyzed for all students in grades 2-5 who scored 80% or above. We used this year's assessment results to determine next year's goal for students achieving 80% or greater on the Spring 2022 Comprehension Benchmark Assessment.

Grade Level	CBA 1 Proficiency January 2021 (Score of 80% or higher)	CBA 2 Proficiency May 2021 (Score of 80% or higher)	May 2022 Expected Goal (Score of 80% or greater)	May 2022 Achieved Level	May 2023 Achieved Level
Grade 2	n/a	77.8%	80%	**76%**	**71%** scored 80% or higher on Literary CBA2 and **66%** scored 80% or higher on Opinion CBA2
Grade 3	71%	64%	80%	**56%** scored 80% or higher on Literary CBA2 and **48%** scored 80% or higher on Opinion CBA2	**42% (47%)** scored 80% or higher on Literary CBA2 and **43% (48%)** scored 80% or higher on Opinion CBA2
Grade 4	62%	70%	80%	**65%** scored 80% or higher on Literary CBA2 and **47%** scored 80% or higher on Opinion CBA2	**57% (58%)** scored 80% or higher on Literary CBA2 and **52% (53%)** scored 80% or higher on Opinion CBA2
Grade 5	82%	72%	80%	**39%** scored 80% or higher on Literary CBA2 and **43%** scored 80%	**47%** scored 80% or higher on Literary CBA2 and **45%** scored 80%

					or higher on Opinion CBA2	or higher on Opinion CBA2

2021-2023 Primary Literacy Assessments (grades PreK-1)

PLA data was analyzed for all non-special program students. We used this year's assessment data to identify the most missed literacy standard(s) in grades PreK-2.

Grade Level	Phonics Based Skill	January 2021 Midyear Achieved Level	May 2021 EOY Achieved Level	May 2022 Expected Level	May 2022 Achieved Level	May 2023 Achieved Level
Pre-K	Initial Consonants the Same	n/a	49% of entering Kindergarteners scored 8/10 or higher	85%	**80%**	**95%** proficient with UC letters; **95%** proficient with LC letters
Kindergarten	Assessed Reading Level	85.7% achieved level C or higher	86.3% achieved Level D or higher	88% will achieve Level D 10% or more will achieve Level E or higher	**92%** read at least Level D and **79%** achieved Level E or higher	**84%** read at least level D and **29%** achieved a Level F or higher
Grade 1	Assessed Reading Level	68% achieved level G or higher	74.5% achieved Level J or higher	85% will achieve Level J 10% or more will achieve Level K or higher	**74%** read at least of Level J and **51%** achieved Level K or higher	**77%** read at least of Level J and **42%** achieved Level L or higher

School Improvement Goal ELA

1.
a.   By May 2023, 75% of students in grades 3-5 will score proficient or advanced on MCAP ELA assessments.
b.   By May 2023, 79% of students in Pre-K at Hampstead Elementary School will achieve EOY county expectations for upper- and lower-case letter identification.
c.   By May 2023, 90% of students in kindergarten will achieve a level D/E assessed reading level and 10% or more of students in kindergarten will achieve a level F or higher assessed reading level.
d.   By May 2023, 85% of students in 1st grade will achieve a level J/K assessed reading level and 15% or more of students in 1st grade will achieve a level L or higher assessed reading level.
e.   By May 2023, students in grades 2-5 at Hampstead Elementary School will show an increase of students meeting standards for the CBA assessment as measured by CBA2, as measured by grade level historical data.
f. By May 2023, students in grades 2-5 at Hampstead Elementary School will show an increase of students meeting proficiency reading Lexile level as measured by the Reading Inventory.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Grade level teams for grades PreK-5 will create and use a progress monitoring tool to keep track of progress towards SIP goals.	Sept. – May	1.1 CCPA/DAPPA/PLA Running Records/DIBELS/CBA. • Pre-k- 87% of students (13 out of 15) will achieve EOY county expectations for upper and lower case letter identification (incoming data: 16% or 3 out of 18 students have 17 or more upper case letters, 16% or 3 out of 18 students have 17 or more lower case letters) • Kindergarten- 90% or greater EOY Level D/E or higher reading level • First- 85% or greater EOY Level J/K or higher reading level • Second- 80% or greater will score 80% or more on Spring CBA2 • Third- 80% or greater will score 80% or more on Spring CBA2 • Fourth- 80% or greater will score 80% or more on Spring CBA2 • Fifth- 80% or greater will score 80% or more on Spring CBA2
1.2 Grade level teams for grades K-5 will form targeted intervention groups for phonemic awareness, phonics skills, vocabulary, fluency, and comprehension.	Sept. – May	1.2 Monthly Kid Talk meetings, weekly data meetings, and meetings with grade level teams and specialists to discuss and monitor student achievement/progress. • Intervention groups will meet for a minimum of 90 min per week using a researched based intervention program (with progress monitoring)
1.3 All grade level teachers will work collaboratively planning	Sept. – May	1.3 Collaborative planning sessions walk throughs, observations, student work samples.

with the special educator to provide services		1.4 Collaborative planning sessions with specific planning and preparation for text dependent questions, student work samples, formative assessments, Wonders assessments, observations
1.4 Grade level teams will provide focused instruction on how to respond to text dependent questions (selected responses).	Sept. – May	
1.5 Grade level teams will provide explicit vocabulary instruction through the use of topic boards and multisensory language approach to learning.	Sept. – May	1.5 Professional learning on Board Maker and MSL teaching/learning, learning walks, student work samples, formative assessments, observations.

School Improvement Goal Math
2. By May 2024, grade levels PK-5 will increase the number of students scoring 80% or above on the CCPS End of Year Mathematics assessment as indicated on the chart per the use of grade level historical data.

Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
2.1 Grade level teams will identify specific target areas based upon End of Year/Mid-Year Benchmark Data; students will receive focused instruction in the identified areas: **Pre-K:** Counting sets and matching numbers to sets Rote count to 20 Using models to show combinations for addition in more than one way (for example 4+1=5 of 3+2=5) **Kindergarten** Base Ten: Teen Numbers (i.e. How many tens and ones/leftovers? What is the equation to represent the number?) Counting from a number other than 1 beyond 20 and across decades Subtraction Word problems	Sept. - May	2.1 Teachers will collect data to show progress specifically related to the content listed in 2.1. - 90% of students in PK-K will score an I on formative assessments related to the area(s) of focus. - 90% students will score 80% or above on teacher created assessment related to the area(s) of focus. - Teachers copy and paste the measure of success for the SLO related to one of the areas of need identified.

1st Grade Comparison Word Problems Equation with the unknown in different positions Understand meaning of equal sign and determine if equations are true or false. **2nd Grade** Subtraction with ungrouping, two- and three-digit numbers Comparison Word Problems (based on 1st grade) Line plots **3rd Grade** Subtraction with ungrouping (based on 2nd grade) Comparing fractions with reasoning by using what you know about Unit Fractions Line plots: analyzing line plots. **4th Grade** Decimal notation for decimal fractions Subtract Mixed Numbers Line plots **5th Grade** Multiplying and Dividing fractions in and out of context and using visual models to show/prove thinking. Line plots: analyzing data 2.2 Teachers will provide purposeful instruction, opportunities for frequent practice, and assessment of identified grade level facts. Building Fact Fluency Tool Kit for Addition and Subtraction **Need to purchase two** **https://www.stenhouse.com/content/building-fact-fluency** 2nd Grade will begin using Xtra Math in January. 3rd-5th will use Xtra Math starting in September.	Sept. - May	2.2 In grades K-3 90% of students will be in the reasoning/efficient phase when solving 90% of all the basic facts required of that grade level. In grades 4-5 90% of students will be in the efficient phase when solving 90% of all the multiplication and division facts. | K	1	2	3	4	5
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						   *In each box record the fractions that represents 90% of all the basic facts expected. You will have to decide if you are including the related facts as a result of the commutative property. 3rd-5th will have the same numbers.
2.3 Actively engage students in productive struggle for the introduction and application of content standards weekly.	Sept. – May	2.3 K-5 will use formative assessments specifically related to the activity that promotes productive struggle to determine progress.
2.4 Students will construct viable arguments and critique the reasoning of others orally and using visual models, words, and numbers weekly.	Sept. – May	2.4 K-5 will use formative assessments specifically related to constructing viable arguments and critique the reasoning of others to determine progress.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
2.5 Teachers of mathematics in PK-5, including teachers of the Autism program, will collaborate with the Math Resource Teacher to plan lessons/teaching strategies and analyze data weekly.	Sept. – May	2.5 All students in PK-K will score a P or higher on monthly formative assessments. <u>% Aligned to Overall Goal</u> students in grades 1-5 will score 80% or above on Summative Unit Assessments.
2.6 Schedules will be created so that teachers of general education and special educators can plan and analyze data together.	Sept. – May	2.6 Schedule created with common planning time for grades PK-5 and Special Education Resource Teachers.

School Improvement Goal Writing
3. By May 2024, 85% of students in grades K-5 will achieve end-of-year grade-level response to text writing expectations as measured by CCPS writing rubrics.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
3.1 Grade level teachers will collaborate with ELA specialists to create, administer, and score a baseline writing samples for analytic writing.	Sept. – Oct.	3.1 Teacher created pre and post assessments and professional development, benchmark-writing samples.
3.2 Grade level teachers will utilize teacher-created data monitoring sheets to track student progress towards writing goals monthly.	Sept. – May	3.2 Student work samples, weekly data analysis meetings with ELA specialist, data tracking sheets. • Kindergarten-5th grade: 80% or more of students will score 80% or greater on the EOY written response to text assessment.
3.3 Teachers in grades 2-5 will use the Unlocking the Prompt planning template for analytic writing.	Sept. May	3.3 Weekly planning sessions with reading specialist, analyze student work samples, and data-driven instruction.
3.4 Special Education teachers will use the *Framing Your Thoughts and/or First Author* writing program to instruct students.	Sept. – May	3.4 County and school provided professional learning (teacher from Carroll Springs) to support

		Framing Your Thoughts and *First Author* instruction.
3.5 Teachers in grades 2-5 will utilize online typing programs to improve keyboarding fluency.	Sept.- May	3.5 Typed student responses
3.6 Teachers in grades K, 2,3, and 4 will utilize the Writing Fundamentals program to instruct process writing.	Sept.- May	3.6 School based professional learning to support implementation of Writing Fundamentals (especially student conferencing), student writing samples, learning walks

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School Improvement Goal for Underperforming Students
4.   By May 2024, Hampstead Elementary staff will close the achievement gap between general education students who do not have an IEP in the area of reading yet are reading at least 1 year below grade and their on-grade level peers as measured by the county assessment data for reading.

Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
4.1 Provide opportunities for all reading and content staff to attend professional learning that addresses CCPS Curriculum and Maryland College and Career Ready Standards.	Sept. – Oct.	4.1 Content and Humanities teachers will attend professional development provided by the reading specialist.
4.2 Educators will participate in weekly grade level team meetings to participate in data analysis and participate in collaboration and inclusion discussions.	Sept. – May	4.2 Weekly review of data (ie Reading Inventory, County Benchmark Assessments, MCAP data, CCPA, Running Record Levels, etc.)
4.3 Kid Talk Meetings will be utilized to identify struggling students, develop SMART goals and interventions, and monitor progress.	Sept. May	4.3 Monthly meetings to analyze students' performance, identify struggling learners, develop, implement, and monitor SMART Goals and interventions
4.4 Identified students will receive intervention from LEAD grant tutor, AEL tutor, Primary Interventionist, and Reading Specialist.	Sept. – May	4.4 Progress Monitoring tools provided by individual intervention program (i.e. Wilson, Just Words, Lexia, Literacy Footprints)

School Improvement Goal Inclusion

5.
Increase the percentage of time SwSCD are actively engaged in the general education classes, lessons, activities, and routines from 37.18 % to 60% by June 2024.

Increase the percentage of time SwSCD are actively engaged in the general education classes, lessons, activities, and routines from 37.18% to 75%* by June 2025.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
5.1 Increase in collaborative planning and problem solving.	Sept. – Oct.	5.1 • Training and coaching on how to collaborate. • Training on UDL and the use of technology to allow for differentiation for all teachers. • Create and monitor shared planning time. • Training/work with related service providers to support push in services. • Develop topic boards for grade-level content, ensure access and training on use.
5.2 Monitor active engagement of SwSCD in general education classes.	Sept. – Oct.	5.2 • Use data to inform PD/PL, coaching, and individual curriculum decisions/instruction. • Increase us of PODDs/AAC among students and staff (training and measuring use).
5.3 Establish buy-in for all stakefolders (families, educators, related service providers, etc.)	Sept. – Oct.	5.3 • Ensure access for all educators to data and information about SwSCD. • Include collaboration focus on staff newsletter, include images of students as part of the school community. • Ensure families of student SwSCD are included in the general education information (including class newsletters, curriculum updates). • Increase understanding of the IEP process and push-in services for families, service providers, educators, SSAs