

**Hampstead Elementary**  
**School Improvement Plan**  
**2022-2023**

**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)

## School Needs Assessment

### Mathematics End of Year Assessment Data 2018-2022 (Grades PK-5) \*Missing EOY 2020

January and May CCPS Mathematics Assessment expectations are for countywide to earn 80% or above. After analysis of CCPS EOY and MCAP data, we determined that students need to score 88% or higher on the May CCPS Mathematics EOY Assessment to obtain a score in which they meet or exceed standards on MCAP. As a result, the HES goal is to increase the number of students scoring 88% or above on the May EOY Assessment.

Percentage of Students Scoring 88% or Above on End of Year Mathematics Assessment								
Grade Level	2018	2019	2021 Goal	2021 Results	2022 Goal	2022 Results	2023 Goal	2023 Results
PK	74	94	94	91	90	95	90	
K	80	86	90	86	90	79	90	
1	81	86	90	38	90	66	85	
2	76	61	90	57	70	63	70	
3	62	72	70	55	70	63	70	
4	76	75	75	60	70	63	70	
5	77	65	80	69	70	76	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
K	2023 Goal: 90 Historical Grade Level 83, 80, 86, 86,79
1	2023 Goal: 85 Historical Grade Level 81, 81, 86, 38,66
2	2023 Goal: 70 Historical Grade Level 62, 76, 61, 57,63 Following Students 86 (Kindergarten), 66 (1st grade)
3	2023 Goal: 70 Historical Grade Level 72, 62, 72, 55,63 Following Students 38 (1st grade), 63 (2nd grade)
4	2023 Goal: 70 Historical Grade Level 74, 76, 75, 60,63 Following Students 57 (2nd grade), 63 (3rd grade)
5	2023 Goal: 70 Historical Grade Level 75, 77, 65, 69, 76 Following Students 55 (3rd grade), 63 (4th grade)

### 2021-2022 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
Grade 2	n/a	77.8%	80%	<b>76%</b>
Grade 3	71%	64%	80%	<b>56%</b> scored 80% or higher on Literary CBA2 and <b>48%</b> scored 80% or higher on Opinion CBA2
Grade 4	62%	70%	80%	<b>65%</b> scored 80% or higher on Literary CBA2 and <b>47%</b> scored 80% or higher on Opinion CBA2
Grade 5	82%	72%	80%	<b>39%</b> scored 80% or higher on Literary CBA2 and <b>43%</b> scored 80% or higher on Opinion CBA2

### 2021-2022 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
Pre-K	Initial Consonants the Same	n/a	49% of entering Kindergarteners scored 8/10 or higher	85%	<b>80%</b>
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	<b>92%</b> read at least Level D and <b>79%</b> achieved Level E 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	<b>74%</b> read at least of Level J and <b>51%</b> achieved Level K or higher

## School Improvement Goal ELA

1. By May 2023, 75% of students in grades 3-5 will score proficient or advanced on MCAP ELA assessments.
2. 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.
3. 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.
4. By May 2023, 85% of students in 1<sup>st</sup> grade will achieve a level J/K assessed reading level and 15% or more of students in 1<sup>st</sup> grade will achieve a level L or higher assessed reading level.
5. 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.
6. 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
<p>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.</p>	<p>Sept. - May</p>	<p>1.1 Teacher created pre and post assessments and CCPA/DAPPA/PLA Running Records.</p> <ul style="list-style-type: none"> <li>● Pre-k- 79% of students will achieve EOY county expectations for upper and lower case letter identification (incoming data: 21% or 4 out of 19 students have 17 or more upper case letters, 16% or 3 out of 19 students have 17 or more lower case letters)</li> <li>● Kindergarten- 90% or greater EOY Level D/E or higher reading level</li> <li>● First- 85% or greater EOY Level J/K or higher reading level</li> <li>● Second- 80% or greater will score 80% or more on Spring CBA2</li> <li>● Third- 80% or greater will score 80% or more on Spring CBA2</li> <li>● Fourth- 80% or greater will score 80% or more on Spring CBA2</li> </ul>

<p>1.2 Grade level teams for grades preK-5 will form <b>targeted intervention groups</b> for phonemic awareness, phonics skills, vocabulary, fluency, and comprehension.</p> <p>1.3 All grade level teachers will work <b>collaboratively with the special educator</b> to provide services and co-teach within the general education classroom.</p> <p>1.4 Grade level teams will provide focused <b>instruction on how to respond to text dependent questions</b> (selected responses).</p> <p>1.5 All teachers will participate in <b>ETM</b> professional development to bring awareness to their own biases and prejudices that may impact the instruction and learning of ELA.</p> <p>-</p>	<p>Sept. – May</p> <p>Sept. – May</p> <p>Sept. – May</p> <p>Sept. – May</p>	<ul style="list-style-type: none"> <li>● Fifth- 80% or greater will score 80% or more on Spring CBA2</li> </ul> <p>1.2 Monthly Kid Talk meetings and meetings with grade level teams and specialists to discuss and monitor student achievement/progress.</p> <ul style="list-style-type: none"> <li>● Intervention groups will meet for a minimum of 90 min per week</li> </ul> <p>1.3 Collaborative planning sessions, walk throughs, observations, student work samples.</p> <p>1.4 Student work samples, formative assessments, Wonders assessments, observations</p> <p>1.5 Scheduled professional development on the professional development calendar</p>
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## School Improvement Goal Math

1. By May 2022, grade levels PK-5 will increase the number of students scoring 88% 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
<p>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:</p> <p><b>Pre-K-K:</b> TBD</p> <p><b>Kindergarten</b> Base Ten: Teen Numbers (ie How many tens and ones/leftovers? What is the equation to represent the number?)</p> <p>Counting from a number other than 1 beyond 20 and across decades</p> <p>Subtraction Word problems</p> <p><b>1st Grade</b> Base Ten: Teen Numbers (ie How many tens and ones/leftovers? What is the equation to represent the number?)</p> <p>Counting from a number other than 1 beyond 20 and across decades</p> <p>Word Problem Situations: Represent with concrete models, visual models, and equations with a symbol for the unknown in ALL positions</p> <p>Equations with the unknown in ALL positions</p> <p><b>2nd Grade</b> Word Problem Situations: Represent with concrete models, visual models, and equations with a symbol for the unknown in ALL positions</p> <p>Equations with the unknowns in ALL positions.</p> <p>Fact Fluency: Incorporate regular use of XtraMath and Building Fact Fluency Tool Kit for Addition and Subtraction <b>*Need to purchase</b></p> <p><a href="https://www.stenhouse.com/content/building-fact-fluency">https://www.stenhouse.com/content/building-fact-fluency</a></p>	<p>Sept. - May</p> <p>Sept. - May</p>	<p>2.1 All students in PK-K will score an I on formative assessments related to the area(s) of focus.</p> <p>All students in grades 1,2,4, and 5 will score 80% or above on a teacher created assessment related to the area(s) of focus.</p> <p>All students in grade 3 will score 80% or above on the Unit 3 and Unit 5 Summative Assessment.</p>

<p><b>3rd Grade</b> Fact Fluency: Incorporate regular use of XtraMath</p> <p>Comparing and Equivalent Fractions</p>		
<p><b>4th Grade</b> Comparing and Equivalent Fractions</p> <p>Fractions Greater than One Whole: subtraction, comparing, and multiplication by a whole number <b>*Manipulative needed so students can work with numbers greater than one whole</b></p>	Sept. – May	
<p><b>5th Grade</b></p> <p>Fractions Greater than One Whole: subtraction, comparing, and multiplication by a whole number <b>*Manipulative needed so students can work with numbers greater than one whole</b></p>	Sept. – May	
<p>2.2 Actively engage students in <b>productive struggle</b> for the introduction and <b>application of content</b> standards weekly. - Possible resource: 6 Steps</p>	Sept. – May	<p>2.2 PK-K will use monthly formative assessments (assessment scale TBD)</p> <p>All students in grades 1-5 students will score 80% or above on Summative Unit Assessments.</p>
<p>2.3 Students will <b>construct viable arguments and critique the reasoning of others</b> orally and using visual models, words, and numbers weekly.</p>	Sept. – May	<p>2.3 PK-K will use monthly formative assessments (assessment scale TBD)</p> <p>All students in grades 1-5 students will score 80% or above on Summative Unit Assessments.</p>
<p>2.4 Teachers will create, and display <b>anchor charts developed collaboratively with students</b> because of lessons/class discussions that include appropriate terminology, visual models, and equations to support content standards.</p>	Sept.- May	<p>2.4 Anchor charts posted in the classroom.</p> <p>All students in PK-K will score a P or higher on monthly formative assessments.</p> <p>All students in grades 1-5 will score 80% or above on Summative Unit Assessments.</p>
<p>2.5 Biweekly planning and data analysis/progress monitoring with Math Resource Teacher which includes the following: Implementation of the SIP, differentiation of instruction for students at risk, and the identification of/instruction for “cusp” students.</p>	Sept.- May	<p>2.5 All students in PK-K will score a P or higher on monthly formative assessments.</p> <p>Students in grades 1-5 will score 80% or above on Summative Unit Assessments.</p>

<p>2.6 Schedules will be created so that grades PK and 3-5 teachers can work collaboratively with the special educator to provide services and co-teach within the general education classroom.</p> <p>2.7 Autism Teachers will receive professional development in regard to concepts related to Number (with Patty Hill) and will participate in at least one lesson study focused on what was learned.</p> <p>2.8 All teachers will participate in ETM professional development to bring awareness to their own biases and prejudices that may impact the instruction and learning of mathematics.</p>		<p>2.6 Schedule created with common planning time for grades PK, and 3-5.</p> <p>Lesson plans with evidence of co teaching and reflection on lesson effectiveness.</p> <p>2.7 All students show growth with identified number concepts.</p> <p>2.8 Scheduled professional development on the professional development calendar</p>
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## School Improvement Goal Writing

1. By May 2023, 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
<p>3.1 Grade level teachers will collaborate with ELA specialists <b>to create, administer, and score a baseline writing samples</b> for analytic writing.</p>	Sept. – May	3.1 Professional development, benchmark-writing samples.
<p>3.2 Grade level teachers will utilize teacher-created <b>data monitoring sheets</b> to track student progress towards writing goals monthly.</p>	Sept. – May	<p>3.2 Student work samples, monthly data analysis meetings with ELA specialist, data tracking sheets.</p> <ul style="list-style-type: none"> <li>● Kindergarten-5th grade: 80% or more of students will score 80% or greater on the EOY written response to text assessment</li> </ul>
<p>3.3 Teachers in grades 2-5 will use the <b>Unlocking the Prompt</b> planning template for analytic writing.</p>	Sept. May	3.3 Weekly planning sessions with reading specialist, analyze student work samples, and data-driven instruction.
<p>3.4 Special Education teachers will use the <b>Framing Your Thoughts</b> writing program to instruct students.</p>	Sept. – May	3.4 County and school provided professional development to support <i>Framing Your Thoughts</i> instruction.
<p>3.5 Teachers in grades 2-5 will utilize the <b>Nitro Type program 3x a week (as morning warm-up/independent time)</b> to improve keyboarding fluency.</p>	Sept- May	3.5 Typed student responses

## School Improvement Inclusion

1. Increase the percentage of time Students with Significant Cognitive Disabilities (SwSCD) are actively engaged in the general education classes, lessons, activities, and routines from 37.18% to **80%** by June, 2025.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
4.1 Increase in collaborative planning and problem solving	2022.2023 School Year through 2024.2025 School Year	4.1 <ul style="list-style-type: none"> <li>• training and coaching in how to collaborate</li> <li>• Training on UDL and the use of technology to allow for differentiation for all teachers</li> <li>• Create and monitor shared planning time</li> <li>• training/work with related service providers to support push-in services</li> <li>• Develop topic boards for grade-level content, ensure access and training on use</li> </ul>
4.2 Monitor active engagement of SwSCD in general education classes	2022.2023 School Year through 2024.2025 School Year	4.2 <ul style="list-style-type: none"> <li>• Use data to inform PD, coaching, and individual curriculum decisions/instruction</li> <li>• Increase use of PODDS/AAC among students and staff (training and measuring use)</li> </ul>
4.3 Create buy in for all stakeholders (families, educators, related service providers, etc)	2022.2023 School Year through 2024.2025 School Year	4.3 <ul style="list-style-type: none"> <li>• Ensure access for all educators to data and information about SwSCD</li> <li>• Include collaboration focus in staff newsletter, include images of students as part of the school community</li> <li>• Ensure families of students SwSCD are included in the general education information (including class newsletters, curriculum updates)</li> <li>• Increase understanding of the IEP process and push-in services for families, service providers, educators, SSAs</li> </ul>

