

Runnymede Elementary School

**School Improvement Plan
2023-2024**

School Vision / Mission

Runnymede strives to provide a safe environment to deliver the highest quality education to meet student needs as we prepare them for success in school and participation in the larger community.

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

ELA

In Pre-K, the percentage of students meeting the county expectation for letter identification is below the county average by 14% for uppercase and 8% for lowercase.

In grade K & 2, the percentage of students meeting the county expectation for guided reading level is above the county average.

- Grade K- above by 3%
- Grade 2- above by 5%

In grade 1, the percentage of students meeting the county expectation for guided reading level is below the county average.

- Grade 1- below by 3%

In grade 2, students are above the county average by 4%.

In grades 3, 4, & 5, students are scoring below the county average on the RI.

- Grade 3- below by 11% (EOY previously meeting)
- Grade 4- below by 15% (EOY 3rd previously 26%)

- Grade 5- below by 1% (EOY 4th previously 8%)

In grades 3-5, students are scoring below the county average on the CBA.

- Grade 3- Literary 2%; Opinion %
- Grade 4- Literary 5% (EOY 3rd 8%); Opinion 7% (10%)
- Grade 5- Literary 1.5% (EOY 4th 9%); Opinion 6% (1%)

In grade 2, students are scoring above the county average on the CBA.

- Literary- 2%
- Opinion- 5%

SIP ELA Data 23-24 (Targets)

Reading Level (K&1)/Reading Inventory (2-5 th)							
	Pre-K (Letter ID)	K	1 st	2 nd	3 rd	4 th	5 th
2017-2018	-	98.9%	89.9%	77.5%	60.4%	72.9%	81.7%
2018-2019	-	95.35%	91.84%	72.82%	77.27%	67.39%	75.49%
2019-2020	No assessment data available due to school closure						
2020-2021	-	84.8%	68.09%	55.22%	61.18%	73.91%	68.57%
Target for 2020-2021	-	90% (not)	90% (not)	76 % (met)	81% (not)	71% (not)	79% (not)
2021-2022	80% (U&L)	93%	73%	67.95% (RL) 66.25% (RI)	41.46%	65.91%	69.47%
Target for 2021-2022	75% (met)	75% (met)	90% (not)	75%(not)	65%(not)	70%(not)	80%(not)
2022-2023	77%	88%	73%	76% (RL) 73% (RI)	56.7%	57.6%	77%
Target for 2022-2023	80%(not)	85% (met)	90% (not)	75%(met)	70%(not)	70%(not)	70%(met)
Target for 2023-2024	80%	85%	80%	75%	80%	70%	70%

Spring Comprehension Benchmark Assessment (2-5)

	2 nd	3 rd	4 th	5 th
2017-2018	87.3%	74.7%	68.4%	83.7%
2018-2019	62%	59.05%	51.65%	56.31%
2019-2020	No assessment data available due to school closure			
2020-2021 *Fiction Only	68.67%	51.19%	62.37%	66.67%
Target for 2020-2021	66% (met)	65% (not)	61% (not)	63% (not)
2021-2022 *Literary/Opinion	86%	66.4% 62.43%	69.94% 71.05%	70.31% 67.91%
Target for 2021-2022 *Literary Only	75% (met)	60% (met)	70% (met)	70% (met)
2022-2023 *Literary/Opinion	84.82% 87.36%	73.7% 68.5%	73.05% 66.02%	76.53% 70.44%
Target for 2022-2023	80% (met)	80% (not)	70% (met)	80% (not)
Target for 2023-2024	80%	80%	75%	75%

Math

Trend data from 2018-2023 EOY assessments indicates that:

- Students in Pre-K- grade 1 demonstrate consistent mastery of math concepts. Specific analysis of content standards in these grades reveals the percentage of students scoring 80% or higher is generally in the 80-90% range.
- Less than 80% of students in grades 2-5 consistently met or exceeded 80% mastery of grade level content .

Percent of students 80% or Above		2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	23-24 Target
Pre-K	Jan	92	71	75	94	100	≥90%
	May	100	N/A	69	89	95	
Kindergarten	Jan	85	86	71	81	89	≥90%
	May	86	N/A	92	86	88	
1st Grade	Jan	90	85	79	93	84	≥90%
	May	95	N/A	85	96	92	
2nd Grade	Jan	65	64	52	74	67	≥75%
	May	69	N/A	54	69	68	
3rd Grade	Jan	66	53	40	41	52	≥70%
	May	67	N/A	71	52	54	
4th grade	Jan	51	54	40	49	38	≥70%
	May	73	N/A	57	61	54	
5	Jan	46	59	57	53	57	≥70%
	May	43	N/A	29	51	60	

School Improvement Goals to Target Areas from Needs Assessment

1. ELA Reading: Runnymede Elementary School will increase the percentage of students reading on grade-level by as indicated by the grade level targets below based on previous grade level data, as measured by local assessments.

Target for 2023-24	Pre-K 80%	K 85%	1st 80%	2nd 75%	3rd 80%	4th 70%	5th- 70%
--------------------	--------------	----------	------------	------------	------------	------------	-------------

2. ELA Writing: Runnymede Elementary school will decrease the Comprehension Benchmark Assessment gap between the county average and the school average as indicated by grade level targets.

Target for 2023-24	2nd 80%	3rd 80%	4th 75%	5th- 75%
--------------------	------------	------------	------------	-------------

3. Math: Runnymede Elementary School will increase the number of students scoring 80% or above on the End of Year Assessments at each grade level as indicated by the 2023-2024 grade-level targets.

Math Target for 2023-24	Pre-K 90%	K 90%	1st 90%	2nd 75%	3rd 70%	4th 70%	5th- 70%
-------------------------	--------------	----------	------------	------------	------------	------------	-------------

4. ETM: FaRMS (includes special ed and gen ed students) students who scored below 60% on the EOY 4th/5th grades assessment will improve their score on their grade specific EOY Math Benchmark Assessment by 30%. Students who scored in the 60% to 73% will score an 80% or higher.

ETM Target for 2023-24	Scored 20% Target 50%	Scored 30% Target 60%	Scored 40% Target 70%	Scored 50% Target 80%	Scored 60% Target 80%+	Scored 70% Target 80%+	
------------------------	--------------------------	--------------------------	--------------------------	--------------------------	---------------------------	---------------------------	--



School Improvement Goal							
<p>1. ELA Reading: Runnymede Elementary School will increase the percentage of students reading on grade-level by as indicated by the grade level targets below based on previous grade level data, as measured by local assessments.</p>							
Target for	PreK-	K-	1 st -	2 nd -	3 rd -	4 th -	5 th -
2023-24	80%	85%	80%	75%	80%	70%	70%
Strategic Actions			Time Line		Measures of Success / Desired Performance Level		
<p>1.1 All grade level teachers and resource team members will collaborate to analyze the effectiveness of first pass instruction and establish next steps regarding reteach, extension, and/or intervention.</p> <ul style="list-style-type: none"> • Intentional planning to implement appropriate scaffolding strategies, extensions, and accommodations • Kid Talking • Purposeful scheduling of resource staff • Progress monitoring and analyzing data (SIP, WIG, SLO, interventions) • Set priorities 			<p>All listed actions will occur from September 2023 through June 2024</p>		<p>1.1 Kid Talking Documentation on Shared Drive; Intervention One Note; Monthly Data Meetings with each grade level; Collaborative Planning 2x per month; Performance on SIP, WIGS, SLOs, & county assessments.</p> <p>1.2 Walk-Throughs & Observation of sound wall instruction (mirroring), Heggerty in PreK to 1st, and Foundations in PreK to 3rd. Performance on Foundations Assessments & CCPA; DIBELS Assessment- Blending/Segmenting; DAPPA- Blending/Segmenting; HFW Assessment.</p> <p>1.3 Just Words/Wilson- Performance on Unit</p>		

<p>1.2 Teachers in grades PreK to 3rd will teach Phonemic Awareness and Phonics with fidelity by tracking student performance and providing reteach and/or intervention when 80% is not met; in correlation, high frequency words will be instructed in order of the complexity of their phonics pattern and/or the frequency in texts/reading level.</p> <p>1.3 Teachers in 4th and 5th will structure their block to teach Just Words and/or Wilson as a phonics intervention to those with phonics deficits with consistent progress monitoring on student performance and/or will provide Greek and Latin roots instruction to those on or above grade level.</p> <p>1.4 All grade level teachers will emphasize visual cueing when word attacking before relying on meaning and structure.</p> <p>1.5 Teachers in 3rd, 4th and 5th will participate in a lesson study cycle with a focus on increased student engagement and higher-level questioning/dialogic conversations.</p>		<p>Assessments & CCPA; Greek & Latin Roots- Performance on Lesson Quizzes; Increased Reading Inventory Lexile Score (100 point growth for year)</p> <p>1.4 Walk-Throughs & Observation of small group instruction that includes needed phonics skills and application in text (Controlled/Decodable Reader such as Being a Reader)/ Student performance on Running Records using visual cueing system.</p> <p>1.5 Follow up discussion and planning during collaborative meetings. First pass instruction reflects highlighted engagement strategies. Walk throughs and observations show student centered discussion.</p>
--	--	--

School Improvement Goal

<p>2. ELA Writing: Runnymede Elementary school will decrease the Comprehension Benchmark Assessment gap between the county average and the school average as indicated by grade level targets.</p>				
<p>Target for 2023-24</p>	<p>2nd- 80%</p>	<p>3rd- 80%</p>	<p>4th- 75%</p>	<p>5th- 75%</p>

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
-------------------	-----------	---

<p>2.1 All grade level teachers and resource team members will collaborate to analyze the effectiveness of first pass instruction and establish next steps regarding reteach, extension, and/or intervention.</p> <ul style="list-style-type: none"> • Intentional planning to implement appropriate scaffolding strategies, extensions, and accommodations • Kid Talking • Purposeful scheduling of resource staff • Progress monitoring and analyzing data (SIP, WIG, SLO, interventions) • Set priorities <p>2.2 Teachers in all grades will emphasize application of learned phonics/vocabulary skills when meeting grade level expectations in response to text, informational, opinion, and narrative writing tasks.</p> <p>2.3 Teachers in all grades will utilize best practices for writing instruction when responding to a prompt in all content areas.</p>	<p>All listed actions will occur from September 2023 through June 2024</p>	<p>2.1 Kid Talking Documentation on Shared Drive; Intervention One Note; Monthly Data Meetings with each grade level; Collaborative Planning 2x per month; Performance on SIP, WIGS, SLOs, & county assessments.</p> <p>2.2 Student writing samples. Scoring on county rubrics for word choice (vocabulary) or spelling (phonics). Scores on Hearing Sounds in Words in Kindergarten and K-3rd on Foundations assessments for sentence dictation. Performance on writing grades 2-5 for CBA 1 and CBA 2.</p> <p>2.3 Walkthroughs & observations noting writing tasks in all content areas including special areas, student writing journals, unlock the prompt and state, cite, explain strategies, students creating own organizers aligned to the four writing types and consistency across grade levels, use of county writing rubrics, and student evaluation of own writing on those rubrics. Student growth on classroom created writing prompts and from CBA 1 to CBA 2 writing tasks.</p>
---	--	--

--	--	--

School Improvement Goal							
3. Math: Runnymede Elementary School will increase the number of students scoring 80% or above on the End of Year Assessments at each grade level as indicated by the 2023-2024 grade-level targets.							
Math Target for 2023-24	Pre-K 90%	K 90%	1st 90%	2nd 75%	3rd 70%	4th 70%	5th- 70%
Strategic Actions			Time Line		Measures of Success / Desired Performance Level		
3.1 All grade level teachers and resource team members will collaborate to analyze the effectiveness of first pass instruction and establish next steps regarding reteach, extension, and/or intervention. <ul style="list-style-type: none"> Intentional planning to implement appropriate scaffolding strategies, 			All listed actions will occur from September 2023 through June 2024		3.1 Kid Talking Documentation on Shared Drive; Intervention One Note; Monthly Data Meetings with each grade level; Collaborative Planning 2x per month; Performance on SIP, WIGS, SLOs, & county assessments.		

<p>extensions, and accommodations</p> <ul style="list-style-type: none"> • Grades 3-5 utilize CoGat Learning Profiles • Kid Talking • Purposeful scheduling of resource staff • Progress monitoring and analyzing data (SIP, WIG, SLO, interventions) • Set priorities for instruction/intervention • Establish, assess, and modify strategic actions in response to ongoing formative data. <p>3.2 All grade level teachers will instruct the use of visual models and manipulatives to represent and solve equations and word problems.</p> <ul style="list-style-type: none"> • Examine the progression from grade to grade • Ensure continuity between classroom/special ed/ intervention <p>3.3 All grade level teachers will facilitate daily math routines that support number sense and reasoning.</p> <p>3.4 Teachers in 3rd, 4th and 5th will participate in a lesson study cycle with a focus on increased student engagement with the standards of mathematical practice.</p> <p>3.6 The math resource teacher will provide professional learning opportunities, resources, and follow-up in targeted domains for all grade-level and special area teachers.</p> <ul style="list-style-type: none"> • PreK to K- (CC) • K to 1st- G (CC) • 1st to 2nd- OA 		<p>3.2 MYA/EYA domain specific scores will increase to the levels indicated below.</p> <ul style="list-style-type: none"> • 1st OA 80% • 2nd OA 70% • 3RD OA 60% • 4th OA 60% • 5th NF 60% <p>3.3 Walk throughs and observations show student engagement in number sense routines.</p> <p>3.4 Follow up discussion and planning during collaborative meetings. First pass instruction reflects highlighted engagement strategies.</p> <p>3.6 MYA/EYA domain specific scores will increase to the levels indicated below.</p> <ul style="list-style-type: none"> • Pre-K CC 90%
--	--	---

<ul style="list-style-type: none"> • 2nd to 3rd-MD OA • 3rd to 4th- OA • 4th to 5th- OA NF 		<ul style="list-style-type: none"> • K CC 90% • 1st OA 80% • 2nd OA 70% • 3rd OA 60% • 4th OA 60% • 5th NF 60%
---	--	---

School Improvement Goal

4. ETM: FaRMS (includes special ed and gen ed students) students who scored below 60% on the EOY 4th/5th grades assessment will improve their score on their grade specific EOY Math Benchmark Assessment by 30%. Students who scored in the 60% to 73% will score an 80% or higher.

ETM Target for 2023-24	Scored 20% Target 50%	Scored 30% Target 60%	Scored 40% Target 70%	Scored 50% Target 80%	Scored 60% Target 80%+	Scored 70% Target 80%+	
------------------------	-----------------------	-----------------------	-----------------------	-----------------------	------------------------	------------------------	--

--

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>4.1 Reorganize the framework for special education staff by assigning a special education teacher solely to one grade in 2nd through 5th grades.</p> <p>4.2 Create a hybrid A Week/B week schedule in 5th grade to allow for a more equitable balance of</p>	<p>September 2023-June 2024</p>	<p>4.1 4th/5th grade Special education/FaRMS students will demonstrate a 30% increase EOY Math Benchmark Assessment.</p> <p>4.2 4th/5th grade Special education/FaRMS students will demonstrate a 30% increase EOY Math Benchmark Assessment.</p>

<p>instruction between a.m./p.m. sessions.</p> <p>4.3 Students will receive services from the Intermediate Interventionist to address deficit areas within the previous grade math curriculum while collaborating with the classroom teacher/math resource teacher to support quality first pass instruction on current grade math curriculum.</p>		<p>4.3 4th/5th grade Special education/FaRMS students will demonstrate a 30% increase EOY Math Benchmark Assessment.</p>
--	--	--