East Middle School

School Improvement Plan 2025-2026

School Vision and Mission
Vision: • Respect: We celebrate our diversity and uniqueness. We build positive relationships. We foster a safe and welcoming environment. • Responsibility: We hold ourselves and each other accountable. We strive always to be better. We do the right thing, even when no one is looking. • Resilience: We celebrate our successes. We learn from our failures. We never give up on ourselves or each other. **Mission:** East Middle School is a community of respectful, responsible, resilient learners striving for academic, professional, and personal success.

Carroll County Public Schools Vision
Prepare Globally Competitive Students ➢ Fully implement a CCPS curriculum aligned with the Maryland State Standards. ➢ Partner with local institutions of higher education to ensure college readiness. ➢ Enhance programs to ensure career readiness for all students.
Meet Each Student's Instructional Needs ➢ Close the achievement gap between highest achieving and most struggling students. ➢ Provide appropriate education services for students identified with Autism Spectrum Disorder. ➢ Enhance alternative programs responsive to the needs of at-risk students. ➢ Implement a Gifted and Talented Program aligned with COMAR requirements. ➢ Enhance alternative learning opportunities through the use of digital resources.
Develop and Maintain an Effective Workforce ➢ Attract and retain highly qualified, effective, and diverse employees. ➢ Promote a culture of diversity in the workplace. ➢ Develop an electronic observation, evaluation, feedback, and professional development system. ➢ Continuously monitor the organizational structure to support the Vision 2018 Plan.
Provide a Secure, Orderly, Modern Environment ➢ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions. ➢ Improve and modernize the environment within our school facilities and school buses. ➢ Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

To gain a deeper understanding of the strengths and areas for growth within our school community, we conducted a comprehensive needs assessment. The resulting data was analyzed and compared with that of similarly sized and demographically matched schools, both within Carroll County Public Schools. Insights from this evaluation guided the development of targeted and meaningful improvement goals, along with strategic initiatives for the 2025-2026 academic year. Below are the key data sources and findings from our assessment.

Demographic Data

- 504 Plan - 71
- IEPS - 102
- Multiple Language Learners - 20
- FARMS - 323
- 504 and FARMS - 25
- IEP and FARMS - 60
- Gifted and Talented - 130
- Hispanic Students - 118
- Asian Students - 24
- African American Students - 76
- Native Hawaiian Students - 2
- White Students - 532
- Two or More Races - 37

Student Achievement Data

- Core Content Benchmarks and Unit Assessments, Star Reading Assessment, IXL Data, MCAP Data, and Student Grades.

Discipline Data

- Disrespect - 447 Referrals
- Disruption - 550 Referrals
- Inappropriate Use of Personal Electronics - 186 Referrals
- Technology Violation - 151 Referrals

Report Card Data

- Marking Period 1: 58 students earned a failing grade in one or more of their academic classes (ELA, Social Studies, Math, Science).
- Marking Period 2: 70 students earned a failing grade in one or more of their academic classes (ELA, Social Studies, Math, Science).
- Marking Period 3: 79 students earned a failing grade in one or more of their academic classes (ELA, Social Studies, Math, Science).

School Improvement Goals to Target Areas from Needs Assessment
1. **Literacy Focused Goal**: Increase the average score on the ELA MCAP from 754 to 761 by the end of the 2025-2026 school year. 2. **Math Focused Goal**: Increase the average score on the Math MCAP from 734 to 751 by the end of the 2025-2026 school year. 3. **Science Focused Goal**: Increase the average MISA score from 752 to 759 by the end of the 2025-2026 school year. 4. **Social Studies Focused Goal**: Increase the average score on the Social Studies MCAP from 743 to 750 by the end of the 2025-2026 school year. 5. **Underperforming Populations**: Underperforming Populations: By the end of the 2025-2026 school year, the average ELA MCAP score for special education students will increase from 718 in the 2024-2025 school year to 725. By the end of the 2025-2026 school year, the average Math MCAP score for multilingual learners will increase from 730 in the 2024-2025 school year to 737.

School Improvement Goal 1: Literacy		
Increase the average score on the ELA MCAP from 754 to 761 by the end of the 2025-2026 school year.		
Strategic Actions	**Measures of Success**	**Timeline**
STAR Reading Assessment 1. Star Reading Assessment provided baseline data and monitoring of progress in subsequent administration. Comparison data from each marking period will evaluate growth and implement interventions when necessary.	1.1 Students in grades 6-8 will show growth in each marking period assessment and will achieve a score in the range of 1018-1032 by the end of the school year.	Marking Periods 1 – 4
Freckle 2. Students in grade 6-8 will work at their level and work progressively on more challenging concepts by using common core standards. 3. Students will complete targeted and adaptive Freckle practice each week. Adaptive levels will be identified through the student STAR reading assessment.	1.2.3.4 The average score on the Summative Reading Assessment (SRA) will increase from 40 to 45.	Marking Periods 1 – 4
Evidence Based Writing 5. Students will complete four evidence-based writing assignments (CWA). 6. Common writing assignment results will be viewed to address strengths and weaknesses in student scores to evaluate reteaching topics.	1.5 Completion will be monitored though Performance Matters 1.6 Results will be discussed during monthly Achievement Meetings 1.0 6th and 7th grade students will earn an average of 70% or higher on the final Common Writing Assignment. 1.0 8th grade students will earn an average of 65% or higher on the final Common Writing Assignment.	Marking Periods 1 – 4

School Improvement Goal 2: Math		
Increase the average score on the Math MCAP from 734 to 741 by the end of the 2025-2026 school year.		
Strategic Actions	**Measures of Success**	**Timeline**
Mathematics Teacher Collaboration 1. Teacher will receive ongoing professional learning to implement resources – SAVVAS unit/lessons, math manipulation kits, hand to mind, and math pitfalls through ATSI fund/grant. 2. Teachers who attended Math Boot Camp will use these tools in order to plan differentiated lessons that meet the needs of special education and multilingual learners. 3. Monthly achievement meetings will include a planning sheet and data collection tool that will be recorded and accessible for review by the team. 4. Teachers who co-teach will compare general common assessment data from before co-teaching to determine the increase in student learning. Additionally, they will use common assessment data to determine student groupings in the two-group teaching model. 5. Common assessment results will be viewed to address strengths and weakness in student scores to evaluate reteaching topics. 6. Students will complete diagnostic and quarterly benchmarks through IXL (3) and grow at least one grade level or 100 Points.	Students at the **Academic and Honors** level will earn an average of 70% or higher on common unit assessments. Students at the **Basic** level will earn an average of 60% or higher on common unit assessments.	Weekly Monthly
IXL Practice 1. Students will practice 2X per week on targeted math skills using IXL.	70% of students in grades 6-8 will receive a smart score of 80 or better on each targeted skill.	Weekly

School Improvement Goal 3: Science		
Increase the average MISA score from 752 to 759 by the end of the 2025-2026 school year.		
Strategic Actions	**Measures of Success**	**Timeline**
Science and Engineering Practices 1. Science teachers will implement four county CER assessments 2. Science teachers will use sample scores from the 1st CER to develop consistent scoring expectations. 3. Teachers will participate in Supervisor and Student Achievement Coordinator led professional learning to range find for CER assessments.	Seventy percent of students will have an average score of 8 or higher by the conclusion of the school year on CER assessments.	Marking Periods 1-4
Science Teacher Collaboration 1. Science teachers will analyze the school evidence statement analysis data to determine the science skills most missed on MISA. Science teachers will collaborate to design lessons to address skill gaps.	Students at the **academic and honors** level will earn an average of 70% or higher on common unit assessments. Students at the **basic** level will earn an average of 60% or higher on common unit assessments.	Marking Periods 1-4

School Improvement Goal 4: Social Studies		
Increase the average score on the Social Studies MCAP from 743 to 755 by the end of the 2025-2026 school year.		
Strategic Actions	**Measures of Success**	**Timeline**
DBQ Online 1. Students will analyze primary and secondary sources and write evidence-based arguments through DBQ Online and/or teacher-created document analysis activities (2-3 times during the school year) that reinforce the same critical thinking and argumentative writing skills needed for MCAP success. 2. Teachers will participate in Supervisor and Student Achievement Coordinator led professional learning to range find EBAS and Constructed Response writing.	4.1 60% of the students will score a 3 or higher on the Spring EBAS benchmark.	Marking Periods 1-4
Standard 6.0: Skills and Processes **1.** Students will engage in structured inquiry processes that develop questioning skills, source credibility evaluation, and multi-source argument construction. Students will practice evaluating source authority, origin, type, context, and corroborative value through teacher-designed inquiry activities aligned with common unit assessments.	60% of students will demonstrate proficiency by earning 70% or higher on Standard 6.0 Skills and Processes (source evaluation, evidence-based reasoning, and argument construction) as measured by performance on quarterly unit assessments across grade level content.	Marking Periods 1-4

School Improvement Goal 5: Underperforming Populations		
By the end of the 2025-2026 school year, the average Math MCAP score for special education students will increase from 718 in the 2024-2025 school year to 725. By the end of the 2025-2026 school year, the average ELA MCAP score for multilingual learners will increase from 730 in the 2024-2025 school year to 737.		
Strategic Actions	**Measures of Success**	**Timeline**
Attendance 1. Conduct monthly Related Arts Achievement Meetings to review student attendance, engagement, and participation, with the goal of identifying students who may benefit from additional support. 2. Monitor Special Education and Multilingual students' attendance on a monthly basis to identify patterns. 3. Implement monthly attendance incentives to encourage consistent participation and recognize students who demonstrate improved attendance. 4. Provide informal mentoring opportunities to build positive relationships, offer guidance, and support students' personal and academic growth through regular check-ins and conversations.	5.1 60% of the students with IEPs and ML students will have an average attendance rate of at least 85%. 5.2 Actions plans are developed for students whose attendance is below 80%. 5.3 Increased student motivation and participation, as demonstrated by improved attendance trends and consistent engagement with incentive opportunities. 5.4 Mentoring effectiveness will be reflected through improved student engagement and attendance, with progress and interactions consistently documented in Student Notes.	Marking Periods 1-4
Professional Learning/Instructional Resources 5. Teachers will engage in ongoing collaboration to develop and refine instructional strategies that effectively support Multilingual Learners (MLs), with funding provided through Targeted Support and Intervention grant. 6. Implement Math Boot Camp instructional resources and strategies to support students. 7. Implement Corrective Reading resources to improve comprehension and decoding skills for targeted students.	5.5 Teachers will have two professional learning opportunities that focus on ML instructional strategies 5.6 Students at the Academic and Honors level will earn an average of 70% or higher on common unit assessments. 5.6 Students at the Basic level will earn an average of 60% or higher on common unit assessments. 5.7 - 6th and 7th grade students will earn an average of 70% or higher on the final Common Writing Assignment. 5.7 - 8th grade students will earn an average of 65% or higher on the final Common Writing Assignment.	Marking Periods 1-4

Bulldog Learning Lab (BDLL) 6. Target struggling students for after-school tutoring.	5.6 Increase in the percentage of targeted students passing final academic/content classes. 5.6 Targeted students will maintain a minimum attendance rate of 60% in the Bulldog Learning Lab (BDLL) to ensure consistent academic support and progress.	Twice a week for 30 weeks
Professional Learning Community (PLC) focused on Reading, Writing, Math Strategies 7. Facilitate Professional Learning Communities (PLCs) that focus on implementing reading, writing, and math strategies tailored to the needs of both special education students and multilingual learners.	5.7 At least 90% of PLC meetings are held as scheduled 5.7 Attendance logs show consistent participation from both general and special education teachers, as well as ESOL staff. 5.7 PLC meetings will include a written agenda that outlines topics of discussion.	Marking Periods 1-4
Content and Co-Teaching Collaboration 8. Implement and support co-teaching models that pair general education teachers with special educators, reading and math specialists, and ML educators to deliver inclusive, grade-level instruction. 9. Align School Improvement Goal with instructional commitments through the Achievement meeting process.	5.8 Co-teaching plannings meetings are held (minimum 45 minutes a week) to discuss Specially Designed Instruction. 5.9 Monthly content meetings to evaluate/review instructional commitments, performance data, and "behind the scenes" scoreboard.	Marking Periods 1-4
Family Engagement 10. FARMS and ML families will have priority for scheduling during the December conference night. 11. During the December conference night community partners will share resources so that families can make the necessary connections to community resources. 12. The Mathematics and ELA Specialist will present information to families concerning math and reading strategies that can be used at home.	Students at the Academic and Honors level will earn an average of 70% or higher on common unit assessments. Students at the Basic level will earn an average of 60% or higher on common unit assessments. 6th and 7th grade students will earn an average of 70% or higher on the final Common Writing Assignment. 8th grade students will earn an average of 65% or higher on the final Common Writing Assignment.	December 8th, 2025