

Howard County Public School System 2024-2025 School Improvement Plan
Clarksville Elementary School

Jump to: [Focus Area 2: Mathematics](#) [Focus Area 3: Attendance](#) [Focus Area 4: Discipline](#)

Focus Area 1: Reading by Grade 3 (Literacy)

% Proficient or Advanced on MCAP (3+)

[Hoonuit: Hamburger > School > SIP > SIP: MCAP > MCAP - Yearly Trends](#)

Identified Student Group for 24-25 SIP: FARMS
Is this the same student group as 23-24 SIP? At this time
Reason student group selected: 23-24 MCAP Results as a TSI school

Targets
(insert screenshot from Hoonuit)

Overall:

YEAR	ACTUAL %	ACTUAL N MET	TOTAL N	SIP TARGET %	SIP TARGET N
2019-2020				86.0%	
2020-2021					
2021-2022	67.1%	188	280	86.0%	241
2022-2023	68.6%	214	312	86.6%	271
2023-2024				87.2%	

Identified Student Group: (FARMS, change if needed)

Actual Met and Targets by FARMS - ELA						
Demographic and student group filters do not apply to this metric. Drill not available.						
FARMS	YEAR	ACTUAL %	ACTUAL N MET	TOTAL N	SIP TARGET %	SIP TAF
FARMS	2022-2023	31.3%	20	64	100.0%	64
FARMS	2023-2024				100.0%	
FARMS	2024-2025				100.0%	

Reading by Grade 3 Goal

By the end of 2024-2025 school year, 87.2% of students overall and 100 % of FARMS will meet proficiency on MCAP Literacy assessments as a result of implementing all components of literacy instruction including providing Tier 1 instruction and Tier 2 and 3 supports when necessary.

Reading by Grade 3 (Literacy) Plan

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Strategy

Implementing all components of literacy instruction including providing Tier 1 instruction and Tier 2 and 3 supports when necessary

Statement of Commitment We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.

Equity Framework Alignment

I3: Teachers differentiate to ensure that all students participate in the learning process. ▾

O2: Students are provided appropriate support to access instruction and be ready to learn. ▾

Action Steps

- Implement all components and expectations for the ELA instructional block
 - [PreKindergarten](#)
 - [Kindergarten](#)
 - [First Grade](#)
 - [Second Grade](#)
 - [Third Grade](#)
 - [Fourth Grade](#)
 - [Fifth Grade](#)
- Engage in planning (collaborative, team, long range) to ensure consistency of literacy instruction and teaching the intent of the standards.
- Engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Apply learning to instructional practice.
- Use literacy walkthrough tools to assess the fidelity of implementation of literacy instruction and engage in team feedback and reflection to make adjustments to refine instructional practice.
- Include Multilingual Learner (ML) English language proficiency levels, student backgrounds, and time in the ELD programming as part of data meetings, discussions, and instructional decision making.

How will the action steps listed above impact student target results for all students and the identified student group?

This will ensure students are receiving first instruction that includes all required elements of the program. This will increase their ability to demonstrate mastery of the standards. For Tier 2/3 supported students, their rate of progress will increase.

Progress Monitoring & Evidence Collection

Required Evidence:

- Equitable Student Outcomes (System/State Data):
 - MCAP data at start of year (% proficient, by course level or raw score),
 - [MAP Benchmark](#) (after fall and winter administrations)
 - [BAR](#) (Grades K-2, quarterly)
 - [DIBELS](#) (Grades K-5, Q1 & Q3)
 - [WIDA ACCESS](#) (Grades K-5, Q1)

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- Common Lit (Grades 3-5, Q2, Q3, Q4)

- Implementation Data:

- Classroom Observations/walkthroughs

Suggested: 2 ITL meetings/Month

- 1) For standard ongoing monthly information
- 2) SIT function including ongoing Plan/Do/Study/Act for each of the 4 SIP categories

Data Analysis Responsibilities:

- Attendance/Discipline= SST
- Math-facilitated by Sarah McWilliams done by teams
- ELA- facilitated by Lindsey (ELD Coach), Lisa (Reading Specialist), Literacy Coach TBD done by teams

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Focus Area 2: Mathematics

% Proficient or Advanced on MCAP (3+)

[Hoonuit: Hamburger > School > SIP > SIP: MCAP > MCAP - Yearly Trends](#)

Identified Student Group for 24-25 SIP: FARMS
Is this the same student group as 23-24 SIP? At this time
Reason student group selected:23-24 MCAP Results as a TSI school

Targets
(insert screenshot from Hoonuit)

Overall:

YEAR	ACTUAL %	ACTUAL N MET	TOTAL N	SIP TARGET %	SIP TARGET N
2019-2020				88.0%	
2020-2021					
2021-2022	63.9%	179	280	88.0%	247
2022-2023	64.2%	201	313	86.6%	272
2023-2024				87.2%	

Identified Student Group: (FARMS, adjust if needed)

Actual Met and Targets by FARMS - Math							
Demographic and student group filters do not apply to this metric. Drill not available.							
FARMS	YEAR	ACTUAL %	ACTUAL N MET	TOTAL N	SIP TARGET %	SIP TARGET N	
FARMS	2020-2021						
FARMS	2021-2022	17.1%	6	35	100.0%	35	
FARMS	2022-2023	20.3%	13	64	100.0%	64	
FARMS	2023-2024				100.0%		
FARMS	2024-2025				100.0%		

Mathematics Goal

By the end of 2024-2025 school year, 87.2% of students overall and 100% of FARMS will meet proficiency on MCAP Mathematics assessments as a result of applying effective formative and summative assessment strategies to provide meaningful feedback to students and to inform instructional decisions.

Mathematics Plan

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Strategy

Applying effective formative and summative assessment strategies to provide meaningful feedback to students and to inform instructional decisions

Statement of Commitment

We commit to applying effective formative and summative assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards

Equity Framework Alignment

I2: All students understand the purpose for learning and the criteria for success in every classroom. ▾

O2: Students are provided appropriate supports to access instruction and be ready to learn. ▾

Action Steps

- Use and score common curriculum-based assessments to monitor student mastery of content
- Review and use data to make instructional decisions to respond to student learning needs using an established data protocol.
- Apply formative assessment strategies during classroom activities to provide meaningful feedback
 - Make adjustments to lessons based on formative assessment data
 - Collaborate with team to discuss effective strategies for addressing misconceptions and/or student gaps in understanding

How will the action steps listed above impact student target results for all students and the identified student group?

Teachers will have a process in place to regularly see who in their class and grade level is mastering standards. They will then have a forum to dig deeper into possible reasons why students are having trouble and how they can address misconceptions or gaps in understanding.

Progress Monitoring & Evidence Collection

- Equitable Student Outcomes (System/State Data):
 - MCAP data at start of year (% proficient, by course level or raw score),
 - [MAP Benchmark](#) (after fall and winter administrations)
 - [Math Measurement Topic Hoonuit Data Wall](#) (end of quarter)
- Implementation Data:
 - Classroom Observations/walkthroughs
 - Common curriculum-based assessment data summary

Note:

Bi-monthly Math Coach meetings with teams

- Week A - choose formative assessment

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- Week C - analyze results

Suggested: 2 ITL meetings/Month

1. For standard ongoing monthly information
2. SIT function including ongoing Plan/Do/Study/Act for each of the 4 SIP categories

Data Analysis Responsibilities:

- Attendance/Discipline= SST
- Math-facilitated by Sarah McWilliams done by teams
- ELA- facilitated by Lindsey (ELD Coach), Lisa (Reading Specialist), Literacy Coach TBD done by teams

Focus Area 3: Attendance

Attendance (Chronic Absenteeism)

[Hoonuit: Hamburger> School > Attendance > Chronic Absence/Habitual Truant](#)

Identified Student Group for 24-25 SIP: FARMS

Is this the same student group as 23-24 SIP? At this time

Reason student group selected: 23-24 MCAP Results as a TSI school

Targets

(insert screenshot from Hoonuit)

Overall:

% Students Chronically Absent



YEAR	ACTUAL %	ACTUAL N CA	TOTAL N	SIP TARGET %	SIP TARGET N	HCF
2022-2023	14.5%	88	608			
2023-2024	13.8%	81	589	12.3%	73	
2024-2025				11.7%		

Identified Student Group: (FARMS, please change if group changes)

% Students Chronically Absent by FARMS



FARMS	YEAR	ACTUAL %	ACTUAL N CA	TOTAL N	SIP TARGET %	SIP TARGET N
FARMS	2022-2023	34.6%	47	136		
FARMS	2023-2024	30.4%	42	138	25.9%	36
FARMS	2024-2025				22.8%	

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Attendance Goal	
By the end of 2024-2025 school year, chronic absenteeism will be reduced from 13.8% to 12.3% overall and from 30.4% to 25.9% for FARMS by Communicating with Families About Student Attendance.	
Attendance Plan	
Strategy	
Communicating with Families About Student Attendance~	
Statement of Commitment	
We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance and system policy.	
Equity Framework Alignment	
B2: All individuals are part of the learning community within a restorative culture that facilitates authentic cross-cultural relationships. ▾	
E3: Meaningful partnerships are developed among students, staff, and communities. ▾	
Action Steps	
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.) - Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night). - Recognize good and improved attendance. Attendance success plan K-8 will be implemented by an SST member	
How will the action steps listed above impact student target results for all students and the identified student group?	
Reaching out and discussing attendance with families will allow staff to build better relationships but also find out what the barriers to attendance are for each family. Student recognition will increase student buy-in.	

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Progress Monitoring & Evidence Collection

Required Evidence:

- Equitable Student Outcomes:
 - [Chronic Absenteeism](#) Dashboard: (overall; by student group)
- Implementation Data:
 - Attendance Team records of action steps taken for students at risk for chronic absenteeism
 - Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.) as measured by call log
 - Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night) as measured by call log, email log (BTS Invite)
 - Recognize good and improved attendance as measured by teacher and grade level recognition.
 - [Attendance success plan K-8](#) will be implemented by an SST member as measured by success plan log and reporting to SST

Suggested: 2 ITL meetings/Month

- 3) For standard ongoing monthly information
- 4) SIT function including ongoing Plan/Do/Study/Act for each of the 4 SIP categories

Data Analysis Responsibilities:

- Attendance/Discipline= SST
- Math-facilitated by Sarah McWilliams done by teams
- ELA- facilitated by Lindsey (ELD Coach), Lisa (Reading Specialist), Literacy Coach TBD done by teams

Focus Area 4: Discipline

Target 1: Suspensions or ODRs for schools with fewer than 10 suspensions

[Hoonuit: Hamburger> School > SIP > SIP: Disposition](#)

Identified Student Group for 24-25 SIP: FARMS

Is this the same student group as 23-24 SIP? At this time

Reason student group selected: 23-24 MCAP Results as a TSI school

Targets

(insert screenshot from Hoonuit)

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Overall:

Dispositions - OSS/ISS



YEAR	RATE	# DISPOSITIONS	# STUDENTS	TOTAL STUDENTS	TARGET RATE
2019-2020	0.0	0	0	447	0.0
2020-2021	0.0	0	0	522	0.0
2021-2022	1.9	11	5	573	0.0
2022-2023	2.3	14	3	610	1.6
2023-2024	1.0	6	2	591	1.9
2024-2025					0.8

Identified Student Group: FARMS (please change in July if our student group changes)

Dispositions by FARMS - OSS/ISS



FARMS	YEAR	RATE	RATIO	# DISP...	# STU...	TOTAL...	TARGET RATE
FARMS	2021-2022	2.3	3.78	2	2	86	0.0
FARMS	2022-2023	0.0	0.00	0	0	137	1.7
FARMS	2023-2024	4.3	0.08	6	2	140	0.0
FARMS	2024-2025						3.2

Discipline Goal

{Note: if your school does not have suspensions, replace “suspensions” with “office discipline reports (ODRs)” or “incident reports (IRs)” as appropriate.}

By the end of 2024-2025 school year, suspensions will be reduced from 1.0% to 0.8% overall and from 4.3% to 3.2% for FARMS by engaging stakeholders to understand the Student Code of Conduct and norm application by staff.

Discipline Plan

Strategy

Engaging stakeholders to understand the Student Code of Conduct and norm application by staff ▾

Statement of Commitment

We commit to engaging in processes to norm application of the Student Code of Conduct so that students will experience more consistent disciplinary actions as evidenced by consistent discipline practices.

Equity Framework Alignment

B1: We respect and seek to understand diversity in individual differences, life experiences, and perspectives. ▾

E3: Meaningful partnerships are developed among students, staff, and communities. ▾

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Action Steps

- Extend the required monthly data protocol to include student level analysis for the focus disposition (suspension or ODR).
- Professional learning for all staff to include basic knowledge of MTSS with a focus on developmentally appropriate tier 1 concepts that cut across initiatives (relationship building, behavior specific praise, recognizing successes and teach social emotional skills)

How will the action steps listed above impact student target results for all students and the identified student group?

- Allow targeted Tier 1, 2, 3 interventions
- Reduce OSS/ISS disparity

Progress Monitoring & Evidence Collection

Suggested: 2 ITL meetings/Month

- 5) For standard ongoing monthly information
- 6) SIT function including ongoing Plan/Do/Study/Act for each of the 4 SIP categories

Data Analysis Responsibilities:

- Attendance/Discipline= SST
- Math-facilitated by Sarah McWilliams done by teams
- ELA- facilitated by Lindsey (ELD Coach), Lisa (Reading Specialist), Literacy Coach TBD done by teams