

Linton Springs Elementary School

**School Improvement Plan
2025-2026**

APPROVED 9.16.25

School Vision, Mission, and Core Values

Our Vision:

LSE is a community of lifelong learners who demonstrate academic excellence and outstanding character.

Our Mission:

Teach...Inspire...Support...Empower...Collaborate

Our Core Values:

At Linton Springs, we value:

Perseverance...Respect...Inclusivity...Community...Excellence

Carroll County Public Schools Vision 2024 - 2029

Improve Academic Achievement

- CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.
- CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

Strengthen Productive Family & Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS partners with local government, businesses, and agencies to support student learning.
- CCPS will increase transparency in the public procurement process.

Develop and Support a Successful Workforce

- CCPS recruits qualified candidates for all teacher positions.
- CCPS supports staff to build the Blueprint for Maryland's Future career ladder.
- CCPS recruits and retains diverse employees reflective of our student community.
- CCPS maintains class sizes that support student learning.

Provide a Secure, Healthy, & Modern Learning Environment

- CCPS promotes a culture of school security to protect and educate our students.
- CCPS maintains modern schools, facilities, and resources that support the educational program.

School Improvement Goals

1. By June 2026, all students in PreK – 5 will increase their overall proficiency in reading, as measured by grade level data. LSE will work to improve student performance by 3-5%.
2. By June 2026, all students in PreK – 5 will increase the percent meeting standard on the spring administration of the Math Benchmark Assessment. LSE will work to improve student performance by 3-5%.
3. By June 2026, all students in grades 3-5 will improve informational writing percentages as measured by Benchmark Advance Interim Assessments/Performance Tasks or Social Studies CBA. LSE will work to improve student performance by 3-5%.
4. By June 2026, students in grades K- 5 who receive special education services will increase the percentage of meeting standard on the spring administrations of the math benchmark assessment, Acadience Reading Composite Score (K-3) and MAP-R (3-5) assessments by 5%.

Linton Springs Elementary Reading Data Analysis

Growth in each area was measured using the CCPS Letter Recognition and Sound Identification assessments in PreK, Acadience Word Reading Fluency and Words Read Correctly in Kindergarten, Acadience Oral Reading Fluency (ORF) in first grade, and MAP Growth Reading levels in grades 2–5. These assessments were implemented to better align instruction with the science of reading and to demonstrate growth in phonological awareness, phonics, fluency, vocabulary, and comprehension.

In PreK, student performance in letter recognition and letter sounds remained exceptionally strong, with 100% of students demonstrating mastery of both upper- and lower-case letters as well as letter sounds in Spring 2025. This performance is consistent with the Spring 2026 goals of 100% in each area, showing that students are maintaining expected early literacy benchmarks at this level.

In Kindergarten, the transition from DIBELS to Acadience provided more detailed insight into foundational skills. Spring 2025 results show 96.9% proficiency in Phoneme Segmentation Fluency (PSF), 68.3% proficiency in Nonsense Word Fluency (NWF) Words Read Correctly, and a composite score of 84.6%. NWF performance represents a decline from 90% in Spring 2024 to 68.3% in Spring 2025, creating a significant area of need, particularly given the Spring 2026 goal of 73%. The composite score of 84.6% also falls short of the 88% goal, signaling the importance of continued focus on decoding and word recognition skills as students prepare to transition to first grade.

First grade results from Spring 2025 Acadience ORF show that 70% of students met grade-level expectations in words correct per minute, while 82.7% met expectations for accuracy. Although these data points represent steady progress compared to previous measures, students must continue to demonstrate growth to achieve the Spring 2026 goals of 73% for words correct and 86% for accuracy. Continued instructional emphasis on oral reading fluency will be essential for ensuring that first graders develop both efficiency and accuracy in their reading.

In grades 2–5, student growth in reading was measured through the MAP Growth assessment. In Spring 2025, 52% of second graders, 71% of third graders, 68.8% of fourth graders, and 60.5% of fifth graders met their MAP Growth Reading expectations. The gaps to goal include a 5-percentage point increase needed in both second and third grades, a 5.2 percentage point increase in fourth grade, and a 4.5 percentage point increase in fifth grade. These results indicate that while progress is evident, particularly in third and fourth grades, additional support and targeted instructional

strategies will be necessary to accelerate growth and ensure all students remain on track to meet end-of-year benchmarks.

In summary, PreK students are maintaining expected early literacy benchmarks, while Kindergarten, first grade, and grades 2–5 continue to work toward meeting their Spring 2026 goals. The most urgent areas for growth include Kindergarten NWF and composite performance, first grade oral reading fluency accuracy and words correct, and MAP Growth acceleration in grades 2 and 5. To support this work, grade-level teams will continue to meet weekly to collaborate and plan high-quality lessons using the Model for Quality Instruction. Instructional blocks will remain purposefully structured to include a dedicated daily block of time for re-teaching and intervention provided by the classroom teacher. Careful and ongoing review of lead and lag data will continue to drive instructional decision-making as we work to close gaps and move students toward meeting or exceeding the Spring 2026 goals.

Grade	Spring 2024 ELA Data (% meeting on grade level)	Spring 2025 Data (% meeting on grade level)	Spring 2026 Goal (% meeting on grade level)
Pre-K	Letter Recognition Upper Case 100% Lower Case 100%	Letter Recognition Upper Case 100% Letter Case 100%	Letter Recognition Upper Case 100% Letter Case 100%
Pre-K	Letter Sounds 100%	Letter Sounds 100%	Letter Sounds 100%
Kindergarten	DIBELS NWF Sounds 83% NWF Words Read Correctly 90%	Acadience PSF 96.9% NWF Words Read Correctly 68.3% Composite 84.6%	Acadience PSF 97% NWF Words Read Correctly 73% Composite 88%
1st Grade	Assessed Reading Level 75%	Acadience Oral Reading Fluency Words Correct 70% Oral Reading Fluency Accuracy 82.7%	Acadience Oral Reading Fluency Words Correct 73% Oral Reading Fluency Accuracy 86%
2nd Grade	RI 81%	MAP Growth Reading 52%	MAP Growth Reading 57%
3rd Grade	RI 89%	MAP Growth Reading 71%	MAP Growth Reading 76%
4th Grade	RI 80%	MAP Growth Reading 68.8%	MAP Growth Reading 74%
5th Grade	RI 85%	MAP Growth Reading 60.5%	MAP Growth Reading 65%

Linton Springs Elementary School Math Data Analysis

On the mid-year math benchmark assessment, LSE students in all grades except first grade met or exceeded the CCPS county averages of students meeting standard. First grade fell slightly below the county average by 2 points. On the end-of-year assessment, PreK, Kindergarten, first, second, fourth and fifth grades exceeded county averages, while third grade fell below the county average by 5 points.

Overall, PreK and Kindergarten continued to show strong performance, with PreK maintaining 100% proficiency and Kindergarten ending the year at 90%, above the CCPS average of 87%. First grade showed significant improvement from MYA (80%) to EOY (96%), outpacing the county average of

89% and nearing the Spring 2026 goal of 99%. Second grade performance remained relatively steady, finishing the year at 81%, slightly above the county average of 79%. Third grade demonstrated a notable decline from 68% at MYA to 55% at EOY, which was below the county average of 61%. Fourth grade strengthened over the year, moving from 78% at MYA to 83% at EOY, significantly outperforming the county average of 67%. Fifth grade, however, dropped from 77% at MYA to 51% at EOY, although outperformed the county average of 43%.

Subgroup data highlight areas of strength and need. At the end-of-year assessment, 83% of fourth graders scored 80% or higher, with female students at 77% and male students at 89%. Fifth-grade male students outperformed female peers (69% vs. 56%), while only 30% of students identified as FaRMS reached the 80% benchmark. Across grades 3–5, students with IEPs demonstrated notably lower performance, with only 8% of third graders, 33% of fourth graders, and 9% of fifth graders meeting benchmark. These subgroup results emphasize the continued need to focus on equity of access and achievement through targeted interventions.

While our students are generally meeting or exceeding CCPS averages in many grade levels, the 2025 results also reveal important areas for growth, particularly in third and fifth grade, and among students with IEPs and students receiving FARMS. This school year, grade-level teams will continue to meet weekly to collaborate and plan high-quality lessons following the Model for Quality Instruction. Instructional blocks will continue to be structured to provide a daily opportunity for re-teaching and intervention delivered by the classroom teacher. Careful and ongoing review of lead and lag data will guide instructional decision-making to accelerate progress toward the Spring 2026 goals.

Grade Level	LSE MYA 24	CCPS MYA 24	LSE EOY 24	CCPS EOY 24	LSE MYA 25	CCPS MYA 25	LSE EOY 25	CCPS EOY 25	LSE EOY Goal 26
Pre-K	100	92	93	92	100	92	100	88	100
Kindergarten	92	87	94	89	92	86	90	87	93
1st Grade	80	82	85	89	80	82	96	89	99
2nd Grade	85	73	82	74	85	73	81	79	84
3rd Grade	83	54	69	65	68	54	55	61	60
4th Grade	78	62	81	66	78	62	83	67	86
5th Grade	86	65	79	70	77	65	51	43	56

End of Year Math Assessment: % of students scoring 80%+						
Grade Level	Gender		IEPs		FaRMS	
	Female	Male	All Students	Students w/ IEPs	All Students	Yes, FaRMS
3rd Grade	77 students 55%	68 students 54%	145 students 55%	12 students 8%	145 students 55%	18 students 6%
4th Grade	62 students 77%	73 students 89%	135 students 83%	9 students 33%	135 students 83%	18 students 56%
5th Grade	70 students 56%	67 students 69%	137 students 62%	23 students 9%	137 students 62%	23 students 30%

**Linton Springs Elementary School
Writing Data Analysis**

An analysis of the Spring 2025 writing data reveals both areas of strength and opportunities for continued growth across grade levels.

In 2nd grade, 67.4% of LSE students scored 80% or higher on the Literary CBA and 69.1% met that benchmark on the Opinion CBA, both exceeding the district average. This positive trend is also observed in 4th grade, where 81.3% of students scored 80% or higher on the Literary CBA, significantly outperforming the district’s 63.9%. However, Opinion writing in 4th grade lagged behind, with only 52.9% meeting the proficiency benchmark, indicating a need for targeted support in that genre.

In 5th grade, performance was more balanced, with 69.6% of students reaching proficiency on the Literary CBA and 73.7% on the Opinion CBA. These results demonstrate promising growth and a strong foundation to build on for the coming year, particularly as these students aim for even higher achievement in Spring 2026. Third grade data showed the greatest need for growth, with only 55.9% of students meeting the benchmark in Literary writing and 67.6% in Opinion writing, both slightly above district averages but below the schoolwide targets.

When examining subgroup data from the CBA 2 assessments, 5th grade showed strong overall performance, with 72% of students scoring 80% or higher in Literary writing and 75% in Opinion writing. While male students slightly outperformed female students in both genres, notable gaps remain among students with IEPs, where only 33% (Literary) and 37% (Opinion) reached proficiency. Similarly, students qualifying for FaRMS fell below the overall averages, particularly in Literary writing, where just 55% met the benchmark. These gaps underscore the importance of continued focus on differentiated instruction, small group supports, and responsive re-teaching.

In response to these data, instructional teams will continue to meet weekly to collaborate and plan high-quality writing lessons that align with the Model for Quality Instruction. Daily instructional blocks have been purposefully designed to include time for targeted re-teaching and intervention delivered by the classroom teacher. Through consistent review of lead indicators, formative assessments, and summative CBA data, teachers will be able to make data-informed decisions that meet the needs of all learners and help close achievement gaps. The school’s instructional focus will remain on strengthening writing across all genres, with a particular emphasis on supporting subgroups and ensuring students build upon their writing progress year over year.

Grade Level	Spring 2025 % of LSE students scoring 80%+		Spring 2026 Goal % of students scoring 80%+
2nd Grade	Literary CBA Writing: LSE: 67.4% CCPS: 63%	Opinion CBA Writing: LSE: 69.1% CCPS: 63.9%	Benchmark Advance Performance Tasks & Social Studies CBA: 71% - 73%
3rd Grade	Literary CBA Writing: LSE: 55.9% CCPS: 47.6%	Opinion CBA Writing: LSE: 67.6% CCPS: 52.2%	Benchmark Advance Performance Tasks & Social Studies CBA: 65 - 67%
4th Grade	Literary CBA Writing: LSE: 81.3% CCPS: 63.9%	Opinion CBA Writing: LSE: 52.9% CCPS: 46.3%	Benchmark Advance Performance Tasks & Social Studies CBA: 70 - 72%

5th Grade	Literary CBA Writing: LSE: 69.6% CCPS: 54.7%	Opinion CBA Writing: LSE: 73.7% CCPS: 57.3%	Benchmark Advance Performance Tasks & Social Studies CBA: 75 – 77%
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Comprehension Benchmark Assessment—Literary CBA 2: % of students scoring 80%+						
Grade Level	Gender		IEPs		FaRMS	
	<i>Female</i>	<i>Male</i>	<i>All Students</i>	<i>Yes, IEP</i>	<i>All Students</i>	<i>Yes, FaRMS</i>
3rd Grade	72 students 61%	66 students 56%	138 students 59%	7 students 28%	138 students 59%	16 students 25%
4th Grade	69 students 81%	60 students 85%	129 students 83%	6 students 50%	129 students 83%	16 students 81%
5th Grade	67 students 66%	64 students 78%	131 students 72%	18 students 33%	131 students 72%	18 students 55%

Comprehension Benchmark Assessment—Opinion CBA 2: % of students scoring 80%+						
Grade Level	Gender		IEPs		FaRMS	
	<i>Female</i>	<i>Male</i>	<i>All Students</i>	<i>Yes, IEP</i>	<i>All Students</i>	<i>Yes, FaRMS</i>
3rd Grade	72 students 74%	66 students 61%	138 students 67%	8 students 38%	138 students 67%	17 students 41%
4th Grade	69 students 55%	59 students 56%	128 students 55%	6 students 17%	128 students 55%	16 students 50%
5th Grade	69 students 70%	64 students 81%	133 students 75%	19 students 37%	133 students 75%	19 students 53%

Grade 3 MCAP ELA/Literacy			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring
State of Maryland	48%	47%	50%
Carroll County Public Schools	62%	61%	65%
Linton Springs Elementary	77%	84%	80%

Grade 3 MCAP Mathematics			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring
State of Maryland	40%	40%	42%
Carroll County Public Schools	65%	65%	66%
Linton Springs Elementary	74%	83%	82%

Third-grade students continued to outperform both county and state averages on the CAP ELA/Literacy and Mathematics assessments. In ELA/Literacy, proficiency increased from 77% in 2023 to 84% in 2024, followed by a slight decline to 80% in 2025, while remaining well above the county (65%) and state (50%) results. Mathematics proficiency rose from 74% in 2023 to 83% in 2024 and held strong at 82% in 2025, again exceeding the county (66%) and state (42%) performance levels.

Grade 4 MCAP ELA/Literacy			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring

State of Maryland	49%	49%	48%
Carroll County Public Schools	67%	64%	63%
Linton Springs Elementary	78%	75%	77%

Grade 4 MCAP Mathematics			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring
State of Maryland	32%	33%	35%
Carroll County Public Schools	56%	53%	56%
Linton Springs Elementary	69%	71%	80%

Fourth-grade students maintained strong performance on the CAP ELA/Literacy and Mathematics assessments, continuing to surpass both county and state averages. In ELA/Literacy, proficiency shifted from 78% in 2023 to 75% in 2024, then slightly increased to 77% in 2025, remaining higher than the county (63%) and state (48%) levels. Mathematics proficiency showed steady growth, moving from 69% in 2023 to 71% in 2024 and then jumping to 80% in 2025, well above the county (56%) and state (35%) results.

Grade 5 MCAP ELA/Literacy			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring
State of Maryland	42%	44%	45%
Carroll County Public Schools	56%	56%	57%
Linton Springs Elementary	64%	68%	69%

Grade 5 MCAP Mathematics			
% Proficient (Proficient and Distinguished Learners)			
	2023 Spring	2024 Spring	2025 Spring
State of Maryland	27%	29%	31%
Carroll County Public Schools	43%	42%	45%
Linton Springs Elementary	60%	56%	64%

Fifth-grade students continued to outperform county and state peers on the CAP ELA/Literacy and Mathematics assessments. ELA/Literacy proficiency improved from 64% in 2023 to 68% in 2024, and then to 69% in 2025, surpassing the county (57%) and state (45%) percentages. Mathematics proficiency, which had dipped from 60% in 2023 to 56% in 2024, rebounded strongly to 64% in 2025, outpacing both the county (45%) and state (31%) results.

Reading School Improvement Goal		
Goal 1: By June 2026, all students in PreK – 5 will increase their overall proficiency in reading, as measured by grade level data. LSE will work to improve student performance by 3-5%.		
Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Implement Science of Reading practices in the Humanities block as outlined in the Six Shifts of Reading text.	Weekly	During walk-throughs and observations, teachers will be observed implementing new practices (e.g., heart words, decodables, flexible grouping, reading strategies strip, etc.)

Direct instruction using <i>Unlock the Prompt</i> and utilizing resources from Benchmark Advance to respond to text-dependent questions in grades 2-5.	Monthly	80% of students in grades 2-5 will score 80% or greater on Benchmark Advance unit formative written assignments.
Teach Foundations with fidelity in grades PreK – 3. In grades PreK – 1, teachers will implement Heggerty to support phonological awareness.	Daily	<ul style="list-style-type: none"> 80% of students will achieve 80% or higher on Foundations assessments. Students will achieve 80% or higher on grade-level CCPA tasks. 80% of students will demonstrate growth on Acadience.
Teachers will provide focused instruction to help build student fluency, including: <ul style="list-style-type: none"> The use of a fluency routine Repeated reading practice: echo, choral, partner 	Daily	<ul style="list-style-type: none"> In grades 1-3, 80% of students increase their words read correctly per minute by 20 words, as measured by the Oral Reading Fluency assessment.
Teachers will utilize Wonders (PreK – 1 st) and Benchmark Advance (2 nd – 5 th) vocabulary resources to increase vocabulary acquisition and improve overall comprehension.	Daily	Students will demonstrate vocabulary knowledge by scoring 80% or higher on Weekly/Unit Benchmark Advance assessments, which incorporate vocabulary and vocabulary-related questions. <ul style="list-style-type: none"> Implement the CCPS Vocabulary Instructional Routine
Grade level teams, special educators, the advanced academics specialist, and the reading specialist will plan goal-oriented reading instruction for small group based on assessment data.	Weekly	Grade level teams will create a data collection tracking sheet to monitor student achievement data. Walkthroughs and observations to evaluate planning and delivery of instruction.
Using a common intervention tracking tool, grade level teams will meet to monitor student progress, make appropriate instructional adjustments, and develop interventions for students not meeting grade level standards.	Weekly (collaborative planning)/ Monthly (KidTalk & Data meetings)	80% of students receiving targeted interventions will meet their SMART goal.
Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion.	Monthly	During walk-throughs and observations, teachers will be observed implementing best practices.

Math School Improvement Goal		
Goal 2: By June 2026, all students in PreK – 5 will increase the percent meeting standard on the spring administration of the Math Benchmark Assessment. LSE will work to improve student performance by 3-5%.		
Strategic Actions	Timeline	Measures of Success/Desired Performance Level

Students in Pre-Kindergarten – 5th grade will complete Number Talks, Number Routines, fact fluency, math tasks, and review previously taught standards.	Daily	Implementation will be monitored during walk-throughs and observations. 80% of students will demonstrate mastery of skills on math unit assessments.
In grades 3-5, students will engage in reasoning and modeling tasks.	Weekly	80% of students will demonstrate proficiency on targeted reasoning and modeling tasks on math unit assessments.
Teachers will incorporate fact fluency in their whole group/small group instruction and independent practice.	Weekly	80% of students in K-3 will score ‘reasoning’ (level 3) within the phases of fluency development on expected facts to be mastered by the end of the year.
Grade level teams, special educators, advanced academics specialist, and the math resource teacher will plan goal-oriented math instruction for small group based on assessment data.	Weekly	Grade level teams will create a data collection tracking sheet to monitor student achievement data. Walkthroughs and observations to evaluate planning and delivery of instruction.
Using a common intervention tracking tool, grade level teams will meet to monitor student progress, make appropriate instructional adjustments, and develop interventions for students not meeting grade level standards.	Weekly (collaborative planning)/ Monthly (KidTalk & Data meetings)	80% of students receiving targeted interventions will meet their SMART goal. 80% of students will demonstrate mastery of skills on math unit assessments.
Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion.	Monthly	During walk-throughs and observations, teachers will be observed implementing best practices.

Writing School Improvement Goal		
Goal 3: By June 2026, all students in grades 3-5 will improve informational writing percentages as measured by Benchmark Advance Interim Assessments/Performance Tasks or Social Studies CBA. LSE will work to improve student performance by 3-5%.		
Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Provide opportunities for collaborative scoring of written responses using consistent writing rubrics in grades 2-5 to provide consistency of scoring across grade levels.	4x/year	Teachers will create a shared document that outlines expectations for student writing based on the established rubric and anchors to score consistently.
Enhance student engagement with Benchmark Advance graphic organizers (2-5) and language across grade levels to ensure they grasp the purpose and effective use of different organizers.	Weekly	During walk-throughs and observations, students will be observed utilizing grade level organizers to support written expression.

Direct instruction using <i>Unlock the Prompt</i> and utilizing resources from Benchmark Advance to respond to text-dependent questions in grades 2-5.	Monthly	80% of students in grades 2-5 will score 80% or greater on Benchmark Advance unit formative written assignments.
Using a common intervention tracking tool, grade level teams will meet to monitor student progress, make appropriate instructional adjustments, and develop interventions for students not meeting grade level standards.	Weekly (collaborative planning)/ Monthly (KidTalk & Data meetings)	80% of students receiving targeted interventions will meet their SMART goal.
Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion.	Monthly	During walk-throughs and observations, teachers will be observed implementing best practices.

Academic Achievement Gap School Improvement Goal		
Goal 4: By June 2026, students in grades K- 5 who receive special education services will increase the percentage of meeting standard on the spring administrations of the math benchmark assessment, Acadience Reading Composite Score (K-3) and MAP-R (3-5) assessments by 5%.		
Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Grade level teams will meet to monitor student progress, make appropriate instructional adjustments, and develop interventions for students not meeting grade level standards.	Weekly (collaborative planning)/ Monthly (KidTalk & Data meetings)	80% of students will meet their individualized academic achievement goal. 60% of identified students will demonstrate mastery on county assessments.
Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion.	Monthly	During walk-throughs and observations, teachers will be observed implementing best practices.
Teachers will collaborate to create resources and instructional supports to help our Students with Significant Cognitive Disabilities (SwSCD) better access to the curriculum.	Monthly	The Inclusion Team will monitor our 3-year action plan with specific targets identified to increase the percentage of time SwSCD participate in the least restrictive environment.
School based team (admin, counselor, special education teacher, reading specialist, math resource teacher) will increase engagement of student group by conducting individual goal-setting conferences.	Quarterly	80% of students will meet their individualized academic achievement goal. 60% of identified students will demonstrate mastery on county assessments.
SST Team will closely monitor attendance, disciplinary referrals, and achievement data.	2x/month	School staff will provide students and/or families with necessary resources and support as appropriate.