

Robert Moton Elementary School

School Improvement Plan 2025-2026

School Vision / Mission
In order to develop independent, successful learners the RME community will motivate, communicate, and collaborate to provide a consistent approach to 21st century learning.

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none"> ➤ Prepare students to exit CCPS college, career, and community ready. ➤ Improve the proficiency level of each student group in ELA and mathematics. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Under-represented Student Groups in High School Courses
<p>Family and Community Partnerships</p> <ul style="list-style-type: none"> ➤ Demonstrate transparency, trust, and respect. <ul style="list-style-type: none"> ○ Meaningful, informative, timely, respectful, two-way, and multimodal communication ➤ Seek out, welcome, and engage parents and community volunteers to enhance achievement. <ul style="list-style-type: none"> ○ Outreach to families ➤ Partner with local government, businesses, and agencies to support learning.
<p>Successful Workforce</p> <ul style="list-style-type: none"> ➤ Recruit and retain highly qualified and diverse employees reflective of our community. <ul style="list-style-type: none"> ○ Recruit and retain ➤ Provide professional and leadership development for effectiveness and cultural competence. <ul style="list-style-type: none"> ○ Equitable opportunities for employee growth ➤ Promote a culture of continuous improvement
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ Establish a welcoming culture of diversity. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Safe to Learn Act ➤ Maintain modern schools, facilities, and resources that support the educational program. <ul style="list-style-type: none"> ○ Facilities Condition Index (FCI)

School Needs Assessment	
1. Reading: ELA assessment data indicates that the number of students meeting expectations on CCPS ELA assessments is below the county average.	
2. Writing: CBA data for grades 2-5 and Hearing Sounds in Words data for grades K-1 indicate a need for additional instruction in writing, with a focus on ideas and organization, in order to improve writing throughout the school. We also will target writing instruction across the content areas.	
3. Math: Math assessment data indicates that the percentage passing for grades pre-K –5 is not meeting or exceeding the county data, on the End of Year Benchmark Assessments.	
4. Close the Gap: MAP Growth data from end of year fourth grade showed that 43% of identified FARMS Hispanic students did not meet their projected proficiency goal.	
School Improvement Goals to Target Areas from Needs Assessment	
1. Reading: Pre-K-5: Robert Moton students will meet or exceed the percentage of students reading on grade level in the county, as measured by local assessments.	
2. Writing: Pre-K-5: Increase the percentage of Robert Moton students who are writing on grade level, as measured by local assessments.	
3. Math: PreK-5: During the school year 2025-2026, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the percentage of students meeting grade level expectations.	
4. Close the Gap: During the 2025-2026 80% of fifth grade Hispanic FARMS students will meet their individual projected growth goal on the MAP Growth assessment.	

School Improvement Goal 2025-2026			
#1 English Language Arts - Reading			
Reading			
Pre K-2nd: Robert Moton students will increase county benchmark scores by 10% and meet or exceed the percentage of students meeting expectations in the county as measured by Acadience composite score.			
3rd-5th: Robert Moton students will increase county benchmark scores by 10% and meet or exceed the percentage of students meeting expectations in the county as measured by MAP RIT Score.			
Grade	2025 Spring Data	Midyear Data 2025-2026	2026 Spring Data
Pre K (Letter ID)	<i>RME Baseline Letter ID:</i> 86% <i>County: 91%</i>		
K (Acadience)	<i>RME Baseline composite score:</i> 27% <i>County: 76%</i>		
1 (Acadience)	<i>Baseline composite score:</i> 33% <i>County: 62%</i>		
2 (Acadience)	<i>Baseline composite score</i> 47% <i>County: 65%</i>		
3 (MAP RIT score)	<i>Baseline MAP</i> 36% <i>County: 52%</i>		



4 (MAP Growth)	Baseline MAP 34% County: 52%		
5 (MAP Growth)	Baseline MAP 22% County: 46%		

Actions and Strategies		Timeline		Performance Target			
1.1 Teachers in grades Pre K-2 will provide explicit instruction on phonemic awareness, phonics, and fluency throughout the literacy block. <ul style="list-style-type: none">• Orthographic mapping routine• Daily opportunities for application with decodable text• Repeated reading routine with grade level text	Daily	Grade	Spring 2025 Acadience composite score	Mid-year 25-26	Spring 2026		
		K	27%				
		1	33%				
		2	48%				
1.2 Teachers and students in grades 3-5 will engage in close reading of complex text to build fluency, vocabulary, comprehension strategies, and student content knowledge using Benchmark Advance. <ul style="list-style-type: none">• Identify text structures• Repeated reading routine with grade level text	Daily	Grade	2025 Spring MAP Data	Mid-year 25-26 MAP	Spring 2026 MAP Data		
		3	Baseline 36%				
		4	Baseline 34%				
		5	Baseline 22%				



<p>1.3 Each team (PreK-5) will have a designated paraprofessional and resource teacher to support instruction and make data-driven decisions. Teachers and interventionists will use data to form intervention groups and monitor student progress. Interventionists will use research-based interventions to plan and implement fluency, vocabulary, and comprehension instruction.</p>	Daily	<table><tr><th>Grade</th><th>2025 Spring Data</th><th>2025-26 Midyear Data</th><th>2026 Spring Data</th></tr><tr><td>PreK</td><td>Letter ID 83%</td><td></td><td></td></tr><tr><td>K</td><td>Acadience 27%</td><td></td><td></td></tr><tr><td>1</td><td>Acadience 33%</td><td></td><td></td></tr><tr><td>2</td><td>Acadience 48%</td><td></td><td></td></tr><tr><td>3</td><td>MAP 36%</td><td></td><td></td></tr><tr><td>4</td><td>MAP 34%</td><td></td><td></td></tr><tr><td>5</td><td>MAP 22%</td><td></td><td></td></tr></table>	Grade	2025 Spring Data	2025-26 Midyear Data	2026 Spring Data	PreK	Letter ID 83%			K	Acadience 27%			1	Acadience 33%			2	Acadience 48%			3	MAP 36%			4	MAP 34%			5	MAP 22%		
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<p>1.4 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom in order to reach ALL students.</p> <ul style="list-style-type: none">● PAX initiative	Daily	Teachers will participate in ongoing PD on the PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.																																
<p>1.5 Actively (vs. passively) engage students during instruction (whole group and small group)</p> <ul style="list-style-type: none">● BA speaking and listening protocols● CCPS Daily ELA Schedule for whole and small group minutes	Daily	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.																																



School Improvement Goal 2025-2026			
#2 English Language Arts - Writing			
Writing: K-5: Increase the percentage of students who are writing on grade level, as measured by local assessments.			
Grade	2025 Spring Data	Midyear 25-26	2026 Data
K	69% (CCPS Writing Rubric- Fall 2025)	%CCPS Rubric	%CCPS Rubric
1	14%(CCPS Writing Rubric)	%CCPS Rubric	%CCPS Rubric
2	36% (CBA response to literary text)	% (BA writing performance task)	% (BA writing performance task)
3	43% (CBA response to literary text)	% (BA writing performance task)	% (BA writing performance task)
4	61% (CBA response to literary text)	% (BA writing performance task)	% (BA writing performance task)
5	54% (CBA response to literary text)	% (BA writing performance task)	% (BA writing performance task)
Actions and Strategies		Timeline	Performance Target
2.1 Teachers will explicitly instruct writing across content areas, using consistent graphic organizers and curriculum resources.		Minimum once a week	Students will score in the proficient range or higher on BA writing tasks.
2.2 Teachers will collect student writing samples and meet during ELA SFCMs to evaluate student writing and determine the next steps for instruction and feedback to students.		Quarterly	Students will score in the proficient range or higher on BA writing tasks.
2.3 Teachers in grades 2-5 will explicitly teach grammar and foundational writing skills using curriculum materials.		Daily	Students will score in the proficient range or higher on BA writing tasks.
2.4 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.		Daily	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.



<p>2.5 Actively (vs. passively) engage students during instruction (whole group and small group).</p> <ul style="list-style-type: none">• BA speaking and listening protocols• FUNdations dictation routine• CCPS Daily ELA Schedule for whole and small group minutes	<p>Daily</p>	<p>Decrease in disruption referrals. We will review progress monthly during PAX Meetings.</p>
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School Improvement Goal 2025-2026							
#3 Math							
PreK-5: Increase the percentage of students meeting county expectations by the determined goal as measured by the End of Year Benchmark Assessment.							
Grade	2025 EOY Score Met 80% RME	2025 EOY Score Met 80% CCPS	Met 80% Score Mid-Year Assessment RME 2025 2026		2025 Met 80% Score Mid-Year Assessment CCPS	2026 Met 80% EOY Assessment RME	2026 Met 80% EOY Assessment CCPS
PK	83	88	88		89		
K	54	87	81		90		
1	87	89	68		82		
2	63	79	67		75		
3	49	60	49		56		
4	39	67	39		59		
5	31	44	41		54		

Performance Target	
% of students meeting at least 80%	
Grade	EOY TARGET
PreK	90%
K	90%
1st	70%
2nd	90%
3rd	73%
4th	59%
5th	49%

Actions and Strategies	Timeline	Performance Target
3.1 Integrate word problems into lessons at least 3 times a week. <ul style="list-style-type: none">Word wallsNumberless word problemsRepresent but don't solve.	Minimum 3 times weekly	Students will increase their accuracy in solving word problems on unit post-tests as measured by scoring rubrics.



<p>3.2 Fact fluency based on individual student needs/progress.</p> <ul style="list-style-type: none">• Fact fluency engagement program for each grade level K-4 based on observation of student's strategy needs	<p>Minimum 1 time weekly and discuss during SFCM</p>	<p>Students will increase theirAct fluency with computation on unit post-tests as measured by scoring guides and weekly formatives. Students will progress through the stages of the fluency program to the reasoning or efficient phase.</p>
<p>3.3 Foster students to reason mathematically to solve problems and apply mathematical concepts in real-world contexts.</p> <ul style="list-style-type: none">• Focus on supporting students entering and sustaining thinking in a reasoning problem using the Three Reads routine from <u>Routines for Reasoning</u> by Grace Kelemanik, Amy Lucenta, and Susan Janssen Creghton.• Create opportunities for students to justify their reasoning through purposeful Number Sense reasoning routines like Number Talks, Which Is Greater, In the Box, etc... (<u>Day by Day Math Thinking Routines</u> and Building Math Minds PL)• Student friendly rubrics for 3-point reasoning and modeling problems and analyze student work	<p>Three times a week</p>	<p>Students will increase their accuracy in solving reasoning word problems on unit post-tests and formative tasks as measured by scoring rubrics.</p>



<p>3.4 Actively (vs. passively) engage students during instruction (whole group and small group)</p> <ul style="list-style-type: none">• Examples: Vertical Boards and Silent Discussions with PL based on need• Flexible grouping and monitoring of independent work and student understanding during the instructional block	Daily	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.
<p>3.5 Student Centered Collaborative Planning meetings</p> <ul style="list-style-type: none">• Classroom teachers and Title 1/Interventionists will come to SFCM with data and hard copies of current formatives/summatives to determine next steps to ensure joint ownerships that students learn what is taught.	Weekly	Classroom teachers and Title 1/Interventionists will use data to plan first pass instruction, reteaching, and interventions to ensure student mastery as measured by benchmark assessments.
<p>3.6 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.</p>	Daily	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX meetings.

School Improvement Goal 2025-2026											
#4 Close the Gap - Reading											
<p>Close the Gap-Reading: During the 2025-2026 80% of fifth grade Hispanic FARMS students will meet their individual projected growth goal on the MAP Growth assessment.</p> <table border="1"> <tr> <th>Grade</th><th>2025 Spring Data</th><th>Midyear (Spring 2025 – Winter 2026) Data</th><th>2026 Spring Data</th></tr> <tr> <td>5th Grade Hispanic FARMS students</td><td>12/21 (57%) of students</td><td></td><td></td></tr> </table>				Grade	2025 Spring Data	Midyear (Spring 2025 – Winter 2026) Data	2026 Spring Data	5th Grade Hispanic FARMS students	12/21 (57%) of students		
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Actions and Strategies	Timeline	Performance Target									
4.1 Teachers and interventionists will explicitly teach fluency, vocabulary and comprehension strategies in small, targeted groups of students.	4x per week	BA assessments MAP Growth Progress Monitoring forms									
4.2 Teachers and interventionists collaborate with ESOL teachers to analyze student data and plan and implement high quality vocabulary instruction including multisensory techniques.	1x per week	BA assessments SANE forms									
4.3 Teachers and interventionists will engage students in collaborative conversations using Tier 2 and Tier 3 vocabulary from grade level text to reinforce speaking and listening skills.	3x per week	BA assessments Progress monitoring forms									