

## Title I School Improvement Plan Components 2025-2026

CCPS Title I



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**Describe the steps taken to ensure an effective school-wide program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.**

### Title I School-Wide School Improvement Plan Components

**SWP Component #1: A comprehensive needs assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

**Things to consider:**

- What types of qualitative and quantitative data are being collected?
  - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
  - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

### Needs Analysis/SIT Goals

**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.

**3<sup>rd</sup>-5<sup>th</sup>:** 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 FALL Data % meeting expectations	Midyear Data 2025- 2026	2026 Spring Data
Pre K (Letter ID)	<i>Spring 2025 RME Letter ID:</i> 86% <i>Spring 2025 County: 91%</i>		
K (Acadience)	<i>RME Baseline composite score:</i> 43% <i>Spring 2025 County: 76%</i>		
1 (Acadience)	<i>Baseline composite score:</i> 48% <i>Spring 2025 County: 62%</i>		
2 (Acadience)	<i>Baseline composite score</i> 65%		

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	Spring 2025 County: 65%		
3 (MAP RIT score)	<i>Baseline MAP</i> 36% County: 73%		
4 (MAP Growth)	<i>Baseline MAP</i> 55% County: 79%		
5 (MAP Growth)	<i>Baseline MAP</i> 66% County: 79%		

**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)

**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		

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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%

**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.

Grade	2025 Spring Data	Midyear (Spring 2025 – Winter 2026) Data	2026 Spring Data
5th Grade Hispanic FARMS students	12/21 (57%) of students		

**SWP Component #2: A school-wide reform strategy *that*:**

- a. Provide opportunities for all children, including each of the subgroups of students as defined in section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provided well rounded education; (1114(b)(7)(A)(ii);
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which **may** include (1114(b)(7)(A)(iii)
  - I. **Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students’ skills outside the academic subject**
  - II. *Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);*

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- III. Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.);**
- IV. Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
- V. Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;**

- d. Delivery of Service (optional) - the services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.*
- e. Dual Enrollment (optional)*
- (1) In General -A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards*
- (2) Flexibility of funds- a Secondary school using funds received under this part for dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost of-*
- (A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;*
- (B) tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and*
- (C) transportation to and from such program*
- f. Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.*

**Things to consider:**

- How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

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Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level				Time Line
<b>1. Reading:</b> ELA assessment data indicates that the number of students meeting expectations on CCPS ELA assessments is below the county average.	<b>1.1</b> 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"> <li>• Orthographic mapping routine</li> <li>• Daily opportunities for application with decodable text</li> </ul> Repeated reading routine with grade level text	Grade	Fall 2025 Acadience composite score	Mid- year 25-26	Spring 2026	Daily
		K	43%			
		1	48%			
	<b>1.2</b> 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"> <li>• Identify text structures</li> <li>• Repeated reading routine with grade level text</li> </ul>	Grade	2025 Fall MAP Data	Mid-year 25-26 MAP	Spring 2026 MAP Data	Daily
		3	<i>Baseline</i> 36%			
		4	<i>Baseline</i> 55%			
	<b>1.3</b> 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.	Grade	2025 Fall Data	2025-26 Midyear Data	2026 Spring Data	Daily
		PreK	Letter ID 83%			
		K	Acadience 43%			
		1	Acadience 48%			
		2	Acadience 65%			
		3	MAP 36%			
		4	MAP 55%			
5	MAP 66%					

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	<p><b>1.4</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom in order to reach ALL students. - PAX initiative</p>	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.	Daily
	<p><b>1.5 Actively</b> (vs. passively) engage students during instruction (whole group and small group)</p> <ul style="list-style-type: none"> <li>• BA speaking and listening protocols</li> <li>• BA annotation routine</li> <li>• BA varied vocabulary routines</li> <li>• CCPS Daily ELA Schedule for whole and small group minutes</li> </ul>	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily
<p><b>2. Writing:</b> 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.</p>	<p><b>2.1</b> Teachers will explicitly instruct writing across content areas, using consistent graphic organizers and curriculum resources.</p>	Students will score in the proficient range or higher on Benchmark Advance (BA) writing tasks.	Minimum once a week
	<p><b>2.2</b> 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.</p>	Students will score in the proficient range or higher on BA writing tasks.	Quarterly
	<p><b>2.3</b> Teachers in grades 2-5 will explicitly teach grammar and foundational writing skills using curriculum materials.</p>	Students will score in the proficient range or higher on BA writing tasks.	Daily
	<p><b>2.4</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.</p>	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.	Daily
	<p><b>2.5</b> Actively (vs. passively) engage students during instruction (whole group and small group).</p>	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily

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	<ul style="list-style-type: none"> <li>• BA speaking and listening protocols</li> <li>• FUNdations dictation routine</li> <li>• CCPS Daily ELA Schedule for whole and small group minutes</li> </ul>		
<b>3. Math PreK-5:</b> Increase the percentage of students meeting county expectations by the determined goal as measured by the End of Year Benchmark Assessment.	<b>3.1</b> Integrate word problems into lessons at least 3 times a week. <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Numberless word problems</li> <li>• Represent but don't solve.</li> </ul>	Students will increase their accuracy in solving word problems on unit post-tests as measured by scoring rubrics.	Minimum 3 times weekly
	<b>3.2</b> Fact fluency based on individual student needs/progress. Fact fluency engagement program for each grade level K-4	Students will increase their 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.	Minimum 1 time weekly
	<b>3.3</b> Foster students to reason mathematically to solve problems and apply mathematical concepts in real-world contexts. <ul style="list-style-type: none"> <li>• Focus on supporting students entering and sustaining thinking in a reasoning problem using the Three Reads routine from <u><a href="#">Routines for Reasoning</a></u> by Grace Kelemanik, Amy Lucenta, and Susan Janssen Creghton.</li> <li>• Create opportunities for students to justify their reasoning through purposeful</li> </ul>	Students will increase their accuracy in solving reasoning word problems on unit post-tests and formative tasks as measured by scoring rubrics.	Three times a week

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	<p>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)</p> <ul style="list-style-type: none"> <li>• Student friendly rubrics for 3-point reasoning and modeling problems and analyze student work</li> </ul>		
	<p><b>3.4</b> Actively (vs. passively) engage students during instruction (whole group and small group)</p> <ul style="list-style-type: none"> <li>• Examples: Vertical Boards and Silent Discussions with PL based on need</li> <li>• Flexible grouping and monitoring of independent work and student understanding during the instructional block</li> </ul>	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily
	<p><b>3.5</b> Student Centered Collaborative Planning meetings 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.</p>	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.	Weekly

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	<b>3.6</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX meetings.	Daily
<b>4. Close the Gap:</b> MAP Growth data from end of year fourth grade showed that 43% of identified FARMS Hispanic students did not meet their projected proficiency goal.	<b>4.1</b> Teachers and interventionists will explicitly teach fluency, vocabulary and comprehension strategies in small, targeted groups of students.	Benchmark Advance (BA) assessments MAP Growth Progress Monitoring forms	4x per week
	<b>4.2</b> Teachers and interventionists collaborate with ESOL and special education teachers to analyze student data and plan and implement high quality vocabulary instruction including multisensory techniques.	BA assessments SANE forms	1x per week
	<b>4.3</b> 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.	BA assessments Progress monitoring forms	3x per week



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		Special Ed. Citizen Advisory Council)	
Judy Center	<p>1. Come Learn With Me Playgroups</p> <p>2. Professional Development</p> <p>3. Parent Trainings</p> <p>4. Family Engagement</p> <p>5. Evidence-Based Home Visiting Programs</p> <p>6. Steering Committee meetings with partners</p>	<p>Grant Performance Measures:</p> <p>PM1- The number of children with at least an 85% playgroup attendance rate for the grant year.</p> <p>PM2- The number of professional learning opportunities offered to Judy Center Early Learning Hub partners and/or Judy Center staff.</p> <p>PM3- The overall percentage of family-drive case management goals achieved by families through the Judy Center.</p> <p>PM4- The average number of families strong agreeing or agreeing that the Judy Center supported their child’s development through family engagement opportunities.</p> <p>PM5- The average number of families strong agreeing or agreeing that the Judy Center supported their child’s school readiness through family engagement opportunities.</p>	<p>1. Playgroups are weekly. The Judy Center goal is to average 4 playgroup offerings per week in FY25.</p> <p>2. Judy Center will offer professional development opportunities throughout FY25. Robert Moton staff will be invited to professional development opportunities, as appropriate. Judy Center staff will collaborate with school administration to discuss opportunities and plan for classroom coverage, if needed.</p> <p>3.The Judy Center will offer Parent training through Seed and Sow 4 times virtually with parents. Ending with one in-person parent training.</p> <p>4. The Judy Center will offer a variety of family engagement opportunities, including, but not limited to: evening family engagement events, parent education/training opportunities, field trips, , and Pre-K Breakfasts. Family engagement opportunities will be offered on varying days and times to meet the needs of various family schedules.</p> <p>5.Home visits scheduled based on individual family’s needs. Typically occur weekly, biweekly, or monthly. Judy Center staff will implement the following evidence-based home visiting programs:</p> <ul style="list-style-type: none"> <li>- Parents As Teachers (PAT)</li> <li>- Attachment and Biobehavioral Catch-Up (ABC)</li> </ul> <p>6. Bi-monthly ECAC and Judy Center Steering Committee meetings.</p>

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**Component #4: Coordination with other Federal, State and local services, resources and programs -** if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b) (5)

**Things to consider:**

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources blended to maximize the impact of the school plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
Maryland Food Bank	RME will collaborate with the Maryland Food Bank to provide a food pantry to our school families and community	<p>TIPL will collaborate with Judy Center to provide food to their families</p> <p>TIPL will coordinate with classrooms teachers to send food home to identified students on a regular basis</p> <p>RME food pantry will be open to the public twice monthly</p> <p>RME food pantry will be advertised to families regularly and flexible scheduling and/or food delivery will be offered to support families</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Bi-monthly</p> <p>Ongoing</p>
Head Start	Service coordination meetings with Head Start and the Judy Center	<p>Grant Performance Measures</p> <p>PM 3: Case Management. Type of measure: "How Well" to document the percent of families achieving case management goals.</p> <p>PM 4: All Components. Type of measure: "Better Off" to document the percent of children who engaged with the Judy Center for at least one year who</p>	Monthly

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		demonstrate readiness on the KRA.	
Human Services Programs of Carroll County (HSP)	Service Coordination meetings with HSP and the Judy Center	PM3- The overall percentage of family-drive case management goals achieved by families through the Judy Center.	HSP
Youth Service Bureau (YSB)	Fifteen contracted spots for families referred by the Judy Center to receive therapy services. These spots are flexible based on caseload and individualized family needs.  Service coordination meetings with YSB and the Judy Center.	Grant Performance Measure  PM 5: The Number of referrals made to community partners/organizations	Contracted spots filled- as needed.  Service coordination- Monthly

**Additional notes:**