Piney Ridge Elementary
School Improvement Plan
2026-2027

School Mission/Vision

Piney Ridge Elementary School Mission Statement:
Through collaboration and communication, our school community will foster empathetic students who are creative problem solvers to prepare them for a positive future.

Piney Ridge Elementary School Vision Statement:
Piney Ridge Elementary's vision is to inspire a community of caring, independent learners who positively impact our changing world.

CCPS Strategic Plan



PILLAR I
IMPROVE ACADEMIC ACHIEVEMENT

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the workforce. Targeted interventions, alternative placements, career connections internships/apprenticeships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.



PILLAR II
STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

Carroll County Public Schools personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.



PILLAR III
DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by administrative professionals who provide timely and relevant professional learning opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.



PILLAR IV
ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS

Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy lifestyle choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

School Needs Assessment

READING

2025-26 % of students meeting grade level expectations

PLA/CCPA

Assessment	Grade	%
PLA Letter ID - Uppercase	PreK	100
PLA Letter ID - Lowercase	PreK	95
PLA Letter Sounds	PreK	100
PLA Early Concepts of Print	PreK	100
PLA-DAPPA – Initial Cons. Same	PreK	85
Blending Onset-Rime	PreK	95
PLA – Hearing Sounds in Words	K	59
PLA – Letter Sounds	K	91
PLA-DAPPA – Blending	K	98.7
CCPA 1 – Long Vowel Sounds	K	89.7
CCPA 1 – Short Vowel Sounds	K	98.7
CCPA 2A – Closed Syllables	K	85.9
CCPA 2B – Closed Syll w/ Digraphs	1	97.3
CCPA 2C – Closed Syll w/ Blends	1	85.1
CCPA 2D – Vowel-Consonant-e	1	79.7
CCPA 2E – Two-Syllables-Closed	1	74.3
CCPS 2F – R Controlled	2	90.4
CCPA 2G – Vowel Digraphs	2	85.1
CCPA 2H – Vowel Diphthongs	2	83
CCPA 2I – Two-Syllable – All Types	2	79.8
CCPA 2J – Multisyllabic	3	85

Acadience/MAP Growth

Assessment	Grade	%
Acadience Composite	1	74.3
Acadience Composite	2	73.4
MAP Growth	2	76.6
Acadience Composite	3	77
MAP Growth	3	89
MAP Growth	4	89.4
MAP Growth	5	86.4

Benchmark Advance Interim Assessment

Grade	Posttest mean score	Piney Growth %	CCPS Growth%
2	78.1	13.1	19.4%
3	66.4	14.8	11.4%
4	67.5	13.1	10.4%
5	75.6	15.1	10.1%

MCAP ELA

Grade	Perform. Level 1	Perform. Level 2	Perform. Level 3	Perform. Level 4
3	0%	21%	65%	14%
4	1%	16%	45%	38%
5	5%	24%	50%	22%

MATH

2025-26 % of students meeting grade level expectations

CCPS Math Benchmark Assessment

Grade	Mid-Year	End of Year
PreK	95%	95%
K	94.9%	94.8%
1	83.6%	85.1%
2	79.3%	86.2%
3	80.8%	83.8%
4	83.4%	83.5%
5	75.7%	50%
Total	82.7%	79.6%

MCAP Math

Grade	Perform. Level 1	Perform. Level 2	Perform. Level 3	Perform. Level 4
3	1%	28%	68%	11%
4	2%	37%	53%	7%
5	3%	40%	53%	5%

WRITING

2025-26 % of students scoring 80% or greater on Writing portion of Benchmark Advanced

Grade	%
2	41.8
3	80.4
4	77.4
5	78.2

ACHIEVEMENT GAP

2025-26 % of students achieving grade level expectations on MAP Growth and EOY Math Benchmark (grades 3-5)

Group	# Students Gr. 3-5	STAR Data	STAR Data	STAR Data	STAR Data	3rd Math	4th Math	5th Math	All Math
All	294					84	83	50	72
Female	148					82	85	52	73
Male	146					86	81	52	73
FARM	57					73	70	24	56
IEP	35					54	33	33	40
ELL	1					100	-	-	100
GT	87					100	100	67	89
Afr. Amer.	24					58	80	14	51
Asian	33					85	89	82	85
Caucasian	199					90	84	49	74
Hispanic	22					75	50	36	54
Multi-Racial	17					50	100	64	71

2025-5 % of FARM students who met projected growth on MAP Growth assessment.

Grade 3	48%
Grade 4	33%
Grade 5	56%
Total	48%

2025-26% of FARM students who met standard on End of Year Benchmark

Kindergarten	87%	Grade 3	70%
Grade 1	69%	Grade 4	70%
Grade 2	61%	Grade 5	38%
		Total	71%

School Improvement Goals to Target

School Improvement Goal #1 (READING)

By June 2027, students in Grades 3-5 will meet or exceed the identified grade level growth goal based on the pre and post Interim Benchmark Advance Assessment.

By June 2027, percentage of students in Kindergarten-Grade 2 achieving proficiency on the CCPA will meet or exceed the identified grade level targets.

By June 2027, 100% of Pre-Kindergarten students will demonstrate proficiency in Letter Sounds.

Pre-K Letter Sounds	CCPA Grade Skill Based Mastery	Benchmark Advance
Pre-Kindergarten- 100%	Kindergarten Closed Syllables – 88% 1st Grade Two Syllables-Closed– 85% 2nd Grade Two Syllable- All Types– 80%	3rd Grade – 15% 4th Grade – 15% 5th Grade – 16%

School Improvement Goal #2 (MATH)

By June 2027, the percentage of students achieving proficiency (80% or greater) on the CCPS End-of-Year Math Benchmark Assessment will meet or exceed identified grade level targets.

PreK – 95%
Kindergarten – 95%
1st Grade – 95%
2nd Grade – 85%
3rd Grade – 85%
4th Grade – 85%
5th Grade – 75%

School Improvement Goal #3 (WRITING)

By June 2027, the percentage of students in Grades 2-5 achieving grade level expectations on the written portion of Benchmark Advance Performance Task 5 will meet or exceed the identified grade level target.

By June 2027, the percentage of students in Grade 1 achieving proficiency (80% or greater) on Informational Writing will meet or exceed the identified grade level target.

By June 2027, the percentage of Kindergarten students achieving proficiency (80% or greater) in Sentence Structure as measured by the 5-star sentence Rubric, will meet or exceed the identified grade level target.

Sentence Structure	Informational Writing	Benchmark Advanced
Kindergarten- 80%	1st Grade- 80%	2nd – 60% 3rd Grade – 70% 4th Grade – 80% 5th Grade – 80%

School Improvement Goal #4 (ACHIEVEMENT GAP)

By June 2027, the percentage of FARMs students in Grades K-5 will achieve proficiency in the goals indicated above regarding Reading and Math.

Reading School Improvement Goal

School Improvement Goal #1 (READING)

By June 2027, students in Grades 3-5 will meet or exceed the identified grade level growth goal based on the pre and post Interim Benchmark Advance Assessment.

By June 2027, percentage of students in Kindergarten-Grade 2 achieving proficiency on the CCPA will meet or exceed the identified grade level targets.

By June 2027, 100% of Pre-Kindergarten students will demonstrate proficiency in Letter Sounds.

Pre-K Letter Sounds	CCPA Grade Skill Based Mastery	Benchmark Advanced
Pre-Kindergarten- 100%	Kindergarten Closed Syllables – 88% 1st Grade Two Syllables-Closed– 85% 2nd Grade Two Syllable- All Types– 80%	3rd Grade – 15% 4th Grade – 15% 5th Grade – 16%

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
Teachers and resource staff will participate in collaborative planning to support the focused phonics instruction in the classroom. During data meetings, teachers will set goals to measure and instruct phonics in their classrooms.	Weekly Monthly	Students in all grades will meet grade level goals for end of year CCPA sub skills (see chart above) and Benchmark Advance.
Teachers will participate in professional development on intervention instruction.	October – Ongoing as needed	Students in interventions will meet personalized goals.
Teachers will implement skill-based small group instruction including focusing on phonics, fluency, and comprehension instruction.	Weekly	Small group instruction will be observed in administrator walk-throughs and observations.
Teachers will utilize fluency folders to support application of phonics/word study skills practice with a combination of grade level, authentic texts.	Weekly	Increased score on Star Fluency Reading CBM.
Teachers will work with students to reflect on assessment scores, set goals, and track growth.	October - May	All students will conference with teachers to determine personalized goals.
Increase the level of academic challenge and engagement for identified gifted and high-potential learners by implementing consistent, research-based enrichment and extension opportunities in ELA utilizing ELA extension lessons (grades 3-5) and developing teacher knowledge and skills related to instructing advanced students using GT strategies.	Monthly	Classroom instruction and independent work targeted towards high achieving learners will be observed in administrator walk-throughs and observations.

Math School Improvement Goal		
School Improvement Goal #2 (MATH) By June 2027, the percentage of students achieving proficiency (80% or greater) on the CCPS End-of-Year Math Benchmark Assessment will meet or exceed identified grade level targets. PreK – 95% Kindergarten – 95% 1st Grade – 95% 2nd Grade – 85% 3rd Grade – 85% 4th Grade – 85% 5th Grade – 75%		
Strategic Actions	**Timeline**	**Measures of Success/Desired Performance Level**
Teachers will meet monthly to monitor progress, make appropriate adjustments, and provide data driven interventions.	Monthly	80% of students who are identified for interventions will meet their personalized goals.
Teachers will facilitate student goal setting and tracking of their own growth on unit assessments, CCPS Benchmark Assessments, and fact fluency.	Monthly	80% of students will achieve their targeted goal on Unit Assessments and County Benchmarks.
Teachers will incorporate fact fluency into their whole group/ small group instruction and independent practice.	Weekly	80% of students in K-4 will score 'reasoning' (level 3) within the phases of fluency development on expected facts to be mastered by the end of the year.
Students will engage in modeling and reasoning tasks in all grades.	Weekly	80% of students will demonstrate proficiency on targeted reasoning and modeling tasks on math unit assessments.
Teachers will provide frequent and direct instruction on strategies to solve story problems. Specific strategies that will be utilized: - 3 Reads - Notice & Wonder - Capturing Quantities - Visual Thinking	Weekly	During walk-throughs and observations, teachers will be observed implementing best practices. PD for teachers on these strategies will be provided as needed.
PD for skill-focused small group instruction	Quarterly	During walkthroughs and observations, teachers will be observed implementing skills learned during their small group instruction.
Increase the level of academic challenge and engagement for identified gifted and high-potential learners by implementing	Monthly	Classroom instruction and independent work targeted towards high achieving learners will be observed in administrator walk-throughs and observations.

consistent, research-based enrichment and extension opportunities in math and developing teacher knowledge and skills related to instructing advanced students using GT strategies.		

Writing School Improvement Goal

School Improvement Goal #3 (WRITING)

By June 2027, the percentage of students in Grades 2-5 achieving grade level expectations on the written portion of Benchmark Advance Performance Task 5 will meet or exceed the identified grade level target.

By June 2027, the percentage of students in Grade 1 achieving proficiency (80% or greater) on Informational Writing will meet or exceed the identified grade level target.

By June 2027, the percentage of Kindergarten students achieving proficiency (80% or greater) in Sentence Structure as measured by the 5-star sentence Rubric, will meet or exceed the identified grade level target.

Sentence Structure	Informational Writing	Benchmark Advanced
Kindergarten- 80%	1st Grade- 80%	2nd – 60% 3rd Grade – 70% 4th Grade – 80% 5th Grade – 80%

Strategic Actions	Time Line	Measures of Success/Desired Performance Level
Teachers will guide students in goal setting and tracking growth.	Monthly (Benchmark Advance Units)	Learning Goals documented in student resource books and student goal sheets.
Teachers and resource staff will participate in collaborative planning using Benchmark Advanced curriculum (gr. 2-5) and Wonders Curriculum (gr. K-1).	Weekly	Weekly planning sessions with reading specialist and shared collaborative planning documents. Evidence of collaborative planning through monthly walkthroughs and observations.
Teachers will implement the writing portions of the curriculum (Benchmark Advance or Wonders) with fidelity.	Weekly	Monthly walkthroughs using Benchmark Leader “Look Fors ” walkthrough guide.
Grade level teachers will meet to analyze results of Writing assessments.	Winter - Spring	Grade level monthly data meetings.
Teachers will use the entirety or part of the CCPS 12 point rubric to analyze student writing.	Monthly	Data collection of writing assignments showing growth in points earned on CCPS rubrics.
Teachers (grades 2-5) will utilize BuildReflectWrite assignments as authentic measures of progress.	Monthly	Data collection of writing assignments showing growth in points earned on CCPS rubrics.
Teachers will explicitly teach students how to create and use school wide graphic organizers when planning writing.	Weekly	Completed graphic organizer with content that shows an understanding of the writing task for each writing assessment.

Achievement Gap School Improvement Goal		
School Improvement Goal #4 (ACHIEVEMENT GAP) By June 2027, the percentage of FARMs students in Grades K-5 will achieve proficiency in the goals indicated above regarding Reading and Math.		
Strategic Actions	**Time Line**	**Measures of Success/Desired Performance Level**
Teachers, administrators, and resource staff will monitor FARMs student data during monthly data meetings and develop interventions/extensions as needed.	Monthly	Student data will be reviewed during each monthly data meeting. Students who are identified for interventions will meet their personalized goals.
Teachers will monitor their participation in small group instruction and share during monthly data meetings.	Weekly Monthly	Individual student intervention data folders.
Teachers and resource staff will participate in collaborative planning for both ELA and Math in order to ensure 1st pass instruction allows access for all students.	Weekly	Weekly planning sessions with reading specialist and shared collaborative planning documents. Evidence of collaborative planning through monthly walkthroughs and observations.
Teachers will participate in professional development facilitated by equity liaison.	November February April	Equity Liaison will gather feedback from teachers through an evaluation survey.