Mt. Airy Elementary
School Improvement Plan
2026-2027

School Vision & Mission

Mt. Airy Elementary School's Vision:

Meaningful Learning, Safe Environment, Future Focused

Mt. Airy Elementary School's Mission:

As a community, we promote high-quality learning and social/emotional development in a safe and welcoming environment

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 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 Needs Assessment & Goal Setting

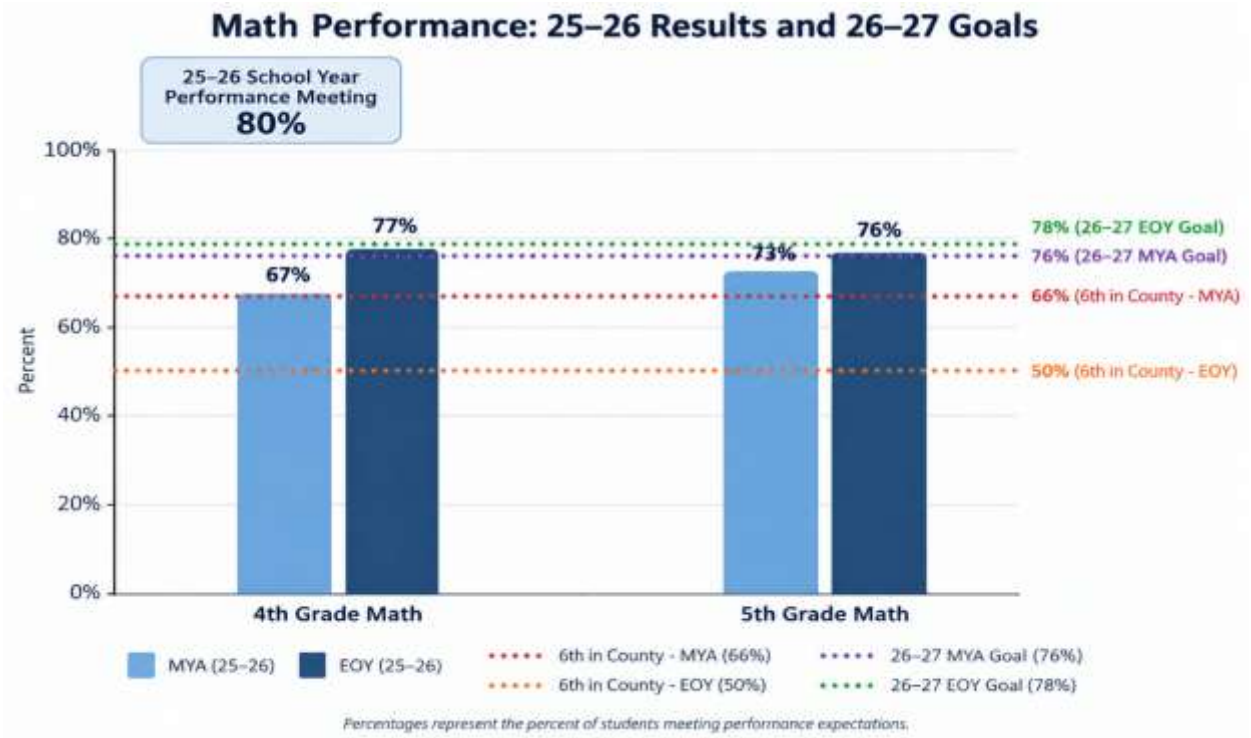
Overall Data Analysis & Goal Setting Method:

Data was analyzed with multiple points when determining goal setting percentages for math. The first data point was the "horizontal" performance of the grade level from the previous school year. For example, the 5th grade team analyzing how the 5th grade students performed during the 25-26 school year. The second data point was the "vertical" performance of the group of students the current grade level was receiving. For example, the 5th grade team looking at how the 4th grade group of students during the 25-26 school year (coming to 5th grade) performed on the previous school years assessments. Additionally, the team considered the county comparison data, where no goal set should be lower than what was predicted as approximately the 6th highest elementary school performance in CCPS (6th chosen because this is the comparison by FARMs rate to other elementary schools). The team also considered how county performance led to shared MCAP results – both year to year trends and comparison to the state and county.

Data was analyzed using several points for ELA given the new nature of the assessments. The team analyzed how students performed on grade level expectations according to MAP RIT, how they performed on individual growth measures according to MAP RIT and how they did as a grade level when those measures were combined. The team also considered CCPA sub assessments. With the new STAR assessment administration, the team considered MAP and MCAP performance to best estimate a percentage they felt was rigorous according to STAR.

5th Grade ELA, Math, & Writing

5th Grade Math Rationale:



The MYA goal was established as a 9% increase from the cohort of 4th graders year performance, and a 10% increase from 6th in the county, predicting that meeting this goal will make 5th grade the highest scoring grade in the county. EOY goal showed a 2% increase from previous year's performance and 28% increase from 6th in the county, again predicting that meeting this goal will make 5th grade the highest scoring grade in the county for a second consecutive year.

5th Grade ELA Rationale:

5th Grade Spring 2026 CCPS Assessments

Assessment	MAE	CCPS	Rank out of 20
CCPA 2I Two Syllables- All Syllable Types	95.68%	95.56%	12
CCPA 2J- Multisyllabic	96.38%	95.97%	11
MAP- Percent Scoring in Average or Above (Meeting 2025-2026 CCPS Expectations)	77.62%	77.76%	11
Benchmark Advance Interim Post-Test Average Score	65.2%	63.59%	7

26-27 Goal, Percentage of students meeting target according to STAR assessment: 79%

As 4th graders, incoming 5th grade students scored the same as county average on MAP at 77% (meeting expectations). Last year's 5th grade students (incoming 6th graders) had 78% meeting MAP expectations which yielded an eight-point annual decrease on MCAP; however, this was the same as county average. A score of 79% would reflect the challenges of the incoming group while still acknowledging an expected increase on MCAP and county assessments.

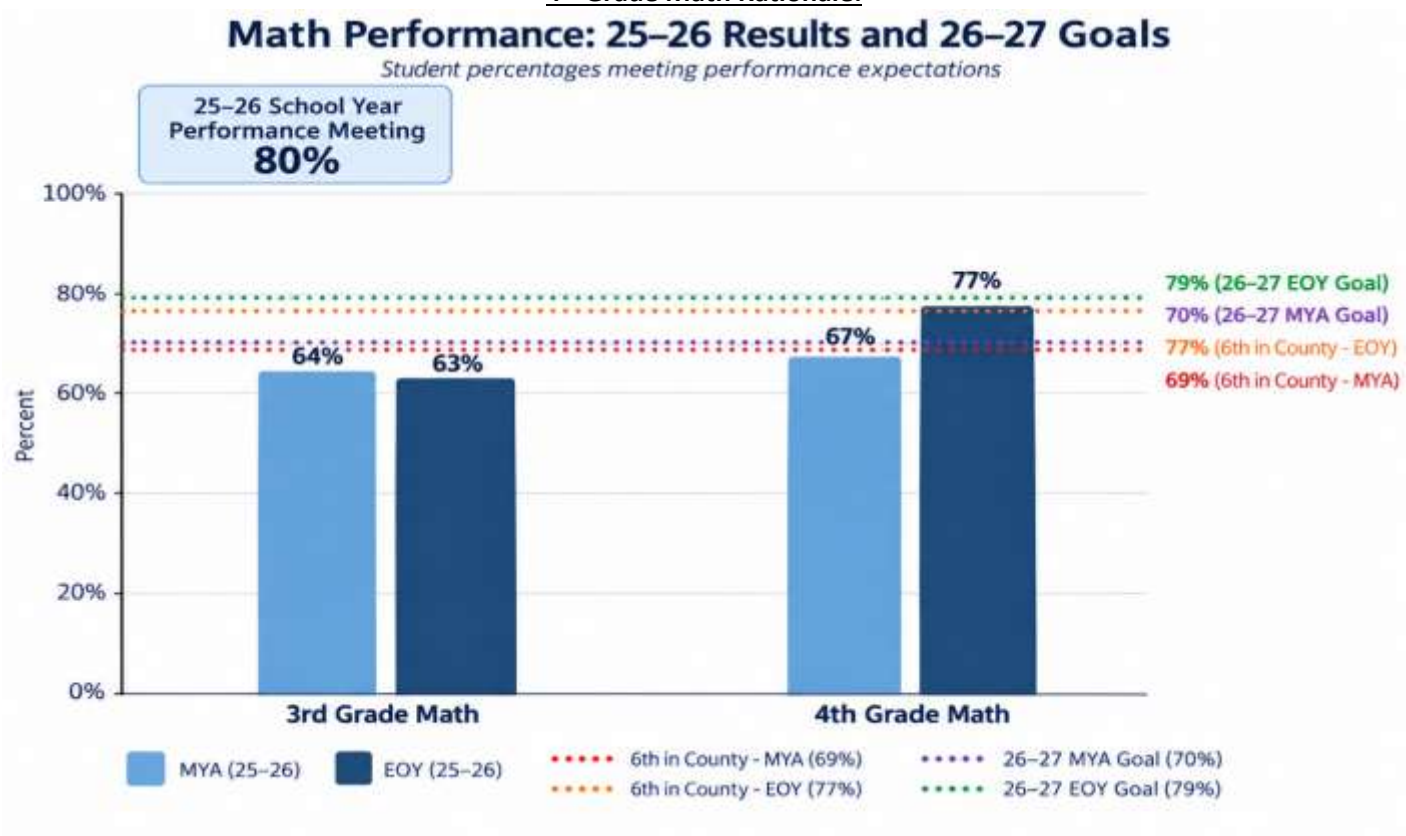
5th Grade Writing Rationale:

The team analyzed student growth from the Benchmark Advance interim pre-assessment to post-assessment and identified writing as an area of continued need. While students demonstrated growth, post-assessment interim results ranked the school 7th in the county, indicating a need to increase the percentage of students demonstrating proficiency in grade-level writing expectations. A 2% increase was selected, predicting that if the goal is achieved the performance of students would be 4th in the county.

Previous Year's 5th Grade Performance - 65%	26-27 Goal - 67%

4th Grade ELA, Math & Writing

4th Grade Math Rationale:



The MYA goal was established with a 3% increase to the previous year's performance and a 6% increase from the 3rd grade cohort performance. If the 4th grade team reaches this goal it is predicted they will be the 6th highest achievement in the county. EOY goal was established with a 2% increase from previous year's performance and a 16% increase from the 3rd grade cohort performance. If achieved, it is predicted that they will be the 5th highest achievement in the county and demonstrate double digit cohort growth.

4th Grade ELA Rationale:

Assessment	MAE	CCPS	Rank out of 20
CCPA 2I Two Syllables- All Syllable Types	91.39%	91.67%	12
CCPA 2J- Multisyllabic	90.79%	92.69%	15
MAP- Percent Scoring in Average or Above (Meeting 2025-2026 CCPS Expectations)	77.92%	77.80%	13
Benchmark Advance Interim Post-Test Average Score	56.8%	58.53%	12

26-27 Goal, Percentage of students meeting target according to STAR assessment: 78%

As 3rd graders, incoming 4th grade students scored the same as the county average on MAP at 73% (meeting expectations). Last year's 4th grade students (incoming 5th graders) had 78% meeting MAP expectations which yielded a two-point annual increase on MCAP; however, this was 7% below the county average. A score of 78% would reflect the challenges of the incoming group while still acknowledging an expected increase on MCAP and county assessments.

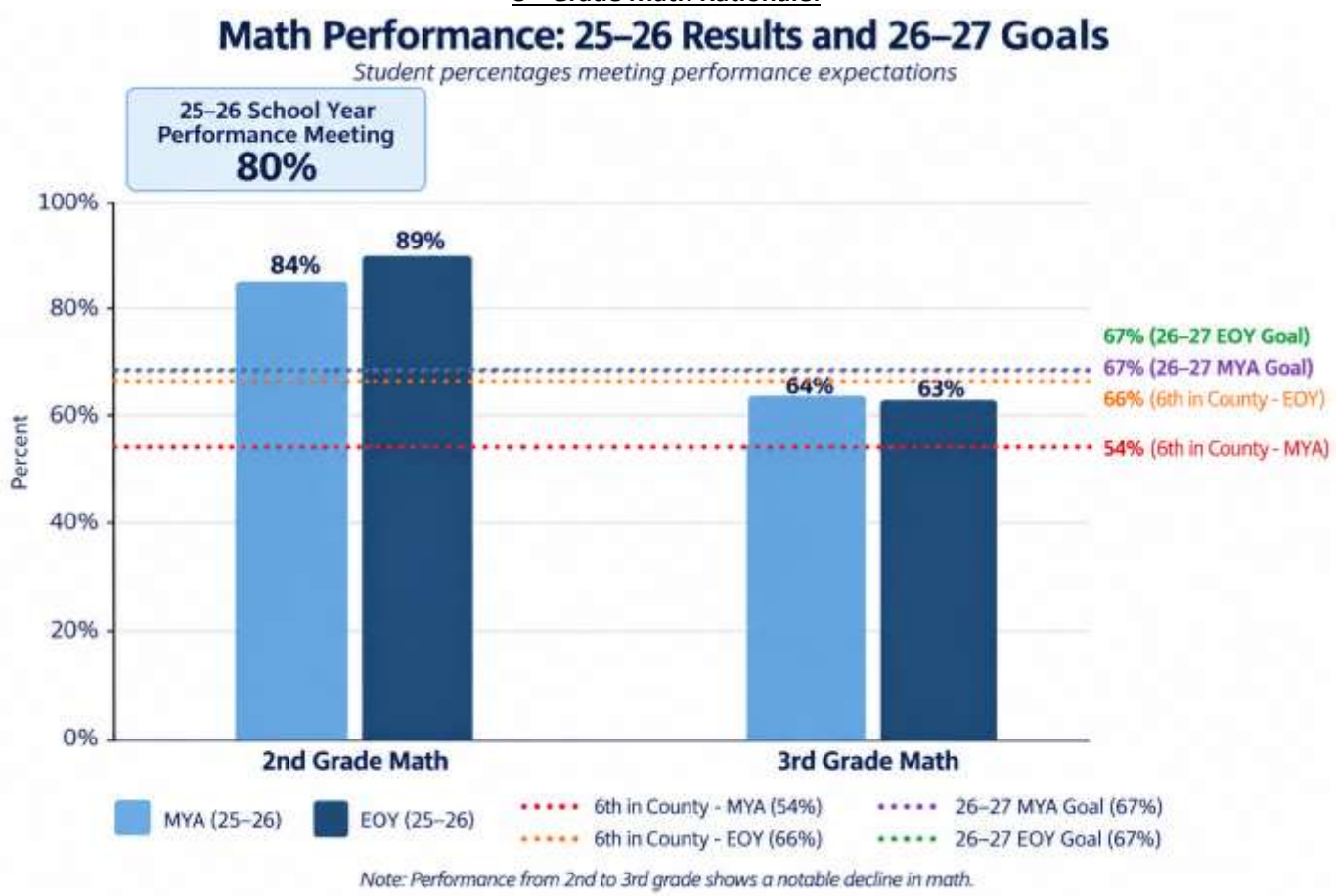
4th Grade Writing Rationale:

The team analyzed student growth from the Benchmark Advance interim pre-assessment to post-assessment and identified writing as an area of continued need. While students demonstrated growth, post-assessment interim results ranked the school 12th in the county, indicating a need to increase the percentage of students demonstrating proficiency in grade-level writing expectations. A 9% increase was selected, predicting that if the goal is achieved the performance of students would be 4th in the county.

Previous Year's 4th Grade Performance	26-27 Goal
56%	65%

3rd Grade ELA, Math & Writing

3rd Grade Math Rationale:



MYA was established as a 3% increase from the previous school year. It is anticipated that if the 3rd grade students reach this goal, they will be the 3rd highest achieving students in the county. EOY assessment data was a 4% increase from the previous school year. It is anticipated that if the 3rd grade students meet this goal, they will be the 4th highest performing students in the county.

Acknowledgement that county-wide data declined with increased expectations of mathematical standards from 2nd to 3rd grade

3rd Grade ELA Rationale:

Assessment	MAE	CCPS	Rank out of 20
Acadience ORF Words Correct	54.40% Green	60.55%	16
Acadience ORF Accuracy	53.60% Green	71.32% Green	19
Acadience Retell Words	80.80% Green	74.57% Green	8
Acadience Retell Quality	72.00% Green	70.04% Green	10
Maze Adjusted Score	51.20% Green	58.35% Green	14
Acadience Composite Score	61.60% Green	67.81% Green	15
CCPA 2I Two Syllables- All Syllable Types	76.61% Green	83.70% Green	18
CCPA 2J- Multisyllabic	78.40% Green	83.36% Green	16
MAP- Percent Scoring in Average or Above (Meeting 2025-2026 CCPS Expectations)	73.60%	73.00%	12
Benchmark Advance Interim Post-Test Average Score	53.1%	56.44%	14

26-27 Goal, Percentage of students meeting target according to STAR assessment: 75%

As 2nd grade students, incoming 3rd graders scored above county average on MAP expectations at 73% (meeting expectations). Last year's 3rd grade students (now incoming 4th graders) had 73% meeting MAP expectations which yielded a 50% MCAP score. This score was below the county average and was an 11-point annual decrease. A score of 75% would reflect an increase in both areas (incoming 3rd grader's scores on MAP and last year's 3rd grader's scores on MCAP).

3rd Grade Writing Rationale:

The team analyzed student growth from the Benchmark Advance interim pre-assessment to post-assessment and identified writing as an area of continued need. While students demonstrated growth, post-assessment interim results ranked the school 14th in the county, indicating a need to increase the percentage of students demonstrating proficiency in grade-level writing expectations. A 12% increase was selected, predicting that if the goal is achieved the performance of students would be 3rd in the county.

Previous Year's 3rd Grade Performance	26-27 Goal
53%	65%

ELA School Improvement Goal		
ELA: During the 2026-2027 school year, the percentage of MAES students demonstrating ELA proficiency will increase as demonstrated by their performance on STAR reading assessment.		
Strategic Actions	**Time Line**	**Measures of Success/Desired Performance Level**
1. Students will routinely summarize grade-level text using a "Part-to-Whole" approach during Benchmark Advance instruction. Regardless of benchmark lesson focus, During the reading of a whole group shared reading text, students will: Stop after meaningful sections or chunks of text and identify what happened or what was learned in that portion of the text. Record or orally state the most important information from the section in their own words, eliminating unnecessary details. Connect the important information across sections to develop a concise summary of the text as a whole. Team will create consistent anchor charts to view and support this strategy to hang and reference in the classroom. Teachers will collaboratively plan, during the arrival window with special education teachers to help the achievement of the target subgroup.	**At minimum two times weekly**	**79% of 5th graders meet target according to STAR assessment** **78% of 4th graders meet target according to STAR assessment.** **75% of 3rd graders meet target according to STAR assessment.** -Teams will look at summarization questions on weekly Benchmark advance assessments. - Each grade level will collect one common independent summarization task per Benchmark Advance unit. Student responses will be evaluated using common grade-level criteria addressing: Accuracy — Does the summary accurately represent what was read? Importance — Does the student identify the most important information rather than unnecessary details? Synthesis — Can the student connect information from different portions of the text? Independence — Can the student summarize in their own words without relying on teacher-provided language? Grade-level teams will track the percentage of students demonstrating proficiency in these areas and use student work to determine instructional next steps. Tasks will be discussed during strategic action reviews. - Teacher plans will highlight part to whole summarization moments in planning. Sp. Ed. Students with reading goals will be identified to target growth on STAR*These students will be highlighted and discussed during data meetings*:
2. Students will routinely identify and determine the meaning of unknown words encountered within grade-level Benchmark Advance texts by using context clues and other available word-analysis strategies. Teachers will provide explicit modeling and instruction in the types of context clues and word-analysis strategies students can use to determine meaning.	**At minimum two times weekly**	**79% of 5th graders meet target according to STAR assessment** **78% of 4th graders meet target according to STAR assessment.** **75% of 3rd graders meet target according to STAR assessment.** Teams will look at context clues questions on weekly Benchmark advance assessments. Students will complete at least one common independent context-clue/unknown-word task per Benchmark Advance unit in which they identify or are provided with an unfamiliar word from a grade-level text, determine its meaning, and provide evidence explaining how they determined the meaning.

When encountering an unknown word, students will: Recognize and mark words or phrases they do not know or cannot confidently explain. Use the surrounding sentence, paragraph, and other available clues to determine a possible meaning. Confirm or revise the inferred meaning using additional context, word parts, a glossary/dictionary, or teacher-supported discussion. Team will create consistent anchor charts to view and support this strategy to hang and reference in the classroom. Teachers will collaboratively plan, during the arrival window with special education teachers to help the achievement of the target subgroup.		Grade-level teams will monitor the percentage of students who can independently: Determine an accurate or reasonable meaning of an unknown word. Identify the textual or word-based evidence used to determine meaning. Explain how the evidence supports their inferred meaning. Student performance will be reviewed collaboratively to determine instructional next steps. Teachers Plans will highlight encountering unknown word problems within the text Sp. Ed. Students with reading goals will be identified to target growth on STAR*These students will be highlighted and discussed during data meetings*:
3. Students will routinely practice analyzing and responding to grade-level, text-dependent multiple-choice questions using Benchmark Advance Steps to Advance questions, weekly assessments, exit passes, other aligned opportunities. During multiple-choice practice, students will be expected to: Analyze the Question/Unlock the prompt – Identify what the question is asking and return to the relevant portion of the text when appropriate. Evaluate the Choices – Consider each answer choice and eliminate choices that are inaccurate or are not sufficiently supported by the text. Select and Support – Select the best answer and identify evidence from the text that supports their choice. *Students who have not mastered foundational skills – mainly Oral Reading Fluency, and CCPA skills will split practice between additional	**At minimum three times weekly**	**79% of 5th graders meet target according to STAR assessment** **78% of 4th graders meet target according to STAR assessment.** **75% of 3rd graders meet target according to STAR assessment.** Teachers Plans will highlight multiple choice practice in planning. Grade-level teams will monitor student performance on Benchmark Advance weekly assessments and identify common multiple-choice questions throughout each unit. Teams will analyze: The percentage of students accurately answering grade-level multiple-choice questions. Commonly selected incorrect responses and patterns in student misconceptions. Students' ability to locate or identify textual evidence supporting a selected answer. Changes in student performance across Benchmark units. Sp. Ed. Students with reading goals will be identified to target growth on STAR*These students will be highlighted and discussed during data meetings*:

multiple choice analyzation and CCPA phonics practice* Teachers will collaboratively plan, during the arrival window with special education teachers to help the achievement of the target subgroup.		

Writing School Improvement Goal		
Writing: Grades 3-5 will demonstrate proficiency in writing ability by increasing the number of students scoring on grade level on the writing portion of the CBA and CCPS writing tasks on the benchmark exams.		
Strategic Actions	**Time Line**	**Measures of Success/Desired Performance Level**
1. Students will routinely use the schoolwide RACER framework when responding in writing to appropriate text-dependent questions across ELA and Fine Arts/content-area instruction**.** Building upon the previously established expectation that students restate the question within their response, students will extend their written responses by answering the question, citing relevant textual evidence, explaining how the evidence supports their answer, and reviewing the completed response. Students will use the following consistent schoolwide process: R – Restate Restate the question as part of the response. A – Answer Directly and completely answer all parts of the question. C – Cite Select and incorporate relevant evidence from the text to support the answer. E – Explain Explain how the selected evidence supports or connects to the answer. R – Restate Reread the completed response for completeness, clarity, and accuracy.	**Three times weekly for ELA, 2 times quarterly for Fine arts and Fitness**	**65% of 3rd 4th and 5th graders will score on grade level according to CCPA interim Benchmark post-assessment at the end of the school year.** Grade-level teams will identify opportunities during collaborative planning for students to independently demonstrate RACER responses within Benchmark Advance and other content-area instruction by highlighting it in planning. Grade-level teams will monitor the percentage of students independently, demonstrating each component of the framework: Student work will be reviewed collaboratively to identify patterns and determine instructional next steps.

Teachers will explicitly model and reinforce the RACER framework and provide students with regular opportunities to apply it to appropriately selected text-dependent questions.		
2. Students will use a consistent *Cold Read and Revise* process to independently identify and improve areas of their writing/three star responses. Following appropriately selected writing tasks, students will return to their writing after time has passed and: Read Aloud – Students will quietly read their writing aloud or to themselves in a manner that allows them to hear each sentence as written rather than as they intended it. Identify – Students will identify portions of the writing that are unclear, incomplete, awkward, repetitive, or contain errors that interfere with the reader's understanding. Revise – Students will make at least one purposeful change that improves the clarity, development, sentence structure, word choice, or conventions of the response. Teachers will intentionally identify at least one writing opportunities per month for students to return to previously completed writing and engage in the Cold Read and Revise process.	**Once Monthly**	**65% of 3rd 4th and 5th graders will score on grade level according to CCPA interim Benchmark post-assessment at the end of the school year.** Grade-level teams will periodically review student samples to monitor students' ability to independently identify areas for improvement and make purposeful revisions to their writing.
3. Students will develop their writing by establishing a clear central idea and supporting it with relevant details, examples, evidence, or elaboration appropriate to the purpose and type of writing in ELA instruction. Across narrative, informational, and opinion writing, students will: Establish a clear focus, topic, or position appropriate to the writing task. Develop the writing with relevant details, examples, evidence, descriptions, or other appropriate elaboration. Organize related ideas in a logical	**Quarterly**	**65% of 3rd 4th and 5th graders will score on grade level according to CCPA interim Benchmark post-assessment at the end of the school year.** Student progress will be monitored through common writing samples using the appropriate CCPS narrative, informational, or opinion writing rubric. Teams will work together to score student writing to build consistent writing expectations using the CCPS writing rubrics.

sequence that supports the reader's understanding. Teachers will explicitly teach students how to create and use school wide graphic organizers when planning writing (see curriculum examples). These should begin with a copied version then go to student created versions so they can create what works for them during standardized assessments.		Grade level teams and the ELA Specialist will collaborate to develop a writing plan for each until with a teacher model/writing anchor/select organizers.

Math School Improvement Goal		
During the 2026-2027 school year, the percentage of MAES students demonstrating mathematical proficiency will increase as demonstrated by their performance on the mid-year and end-of-year math benchmark exams.		
Strategic Actions	**Timeline**	**Measures of Success/Desired Performance Level**
This strategic action is a follow-up to previous and continued practice/strategic sections of guidance on how to communicate mathematical understanding both on reasoning and modeling tasks as well as word problems as identified in previous SIT plans. Three Reads strategy, reasoning and modeling tasks, and regular incorporation of word problems will continue to be used in conjunction with this strategic action 1**.** Students will routinely use a "Three-Star Response" to clearly and concisely communicate their mathematical thinking when responding to appropriately selected grade-level problems**.** A complete Three-Star Response will include: ★ **Solve** – Directly answer the question being asked, including appropriate labels or units when applicable. ★ **Represent** – Show mathematical evidence that supports the answer through an equation, model, computation, or other appropriate mathematical work. ★ **Explain** – Briefly explain the mathematical reasoning used to solve the problem and why the answer makes sense.	**One time weekly**	**76% of 5th graders on grade level for MYA** **70% of 4th graders on grade level for MYA** **67% of 3rd graders on grade level for MYA** **78% of 5th graders on grade level for EOY** **79% of 4th graders on grade level for EOY** **67% of 3rd graders on grade level for EOY** Percentage goals also progress monitored through the same proficiency percentages on unit assessments. Teams will highlight in yellow in their plans the use of the three star response that is incorporated into instruction. Grade-level teams will collect and collaboratively review at least one common Problem/Reasoning task per unit using common schoolwide criteria. But will continue to do all reasoning and modeling tasks in instruction as previously stated in school expectations. Student responses will be monitored for: Solve: The student directly and accurately answers what the problem asks. Representation: The student provides appropriate mathematical evidence supporting the answer. Explanation**:** The student clearly and concisely communicates the reasoning connecting the evidence to the answer. Teams will track student proficiency over time and use patterns in student responses to identify needs for additional instruction in mathematical reasoning and communication. Teams will review proficiency with common scoring using CCPS rubrics and the criteria set forth in completing responses.

		PD will be provided for vertical teaming and discussion of common word problems and reasoning and modeling tasks and responses as part of the analyzation of data and instructional next steps
2. IXL Usage and Targets –All students will engage with the IXL math program with the target of students mastering 2 skills by the end of each week, the students will demonstrate proficiency on the assigned skills, as measured by an IXL Smart Score of 80 or greater.	**Weekly**	**76% of 5th graders on grade level for MYA** **70% of 4th graders on grade level for MYA** **67% of 3rd graders on grade level for MYA** **78% of 5th graders on grade level for EOY** **79% of 4th graders on grade level for EOY** **67% of 3rd graders on grade level for EOY** Percentage goals also progress monitored through the same proficiency percentages on unit assessments. Teachers Plans will highlight when IXL will be used in planning. IXL usage and skill mastery reports will be drafted and reviewed as an additional measure of accountability.
3. Students will build automaticity and accuracy with grade-level foundational multiplication/division facts through consistent, brief opportunities for retrieval practice and progress monitoring. Students will engage in a schoolwide Practice → Check → Track process: PRACTICE – Students will engage in brief fact-fluency practice at least two times per week using grade-level appropriate facts and strategies. Practice may occur through existing curricular activities, number routines, games, partner practice, digital resources, or other efficient retrieval opportunities identified during collaborative planning. One resource used for this may be the Building Fact Fluency kits in the duration and rigor where appropriate for specific grade levels. CHECK – Students will complete a common grade-level appropriate fact strategy assessment approximately twice per month to measure accuracy and efficiency with identified grade-level fact expectations. The tool used for this may be the data collection fact fluency rubric and assessments. STUDENT MONITOR – Students will record and monitor their individual progress following each assessment,	**At least twice weekly**	**76% of 5th graders on grade level for MYA** **70% of 4th graders on grade level for MYA** **67% of 3rd graders on grade level for MYA** **78% of 5th graders on grade level for EOY** **79% of 4th graders on grade level for EOY** **67% of 3rd graders on grade level for EOY** Percentage goals also progress monitored through the same proficiency percentages on unit assessments. Teams will highlight in yellow in their plans the use of fact practice that is incorporated into instruction. Grade-level teams will monitor: Student accuracy on common monthly fact strategy assessment checks. Individual student progress toward identified fluency goals. Specific fact patterns or skills requiring additional practice or instruction.

identify their current area of need, and work toward an individual fluency goal. *Grade-level teams will collaboratively identify the foundational fact expectations students will prioritize throughout the year and determine how brief fluency practice will be incorporated within existing math instruction.		