

Manchester Elementary School
School Improvement Plan
2026-2027

School Vision / Mission

Our Vision

Our vision at Manchester Elementary School is to ensure that every student can thrive as a responsible citizen in a changing world by providing a rigorous and challenging curriculum in partnership with quality staff, caring families, and supportive community members.

Our Mission

The mission of Manchester Elementary School is to prepare all students to become successful learners in school and in life.

Our Motto

Where Learning Never Ends!

Collective Commitments

Be Actively Engaged, Be Respectful and Give Honest Feedback, Leadership is a Shared Responsibility, Honor Your Commitment to Your Role

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

Mathematics: An analysis of the Mid-Year/End-of-Year assessment data in 2025-2026 shows in grades 2,3, 4, and 5 that less than 80% of students achieved 80% on county benchmark assessments. Upon further analysis of grade level reports of students meeting standards by content the areas, Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT), Numbers and Operations - Fractions (NF), Measurement & Data (MD), and Geometry (G) were the greatest areas of concern.

Math Based on Benchmark Data 2025-2026		Areas of Focus
Winter '25	Spring '25	
Pre-K Math - Grade average - 84% % Meeting 80% - 88%	Pre-K Math - Grade average - 91% % Meeting 80% - 85%	Geometry (G) Measurement & Data (MD)
Kindergarten Math - Grade average - 93% % Meeting 80% - 91%	Kindergarten Math - Grade average - 89% % Meeting 80% - 85%	Geometry (G) Numbers & Operations in Base Ten (NBT)
First Grade Math - Grade average - 91% % Meeting 80% - 88%	First Grade Math - Grade average - 94% % Meeting 80% - 95%	Operations & Algebraic Thinking (OA)
Second Grade Math - Grade average - 79% % Meeting 80% - 61%	Second Grade Math - Grade average - 81% % Meeting 80% - 69%	Operations & Algebraic Thinking (OA) Numbers & Operations in Base Ten (NBT) Measurement & Data (MD)
Third Grade Math - Grade average - 73% % Meeting 80% - 51%	Third Grade Math - Grade average - 79% % Meeting 80% - 67%	Geometry (G) Measurement & Data (MD) Numbers & Operations in Base Ten (NBT)
Fourth Grade Math - Grade average - 75% % Meeting 80% - 55%	Fourth Grade Math - Grade average - 87% % Meeting 80% - 70%	Geometry (G) Numbers & Operations – Fractions (NF) Operations & Algebraic Thinking (OA) Numbers & Operations in Base Ten (NBT)
Fifth Grade Math - Grade average - 74% % Meeting 80% - 49%	Fifth Grade Math - Grade average - 70% % Meeting 80% - 39%	Numbers & Operations – Fractions (NF) Operations & Algebraic Thinking (OA) Measurement & Data (MD) Geometry (G) Numbers & Operations in Base Ten (NBT)

Reading: Assessments in 2025-2026 reflecting high-priority content show that less than 80% of students are scoring at county expectations for assessments that reflect automaticity, fluency, and comprehension. These are identified in red, with assessments of more than 80% of students meeting expectations shown in blue. Acadience and MAP Growth Reading data also suggest that less than 80% of students meet reading level expectations. Decoding accuracy is a strength, but increasing automaticity and fluency is a priority, along with demonstrating better comprehension.

ELA Data 2025-2026 % or number of students meeting expectations	
End of Year/ Spring Strengths and Growth	Areas of Need
Pre-K ELA 16/20 80% Green for Letter ID Uppercase 17/20 85% Green for Letter ID Lowercase 19/20 95% Green for Concepts about Print 16/20 80% Green for Letter Sounds	Pre-K ELA 10/20 50% Green for Rhyme Identification 9/20 50% Green for Initial Consonants the Same
Kindergarten ELA Acadience Composite: # of Green/Blue increased from 51 Fall (60%) to 58 Spring (68%) # of Red Composite decreased from 18 in Fall to 10 in Spring.	Kindergarten ELA Automaticity of letter sounds and CVC phonics skills Automaticity of HFW's Apply phonics skills in Writing

NWF – WWR not expected-53 students read a word (or more) 22 read 10 or more words in 1 minute CCPA 2A- CVC 80% Letter ID increases from October to Spring: Uppercase – 47 to 81 knowing all 26, Lowercase - 23 to 77 knowing all 28 Letter Sounds – 14 to 75 knowing all 26 (8 more at 20 to 25)	
First Grade ELA Acadience Composite: # of Red decreased from 23 to 18 Acadience NWF- WWR Goal: Green/Blue increased from 66% to 87% 93% Green for CCPA 2C Blends Green increased for CCPA 2B – Digraphs from 89% to 93% 86% Green for CCPA 2D VCe Students with 130+ HFWs increased from 34% to 75%	First Grade ELA High Frequency Words Automaticity of Phonics Skills Apply phonics to 2 syllable words (72% CCPA 2E Two Syllables closed Develop Oral Reading Accuracy and Fluency of grade level text
Second Grade ELA CCPA Gains: • 2E: Two Syllables Closed from 59% Spring 1st to 90% Spring 2nd. • 2C: Closed Blends from 86% Spring 1st to 96% Spring 2nd. • 2D: VCe from 82% Spring 1st to 91% Spring 2nd. Benchmark Advance Pre/Post Interim: Pretest Average: 52% & Posttest Average: 78% • % at 80%+: Pre: 2% & Post: 48% Writing • Average writing score: Pre 29% & Post 69% • % of students Writing Meeting 75%: Pre 1% & Post 51%	Second Grade ELA Apply phonics to 1 and 2 syllable words with all syllable types (focus on vowel teams) Develop Oral Reading Accuracy and Fluency of grade level text Increase proficiency on Benchmark Advance Interim and STAR Reading (replaced MAP Growth) Continued improvement in grade level writing
Third Grade ELA Acadience Composite: • Green/Blue decreased in Winter and increased again in Spring (Fall 64%/Winter 60%/Spring 68%) • Red increased in Winter and then decreased slightly in Spring to 19% (Fall 22%/Winter 25%) Acadience Subtests: • Green/Blue ORF Accuracy increased from Fall 55% to Winter 59% to Spring 67% Targeted Fluency Intervention • 11/33 (33%) of students targeted for fluency intervention increased one level in ORF Words Correct or ORF Accuracy in Winter. Spring Update: 18/32 (56%) made the fluency goal CCPA- Increased Green • 2l Two Syllable words from 57% to 73% (Winter) to 79% (Spring)	Third Grade ELA Apply phonics to multisyllabic words Develop Oral Reading Accuracy and Fluency of grade level text Increase proficiency on Benchmark Advance Interim and STAR Reading (replaced MAP Growth) Continued improvement in grade level writing
Fourth Grade ELA Benchmark Advance Interim Pre and Post: • Averages: Pre 49% & Post 50% • Writing Meeting 75%: Pre 25% Post 57% • % Meeting 70%: Pre 16% Post 32%	Fourth Grade ELA Develop Proficiency in Fluency and Reading Comprehension - Increase proficiency on Benchmark Advance Interim and STAR Reading (replaced MAP Growth) Continued improvement in grade level writing
Fifth Grade ELA Benchmark Advance Interim Pre and Post: • Averages: Pre 52% & Post 59% • Writing Meeting 75%: Pre 24% Post 50% • % Meeting 70%: Pre 19% Post 31%	Fifth Grade ELA Develop Proficiency in Fluency and Reading Comprehension- Increase proficiency on Benchmark Advance Interim and STAR Reading (replaced MAP Growth) Continued improvement in grade level writing

Writing: An analysis of Benchmark Advance writing data by the school improvement team determined that while improvements are shown in Grades 2 through 5, there are still 43% or more students not meeting expectation. In K and 1, data for Hearing Sounds in Words shows a need for improvement of the percentage of students demonstrating proficiency in K and 1st grade. Explicit instruction in writing is still a need.

Grade	Writing Data	
K	Hearing Sounds in Words Winter 2026 11% at 35/37	Hearing Sounds in Words Spring 2026 60% At 35/37
1	Hearing Sounds in Words Spring 2025 74% at 35/37	Hearing Sounds in Words Spring 2026 92% at 35/37
	% scoring 3+ on Benchmark Advance Interim Assessment Writing Task (PRE) Fall 2025	% scoring 3+ on Benchmark Advance Interim Assessment Writing Task (POST) Spring 2026
2	1%	51%
3	3%	33%
4	25%	57%
5	24%	50%

School Improvement Goal 1

By June of 2027, students in grades Pre-K-5 will meet or exceed 80% proficiency, with an instructional focus of specific identified standards, as evidenced by a 5+% growth per grade level on Mid-year and End of Year Assessments.

Students meeting or exceeding 80% proficiency.

Grade	MYA 25-26	MYA 26-27 Goals	EOY 25-26	EOY 26-27 Goals
PREK	88%	Goal 93%	85%	Goal 94%
Kindergarten	91%	Goal 95%	85%	Goal 90%
First	88%	Goal 95%	95%	Goal 95%
Second	79%	Goal 84%	69%	Goal 80%
Third	51%	Goal 70%	87%	Goal 92%
Fourth	55%	Goal 70%	70%	Goal 80%
Fifth	48%	Goal 70%	39%	Goal 70%

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
1.1 All teachers in PreK-5 will plan and deliver explicit instruction (whole group and small group) at each level of representation (concrete, pictorial and abstract), based on student need, providing high-quality first-pass instruction for identified area(s): - Grades PreK, K, 1,2, 3,4,5 – Number and Operations Sense (NOS) - Teachers will incorporate the 8 Effective Math Teaching Practices into daily instruction	Daily a-b. Sept – May based on unit timelines, with the progression through levels of reasoning & modeling c. Daily lesson planning	- Quizzes, summative assessments, and benchmark assessments will be used to determine: - Students’ mastery level at each of the three levels of representation: concrete, pictorial and abstract - Students’ mastery of identified concepts in each grade level based on previous year’s data - Walkthroughs and observations to assess teacher capacity
1.2 Teams will utilize entrance/exit tickets and formative assessments to determine flexible grouping of students to <i>differentiate instruction</i> - Unit pretests will be given and data analyzed to determine students who need extensions and those who may need to be instructed below grade-level - Team meetings will include creation of entrance/exit tickets, formative assessments. - Analysis of data to determine groups for reteaching for supplemental math time using Tier 2 and Tier 3 intervention. - Team meetings will include discussion of extension activities for students with prior mastery of skills/concepts.	Daily (as needed based on standards) - By unit - By unit based on identified standards - By unit based on identified standards	All students will score 80% or better (unless personal growth goal is created) on Unit Assessments, Mid-Year Assessment, and End of Year Assessment Students who receive below grade-level instruction for more than 50% of their time in the classroom will be marked below grade-level on report cards and interim reports
1.3 Interventions will be created for “yellow-zone” and “red-zone” students based on formative/summative data - Teachers will bring formative and summative data to Team meetings/Data meetings to analyze and group students. (3 data points per month) - Instructional assistant will implement intervention for red-zone students (55%-69%), planned and prepared by classroom teacher and/or Math Resource Teacher, with SMART goal created and various data collection items - Math Resource Teacher will implement intervention for red-zone students (below 55%), with SMART goal created and various data collection items - Classroom teachers will provide explicit second-pass instruction for “yellow-zone” students	As needed based on formative and/or summative data 1x/month 2-3 days/week as needed 3-4 days/week as needed - As needed	All students will score at least 80% or better (unless personal growth goal is created) on Unit Assessments, Mid-Year Assessment, and End of Year Assessment Identified red-zone students will score 80% or better on data collection items related to intervention goals
1.4 Collaboration between general education teachers and ELL/Special Education teachers to	1x/month	

evaluate student progress and identify specific student/group needs a. Team meetings will be used to discuss ways that Special Education teachers can support students with skills/concepts that are being instructed in the classroom	1x/month	ML/Special Education students will demonstrate mastery of individual IEP goals. ML/Special Education students will show growth, as determined by ML/SE teachers and classroom teachers, on grade-level concepts, as shown on Unit Assessments, Mid-Year Assessment, and End of Year Assessment
1.5 Teachers will implement consistent and continuous progress monitoring to show growth in Mathematics a. Build student involvement and ownership for goal setting and data tracking - Primary data collection tool (data binders; interim reports; graphing test data) - Intermediate grades – consistent use of Home Access Center to keep up-to-date on Math progress b. Teachers will collect at least 3 data points to analyze at monthly data meetings.	Monthly or by unit Weekly and/or by unit	All students will score at least 80% or better (unless personal growth goal is created) on Unit Assessments, Mid-Year Assessment, and End of Year Assessment
1.6 Teachers will implement the Standards for Mathematical Practice to promote reasoning and problem-solving skills	Daily	All students in grades 3-5 will score at least 80% or better on classroom-based Reasoning and Modeling tasks, as well as Reasoning and Modeling problems on Unit Assessments, Mid-Year Assessments, and End of Year Assessments

School Improvement Goal 2

By June 2027, students in PreK-5 will demonstrate grade level proficiency in letter sounds (PreK) and reading on grade level text (K-5), as evidenced by an increase of 5% per grade level in students meeting or exceeding expectations in letter sounds for PreK, STAR Early Literacy in K-1, and Benchmark Advance Pre and Post Interim Assessments (2-5) from fall to spring.

Grade	Fall 2026	Goal for Spring 2027	Actual
PreK Letter Sounds			
K STAR Early Literacy			
1st Grade STAR Early Literacy			
2nd Grade Benchmark Advance Interim			
3rd Grade Benchmark Advance Interim			
4th Grade Benchmark Advance Interim			
5th Grade Benchmark Advance Interim			

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
2.1 Teachers in PreK-5 will provide opportunities to develop accuracy, automaticity, and fluency in reading and differentiate as needed in small groups or supplemental instruction. - PreK, K & 1 will utilize Heggerty phonemic awareness curriculum and differentiate for students who struggle in small groups. - Grades K-5 utilize Foundations curriculum, - Use fluency folders containing letters, decodable lists, sentences, and grade level passages to develop accuracy, automaticity, and fluency. Update at least every two weeks. - Use of Short Reads, Word Study and Vocabulary Passages, and Readers Theater Kits in Benchmark Advance for Grades 2-5. - PreK-3 will utilize Foundations reteach plans as part of small group instruction for targeted students. - Grades 2-5 will begin using Reading Coach in Office 365 for student practice.	Sept – June: Daily per Foundations/Word Study timeline	- Students will score 80+% on Foundations unit tests and corresponding CCPA tasks. - Students will score AT Benchmark on STAR Early Literacy/Reading - Teachers will progress monitor fluency using Star CBMs, Benchmark Advance resources, county progress monitoring tools, and/or Foundations reteach assessments.
2.2 Teachers in PreK-5 plan lessons that ensure students can comprehend with a focus on developing oral language, building knowledge and increasing vocabulary. a. Teach ELA as directed in curriculum to develop depth and breadth in content knowledge. a. PreK-1 Use of Wonders weekly genre and/or informational content to provide daily opportunities to develop oral language, knowledge, vocabulary, and writing as	Weekly team planning, with ELA specialist as a resource. Data meetings monthly Daily instruction	- Students will score 80% or above on formative assessments focused on grade level identified needs for WIGS. - Students will score at proficient level STAR Early Literacy and STAR Reading. - Students will score at 80+% or above on Benchmark Advance Weekly Assessments - Students will score 80+% on SS/Science assessments.

appropriate, around specific learning content or genres. b. 2-5 Use of Benchmark Advance, content units to provide daily opportunities to develop oral language, reading, and writing around specific learning content or genres. i. Use Benchmark Advance Tier 2 resources as needed for small groups b. Align literacy instruction to Science of Reading using the LETRS Comprehension Planning tool. c. Teachers of STEMS will provide explicit instruction in vocabulary. d. PreK-5, Special Area, and Special Education teachers will teach appropriate Tier 2 or content vocabulary explicitly using CCPS Vocabulary Protocol, display and refer to displayed vocabulary, and provide opportunities for collaborative conversations and writing as appropriate using the vocabulary. e. Collaborate with Special Ed/ML teachers to support these student population groups as needed.	Weekly formative progress monitoring Quarterly collaboration	• <i>PreK-1 students will demonstrate comprehension and vocabulary understanding orally, in pictures, and in beginning writing.</i>
2.3 Teachers will implement consistent and continuous progress monitoring for growth in reading a. Build student involvement and ownership for goal setting and data tracking. a. Primary Data collection tool (binder/folder, etc.) b. Grades 2-5 track progress on designated assessments (Benchmark Advance weekly assessments, STAR Reading, CCPA...) c. Teachers will collect at least 3 data points to analyze at monthly data meetings. b. Use progress monitoring data to determine flexible groups, intervention, supplemental, re-teach, and/or extensions	Monthly or a needed as identified by the teams, ELA specialist, and administration. By unit, identified by grade-level teams	• Exit tickets, progress checks, quizzes, unit tests, county, and benchmark assessments will be used to determine students' mastery level as evidenced by students' score of 80+% • Students not meeting proficiency will receive differentiated instruction in the classroom and/or Tier 2 intervention
2.4 Provide professional learning in practices that align with the Science of Reading and implementation or SRIP and supplemental instruction.	Monthly at staff meetings and/or CCPS professional development days.	• Staff surveys/discussions/classroom walk-throughs

School Improvement Goal 3

By June 2026 students in K-5 will increase the percentage of students achieving benchmark expectations on grade level writing tasks by 5%:

- *Kindergarten- Dictation Sentence from final unit in Foundations*
- *1st Grade – Dictation Sentence from final unit in Foundations*
- *2nd-5th Grade - Benchmark Advance Interim Assessment Writing Task Pre/Post*

Grade	Writing Data	
K	Dictation Sentence Winter 2026	Dictation Sentence Spring 2027
1	Dictation Sentence Winter 2026	Dictation Sentence Spring 2027
	% scoring 75% or more Benchmark Advance Interim Assessment Writing Task (PRE) Fall 2026	% scoring 75% or more Benchmark Advance Interim Assessment Writing Task (POST) Spring 2027
2		
3		
4		

<u>Strategic Actions</u>	<u>Timeline</u>	<u>Measures of Success/Desired Performance Level</u>
3.1 First pass instruction will include a wide variety of opportunities for explicit instruction to write on demand, respond to text, and write process pieces from the curriculum. - PreK – orally, in pictures, and develop letter formation - K – begin orally and move to sentence writing using phonics knowledge and word walls and word bank resources for vocabulary. Use Wonders writing scope and sequence, including grammar, so writing instruction aligns to curriculum expectations and students have opportunities to write about reading topics. In Heggerty lessons, begin using dry erase boards to write words or sounds once Provide explicit instruction and practice in letter formation. - Gr. 1 – Follow Wonders Weekly writing plans as outlined in the curriculum and provide explicit instruction and practice in letter formation. - Gr. 2-5 write daily following Benchmark Advance curriculum for applying grammar, annotation of text, applying understanding, and unit writing tasks. Provide opportunities to write on-demand and write process pieces. Provide explicit instruction and practice in handwriting (2nd) and cursive (3rd-5th) - Use student rubric for Math Reasoning.	Daily	- Students will score 75% or higher on CCPS writing rubrics – Grades 2-5 by Spring - Progress monitoring of daily journals and longer writing pieces in grades K and 1. - Use of CCPS 12 point writing rubrics in Social Studies and Science.
3.2 Support students to apply Foundations (K-5) concepts and analyze progress in daily writing and/or Foundations dictation.	Daily	- Weekly progress monitoring - Students will score 80% on Foundations Unit Tests/ Hearing Sounds in Words assessments.
3.3 Teachers will provide feedback based on grade level writing rubrics and explicitly instruct students to analyze and evaluate writing samples using grade level rubrics. - Teach to the standard, creating anchor charts, and analyzing models - Analyze writing samples, mentor texts, and student samples using provided rubrics - Student ownership of goal setting and tracking through progress monitoring tools - Utilize specific components of grade level rubric for feedback individually or in small groups - Collaborate with Special Ed/ESOL to support these student population groups as needed	Daily/Weekly as part of first pass instruction Quarterly collaboration	Students score at benchmark on writing assignments based on grade level rubrics.

School Improvement Goal 4 Gap Goal

Increase the percentage of students in grade 4 and grade 5 receiving FaRMs meeting expectations on EYO math.

Students meeting or exceeding 80% proficiency.

Grade	3 rd Grade EYO benchmark		MCAP 2025-2026 3 rd grade scores	MStar meeting expectations
Fourth – Students Receiving FaRMs	47%	Goal 80%	46%	Goal 80%
Fourth Grade- Non-Farms	77%	Goal 80%	79%	Goal 80%

Grade	4 th Grade EYO Benchmark	MYA 26-27 Goals	MCAP 2025-2026 4 th grade scores	MStar meeting expectations
Fifth Students Receiving FaRMs	49%	Goal 70%	39%	Goal 70%
Fifth Grade- Non-Farms	76%	Goal 70%	30 %	Goal 70%

<u>Strategic Actions</u>	<u>Timeline</u>	<u>Measures of Success/Desired Performance Level</u>
4.1 First pass instruction will include math tools (charts, manipulatives, number lines) and math vocabulary for students to use within the classroom.	Daily	• 4th and 5th Grade Team will meet to discuss modeling, reasoning and instructional tools to be used in the classroom.
4.2 4 th and 5 th Grade teachers will meet monthly with special ed, resources, and admin to review FaRMs students' data to meet the end of year goal. Teams will develop small group instruction for the students not meeting 80% on classroom data.	Monthly	• At least 80% on math data points determined by team • At least 80% on math unit test

Strategic Action	Timeline	Measures of Success/Desired Performance Level
a. Lessons will include higher level, abstract thinking skill-based problems to provide opportunities to incorporate growth mindset. b. All teachers will teach the 4 Bees using the school wide matrix and then review quarterly. c. All staff will use the school wide Rethink Sheets to help facilitate conversations. 4.1 Teachers will incorporate Second Step into daily classroom instruction, per CCPS curriculum a. Lessons will include social & emotional learning and opportunities to incorporate growth mindset	Daily 2x/month	Review grade level discipline referrals and red, yellow, green zone data.
b. Professional learning for special area teachers to receive information and support to Second Step & growth mindset, in order to foster perseverance through difficult tasks	Daily	

		Survey of Special Area teachers on usage of material/vocabulary to support Second Step and Growth mindset.
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