**Linton Springs Elementary School**

**School Improvement Plan**
**2026-2027**

**APPROVED 9.15.26**

| **School Vision, Mission, and Core Values** |
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| **Our Vision**:<br>LSE is a community of lifelong learners who demonstrate academic excellence and outstanding character.<br><br>**Our Mission:**<br>Teach…Inspire…Support…Empower…Collaborate<br><br>**Our Core Values:**<br>*At Linton Springs, we value:*<br>Perseverance…Respect…Inclusivity…Community…Excellence |

| **Carroll County Public Schools Vision 2024 - 2029** |
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| Improve Academic Achievement<br>➢ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.<br>➢ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future. |
| Strengthen Productive Family & Community Partnerships<br>➢ Communication between CCPS and the community demonstrates transparency, trust, and respect.<br>➢ CCPS partners with local government, businesses, and agencies to support student learning.<br>➢ CCPS will increase transparency in the public procurement process. |
| Develop and Support a Successful Workforce<br>➢ CCPS recruits qualified candidates for all teacher positions.<br>➢ CCPS supports staff to build the Blueprint for Maryland's Future career ladder.<br>➢ CCPS recruits and retains diverse employees reflective of our student community.<br>➢ CCPS maintains class sizes that support student learning. |
| Provide a Secure, Healthy, & Modern Learning Environment<br>➢ CCPS promotes a culture of school security to protect and educate our students.<br>➢ CCPS maintains modern schools, facilities, and resources that support the educational program. |

**School Improvement Goals**

1. By June 2027, the percentage of students in PreK-5 meeting grade-level expectations in reading will increase by 3-5 percentage points, as measured by grade-level reading assessments and proficiency indicators.
2. By June 2027, the percentage of students in PreK-5 meeting grade-level expectations in mathematics will increase by 3-5 percentage points, as measured by spring mathematics benchmark assessments and grade-level proficiency data.
3. By June 2027, the percentage of students in Grades 3-5 meeting proficiency expectations in informational writing will increase by 3-5 percentage points, as measured by Benchmark Advance Performance Tasks, Interim Assessments, and Social Studies informational writing assessments.
4. By June 2027, the percentage of students in Grades K-5 receiving special education services who meet grade-level expectations in reading and mathematics will increase by 3-5 percentage points, as measured by STAR Early Literacy/STAR Reading and spring mathematics benchmark assessments.

**Linton Springs Elementary**
**Reading Data Analysis**

Growth in reading was measured using CCPS Letter Recognition and Letter Sound assessments in PreK, Acadience foundational literacy measures in Kindergarten and Grade 1, and a combination of MAP Growth Reading, Acadience Oral Reading Fluency, the Carroll County Phonics Assessment (CCPA), and Benchmark Advance assessments in Grades 2-5. During the 2025-26 school year, Linton Springs Elementary implemented the Benchmark Advance literacy curriculum in Grades 2-5. As a result, additional assessment measures were used to evaluate students' mastery of foundational literacy skills, reading fluency, and grade-level reading standards. Because assessment measures differed from previous years, direct comparisons should be interpreted with caution.

In PreK, students continued to demonstrate strong early literacy skills. Ninety percent of students demonstrated mastery of upper- and lower-case letter recognition, while 95% demonstrated mastery of letter sounds. Although these results were slightly lower than the previous year, they indicate that most students are entering Kindergarten with the foundational literacy skills necessary for early reading success.

Kindergarten students maintained strong performance on Acadience measures. Phoneme Segmentation Fluency proficiency remained high at 95%, while Nonsense Word Fluency Words Read Correctly increased from 68.3% in Spring 2025 to 77% in Spring 2026. The composite score also increased from 84.6% to 86%. These gains suggest improved decoding skills and continued growth in the foundational reading competencies that support future literacy development.

In first grade, Acadience Oral Reading Fluency results indicate an area for continued attention. Sixty-one percent of students met grade-level expectations for words correct per minute, while 70% met expectations for reading accuracy. Although these results were lower than the prior year, Carroll County Phonics Assessment results demonstrated strong mastery of foundational phonics skills. Students achieved proficiency rates of 93% on Closed Syllables with Digraphs, 87% on Closed Syllables with Blends, 82% on Vowel-Consonant-e patterns, and 75% on Two-Syllable Closed patterns. These results suggest that students have developed many of the foundational decoding skills necessary for successful reading but will benefit from continued instruction focused on increasing automaticity and fluency in connected text.

Reading outcomes in Grades 2-5 reflected both the implementation of Benchmark Advance and the use of multiple measures to assess literacy development. In Grade 2, the percentage of students meeting MAP Growth Reading expectations increased from 52% in Spring 2025 to 67% in Spring 2026. Additionally, 84% of students met expectations on the Benchmark Advance post-assessment, and 81% demonstrated proficiency on the Carroll County Phonics Assessment measure for vowel diphthongs. These results indicate strong growth in both foundational and grade-level reading skills. These data indicate students are successfully transferring foundational skills to increasingly complex grade-level reading tasks.

In Grade 3, 60% of students met MAP Growth Reading expectations, while 65% met Acadience Oral Reading Fluency benchmarks for words correct and 87% met accuracy benchmarks. Additionally, 57% of students demonstrated proficiency on the Benchmark Advance post-assessment. The difference between fluency rate and accuracy suggests that students are generally reading accurately but may require additional support to improve reading efficiency and comprehension.

Grade 4 students demonstrated notable improvement in reading performance, with 78% meeting MAP Growth Reading expectations compared to 68.8% in Spring 2025. Additionally, 66% of students met proficiency expectations on the Benchmark Advance post-assessment. These results reflect continued growth in students' ability to access and understand grade-level text.

Grade 5 students also demonstrated positive growth, with 68% meeting MAP Growth Reading expectations compared to 60.5% in the previous year. In addition, 74% of students demonstrated proficiency on the Benchmark Advance post-assessment. These results indicate strengthening performance as students prepare for middle school literacy demands.

Overall, the 2025-26 reading data reveal several areas of strength, including strong foundational literacy skills in PreK and Kindergarten, positive reading growth in Grades 2, 4, and 5, and strong phonics performance across multiple grade levels. Areas for continued improvement include oral reading fluency in Grade 1 and overall reading achievement in Grade 3. Particular attention will be given to Grade 1 fluency and Grade 3 reading achievement, as multiple assessment measures indicate these areas present the greatest opportunity for growth. Grade-level teams will utilize assessment data to guide instructional decisions, intervention planning, and progress monitoring throughout the school year.

| Grade | Spring 2025 Data (% meeting on grade level) | Spring 2026 Data (% meeting on grade level) | Spring 2027 Goal (% meeting on grade level) |
|---|---|---|---|
| **Pre-K** | ***Letter Recognition***<br>Upper Case 100%<br>Lower Case 100% | ***Letter Recognition***<br>Upper Case 90%<br>Lower Case 90% | ***Letter Recognition***<br>Upper Case 93%<br>Lower Case 93% |
| **Pre-K** | Letter Sounds 100% | Letter Sounds 95% | Letter Sounds 100% |
| **Kindergarten** | ***Acadience***<br>PSF 96.9%<br>NWF Words Read Correctly 68.3%<br>Composite 84.6% | ***Acadience***<br>PSF 95%<br>NWF Words Read Correctly 77%<br>NWF Correct Letter Sounds 75%<br>Composite 86% | ***STAR Early Literacy***<br>PSF 98%<br>NWF Words Read Correctly 80%<br>NWF Correct Letter Sounds 78% |
| **1st Grade** | ***Acadience***<br>Oral Reading Fluency Words Correct 70% | ***Acadience***<br>Oral Reading Fluency Words Correct 61% | ***CCPA***<br>2B Closed Syllables with Digraphs 96% |

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| | Oral Reading Fluency Accuracy 82.7% | Oral Reading Fluency Accuracy 70%<br>***CCPA***<br>2B Closed Syllables with Digraphs 93%<br>2C Closed Syllables with Blends 87%<br>2D Vowel-Consonant-e 82%<br>2E 2 Syllables-Closed 75% | 2C Closed Syllables with Blends 90%<br>2D Vowel-Consonant-e 85%<br>2E 2 Syllables-Closed 78% |
| **2nd Grade** | MAP Growth Reading 52% | MAP Growth Reading 67%<br>New Norms 80%<br>***Acadience***<br>ORF Words Correct 67%<br>ORF Accuracy 73%<br>***CCPA***<br>2H Vowel Diphthongs 81%<br>***Benchmark Advance***<br>Post-Test 84% | ***STAR Early Literacy/STAR Reading***<br>ORF Words Correct 70%<br>ORF Accuracy 76%<br>***CCPA***<br>2H Vowel Diphthongs 84%<br>***Benchmark Advance***<br>Post-Test 87% |
| **3rd Grade** | MAP Growth Reading 71% | MAP Growth Reading 60%<br>New Norms 77%<br>***Acadience***<br>ORF Words Correct 65%<br>ORF Accuracy 87%<br>***Benchmark Advance***<br>Post Test 57% | ***STAR Early Literacy/STAR Reading***<br>ORF Words Correct 68%<br>ORF Accuracy 90%<br>***Benchmark Advance***<br>Post Test 60% |
| **4th Grade** | MAP Growth Reading 68.8% | MAP Growth Reading 78%<br>New Norms 88%<br>***Benchmark Advance***<br>Post Test 66% | ***Benchmark Advance***<br>Post Test 69% |
| **5th Grade** | MAP Growth Reading 60.5% | MAP Growth Reading 68%<br>New Norms 90%<br>***Benchmark Advance***<br>Post Test 74% | ***Benchmark Advance***<br>Post Test 77% |

**Linton Springs Elementary School**
**Math Data Analysis**

Student growth in mathematics was measured using Carroll County Public Schools' Mid-Year Assessment (MYA) and End-of-Year (EOY) mathematics assessments. Results indicate that Linton Springs Elementary students continued to perform at or above county averages in most grade levels while identifying specific areas requiring additional support and intervention.

At the mid-year assessment, LSE students outperformed county averages in PreK, Kindergarten, second grade, and fourth grade, while fifth grade performed at the county average. First-grade students scored slightly below the county average, and third-grade students performed similarly to county peers. By the end of the year, students in PreK, Kindergarten, second grade, fourth grade, and fifth grade exceeded county averages, while first and third grades remained below county performance levels.

PreK and Kindergarten students continued to demonstrate strong foundational mathematics skills. PreK students achieved 95% proficiency at both the MYA and EOY assessments, exceeding the county EOY

average of 86%. Kindergarten students maintained 94% proficiency throughout the year and exceeded the county EOY average of 87%. These results reflect a strong foundation in early numeracy concepts and mathematical reasoning.

First-grade students demonstrated growth from 76% proficiency on the MYA to 85% proficiency on the EOY assessment. Although the grade level finished slightly below the county average of 88%, students showed meaningful progress throughout the school year, suggesting increasing mastery of foundational mathematical concepts and problem-solving skills.

Second-grade students demonstrated strong overall performance, achieving 84% proficiency on the MYA and 78% on the EOY assessment. While the end-of-year result represented a slight decline from mid-year performance, students continued to outperform the county average of 77%, indicating solid understanding of grade-level standards.

Third grade remains an area of focus. Students improved from 47% proficiency on the MYA to 51% proficiency on the EOY assessment, demonstrating growth throughout the year. However, performance remained below the county average of 58%. Continued emphasis on grade-level instruction, intervention, and targeted support will be necessary to accelerate achievement and strengthen student outcomes.

Fourth-grade students maintained exceptional performance throughout the school year, achieving 80% proficiency on both the MYA and EOY assessments. Their end-of-year performance exceeded the county average of 69% by eleven percentage points, reflecting strong mathematical understanding and consistent achievement.

Fifth-grade students demonstrated substantial growth, increasing from 53% proficiency on the MYA to 70% proficiency on the EOY assessment. This seventeen-point gain represented the largest increase among the intermediate grades and exceeded the county average of 48% by twenty-two percentage points. These results indicate significant growth in students' mathematical knowledge and readiness for middle school mathematics.

Student group data reveal both strengths and opportunities for improvement. In Grade 4, 80% of students scored 80% or higher on the EOY assessment, including 76% of female students and 85% of male students. Fifth-grade students also demonstrated strong performance, with 70% scoring 80% or higher. Despite these successes, achievement gaps remain for students with Individualized Education Programs (IEP) and students receiving Free and Reduced Meal Services (FaRMS). In Grade 3, 25% of students with IEPs and 8% of FaRMS students met the proficiency benchmark. Similarly, only 14% of Grade 5 students with IEPs met the benchmark. These results highlight the need for continued targeted support, differentiated instruction, and intervention services to ensure all students have equitable opportunities for success.

Overall, the 2025-26 mathematics data demonstrate strong performance across much of the school, particularly in PreK, Kindergarten, Grade 4, and Grade 5. The substantial growth demonstrated by Grade 5 students and the consistently high performance of Grade 4 students represent notable strengths. Areas for continued focus include strengthening outcomes in Grades 1 and 3 and addressing achievement gaps among students with IEPs and students receiving FaRMS services. Particular attention will be given to Grade 3 mathematics performance, where achievement data suggest a need for continued emphasis on grade-level problem solving, mathematical reasoning, and targeted intervention support, especially for students with IEPs and students receiving FaRMS services. Grade-level teams will utilize assessment data to identify trends, monitor student progress, and inform instructional decisions throughout the school year.

| Grade level | LSE MYA 25 | CCPS MYA 25 | LSE EOY 25 | CCPS EOY 25 | LSE MYA 26 | CCPS MYA 26 | LSE EOY 26 | CCPS EOY 26 | LSE EOY Goal 27 |
|---|---|---|---|---|---|---|---|---|---|
| Pre-K | 100 | 92 | 100 | 88 | 95 | 88 | 95 | 86 | **98** |
| Kindergarten | 92 | 86 | 90 | 87 | 94 | 89 | 94 | 87 | **97** |
| 1st Grade | 80 | 82 | 96 | 89 | 76 | 80 | 85 | 88 | **88** |
| 2nd Grade | 5 | 73 | 81 | 79 | 84 | 72 | 78 | 77 | **81** |
| 3rd Grade | 68 | 54 | 55 | 61 | 47 | 48 | 51 | 58 | **54** |
| 4th Grade | 78 | 62 | 83 | 67 | 80 | 63 | 80 | 69 | **83** |
| 5th Grade | 77 | 65 | 51 | 43 | 53 | 53 | 70 | 48 | **73** |

| End of Year Math Assessment: % of students scoring 80%+ | | | | | | |
|---|---|---|---|---|---|---|
| **Grade Level** | **Gender** | | **IEPs** | | **FaRMS** | |
| | *Female* | *Male* | *All Students* | *Students w/ IEPs* | *All Students* | *Yes, FaRMS* |
| **3rd Grade** | 59 students 49% | 67 students 53% | 126 students 51% | 20 students 25% | 126 students 51% | 24 students 8% |
| **4th Grade** | 75 students 76% | 67 students 85% | 142 students 80% | 11 students 36% | 142 students 80% | 19 students 58% |
| **5th Grade** | 61 students 62% | 73 students 77% | 134 students 70% | 7 students 14% | 134 students 70% | 18 students 50% |

**Linton Springs Elementary School**
**Writing Data Analysis**

Analysis of Spring 2025 writing data reveals several areas of strength while also highlighting opportunities to strengthen writing performance across genres and student groups. Historical writing data were collected through Literary and Opinion CBA assessments, while the implementation of Benchmark Advance has introduced additional writing performance tasks and opportunities for informational writing across content areas. As a result, instructional efforts during the 2026-27 school year will focus on strengthening students' ability to organize ideas, respond to prompts effectively, cite evidence from texts, elaborate on responses, and communicate understanding through informational writing.

In Grade 2, 67.4% of students scored 80% or higher on the Literary CBA and 69.1% met the benchmark on the Opinion CBA, exceeding district averages in both areas. These results suggest that students are developing a strong foundation in written expression and genre-specific writing skills. Building upon this foundation will be important as students transition to more complex evidence-based and informational writing tasks in the intermediate grades.

Performance in Grade 3 demonstrated both strengths and areas for growth. While 55.9% of students scored 80% or higher on the Literary CBA and 67.6% met the benchmark on the Opinion CBA, these results indicate a need for continued support in developing organization, elaboration, and evidence-based writing skills. As students transition to increased expectations for informational writing, opportunities for explicit instruction, guided practice, and frequent feedback will be critical to strengthening student performance.

Grade 4 students demonstrated the strongest literary writing performance in the school, with 81.3% of students scoring 80% or higher on the Literary CBA, significantly exceeding the district average of 63.9%. However, only 52.9% of students met the benchmark on the Opinion CBA, suggesting that students may require additional support with organizing claims, supporting ideas with evidence, and elaborating on written responses. This variance between genres highlights the importance of providing explicit instruction in writing structures and evidence-based responses.

Grade 5 students demonstrated strong overall performance, with 69.6% of students meeting proficiency expectations on the Literary CBA, 73.7% meeting proficiency on the Opinion CBA, and 86.8% achieving proficiency on the Social Studies Informational Writing Assessment. These results indicate that students are increasingly successful with content-area writing tasks and provide a strong foundation for continued growth in informational writing. As informational writing becomes a greater instructional focus, maintaining high levels of performance while increasing rigor and depth of student responses will remain a priority.

Overall, students demonstrated stronger performance on traditional literary and opinion writing tasks than on writing that requires analysis, synthesis of information, and use of textual evidence. These findings suggest a need for continued emphasis on informational writing structures, development of claims, organization of ideas, use of evidence, elaboration, and revision. Students will benefit from explicit instruction in planning, drafting, revising, editing, and responding to text-dependent prompts across content areas.

Student group data further reveal the need for targeted instructional support. Analysis of CBA 2 results indicates notable achievement gaps for students receiving special education services and students qualifying for FaRMS. In Grade 5, students with IEPs demonstrated considerably lower performance, with only 33% meeting proficiency expectations in Literary writing and 37% meeting proficiency expectations in Opinion writing. Students qualifying for FaRMS also performed below overall school averages, particularly in Literary writing, where only 55% met the proficiency benchmark. These performance differences suggest that some students require additional scaffolds, guided practice opportunities, targeted intervention, and increased access to grade-level writing tasks to achieve at high levels.
In response to these findings, instructional teams will continue to collaborate weekly to analyze student work, calibrate scoring practices, and plan high-quality writing instruction aligned to the Model for Quality Instruction. Teachers will utilize Benchmark Advance resources, graphic organizers, Unlock the Prompt strategies, and common writing rubrics to strengthen consistency of instruction across grade levels. Daily instructional blocks will include opportunities for targeted re-teaching, intervention, and small-group support based on formative and summative assessment data.

Particular attention will be given to monitoring the progress of students receiving special education services, students qualifying for FaRMS, and other students performing below benchmark expectations. Through ongoing review of formative assessments, Benchmark Advance Performance Tasks, Interim Assessments, and Social Studies informational writing assessments, teachers will make data-informed instructional decisions, provide targeted supports, and monitor the effectiveness of interventions. The school's instructional focus will remain on strengthening informational and evidence-based writing while reducing achievement gaps and ensuring all students demonstrate continuous growth as writers.

Because Benchmark Advance writing assessments have been newly implemented, longitudinal trend data remain limited. Additional performance task and student group data will be analyzed throughout the 2026-27 school year to refine instructional priorities, strengthen intervention systems, and support continuous improvement in student writing outcomes.

| Grade Level | Spring 2025 % of LSE students scoring 80%+ | | Spring 2026 % of students scoring 80%+ | Spring 2027 Goal % of students scoring 80%+ |
|---|---|---|---|---|
| **2nd Grade** | Literary CBA Writing: **LSE:** 67.4% **CCPS:** 63% | Opinion CBA Writing: **LSE:** 69.1% **CCPS:** 63.9% | *Benchmark Advance Performance Tasks* BA Narrative Writing: **LSE:** 75.1% **CCPS:** 71.9% BA Opinion Writing: **LSE:** 71.9% **CCPS:** 69.2% | *Benchmark Advance Performance Tasks* BA Narrative Writing: **LSE:** 78% BA Opinion Writing: **LSE:** 75% |
| **3rd Grade** | Literary CBA Writing: **LSE:** 55.9% **CCPS:** 47.6% | Opinion CBA Writing: **LSE:** 67.6% **CCPS:** 52.2% | *Benchmark Advance Performance Tasks* BA Narrative Writing: **LSE:** 70.0% | *Benchmark Advance Performance Tasks* BA Narrative Writing: **LSE: 73%** |
| **4th Grade** | Literary CBA Writing: **LSE:** 81.3% **CCPS:** 63.9% | Opinion CBA Writing: **LSE:** 52.9% **CCPS:** 46.3% | Social Studies Informational Writing: **LSE:** 73.0% **CCPS:** 69.4% | Social Studies Informational Writing: **LSE:** 76% |
| **5th Grade** | Literary CBA Writing: **LSE:** 69.6% **CCPS:** 54.7% | Opinion CBA Writing: **LSE:** 73.7% **CCPS:** 57.3% | Social Studies Informational Writing: **LSE:** 86.8% **CCPS:** 84.9% | Social Studies Informational Writing: **LSE:** 90% |

| Grade 3 MCAP ELA/Literacy % Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 48% | 47% | 50% | 50% |
| **Carroll County Public Schools** | 62% | 61% | 65% | 62% |
| **Linton Springs Elementary** | 77% | 84% | 80% | 65% |

| Grade 3 MCAP Mathematics % Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 40% | 40% | 42% | 43% |
| **Carroll County Public Schools** | 65% | 65% | 66% | 65% |
| **Linton Springs Elementary** | 74% | 83% | 82% | 72% |

Third-grade students continued to outperform both county and state averages on the MCAP ELA/Literacy and Mathematics assessments. In ELA/Literacy, proficiency increased from 77% in 2023 to 84% in 2024, decreased slightly to 80% in 2025, and declined to 65% in 2026. Despite the decrease, student performance remained above the state average (50%) and aligned with the county average (62%). Mathematics proficiency rose from 74% in 2023 to 83% in 2024, remained strong at 82% in 2025, and decreased to 72% in 2026. Even with this decline, performance continued to exceed both the county (65%) and state (43%) proficiency rates.

| Grade 4 MCAP ELA/Literacy<br>% Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 49% | 49% | 48% | 49% |
| **Carroll County Public Schools** | 67% | 64% | 63% | 65% |
| **Linton Springs Elementary** | 78% | 75% | 77% | 77% |

| Grade 4 MCAP Mathematics<br>% Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 32% | 33% | 35% | 35% |
| **Carroll County Public Schools** | 56% | 53% | 56% | 55% |
| **Linton Springs Elementary** | 69% | 71% | 80% | 80% |

Fourth-grade students maintained strong performance on the MCAP ELA/Literacy and Mathematics assessments, consistently surpassing both county and state averages. In ELA/Literacy, proficiency shifted from 78% in 2023 to 75% in 2024, increased to 77% in 2025, and remained steady at 77% in 2026. This performance continued to exceed the county (65%) and state (49%) proficiency levels. Mathematics proficiency improved from 69% in 2023 to 71% in 2024 and then increased substantially to 80% in 2025, where it remained in 2026. Fourth-grade mathematics results remained well above the county (55%) and state (35%) averages, reflecting sustained high achievement.

| Grade 5 MCAP ELA/Literacy<br>% Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 42% | 44% | 45% | 47% |
| **Carroll County Public Schools** | 56% | 56% | 57% | 60% |
| **Linton Springs Elementary** | 64% | 68% | 69% | 81% |

| Grade 5 MCAP Mathematics<br>% Proficient (Proficient and Distinguished Learners) | | | | |
|---|---|---|---|---|
| | **2023 Spring** | **2024 Spring** | **2025 Spring** | **2026 Spring** |
| **State of Maryland** | 27% | 29% | 31% | 30% |
| **Carroll County Public Schools** | 43% | 42% | 45% | 45% |
| **Linton Springs Elementary** | 60% | 56% | 64% | 67% |

Fifth-grade students continued to outperform county and state peers on the MCAP ELA/Literacy and Mathematics assessments. ELA/Literacy proficiency increased steadily from 64% in 2023 to 68% in 2024 and 69% in 2025, before rising significantly to 81% in 2026. This result exceeded both the county (60%) and state (47%) proficiency rates by a substantial margin. Mathematics proficiency declined slightly from 60% in 2023 to 56% in 2024 but rebounded to 64% in 2025 and increased further to 67% in 2026. Fifth-grade mathematics performance continued to surpass both county (45%) and state (30%) averages, demonstrating consistent growth and strong student achievement.

| Reading School Improvement Goal | | |
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| **Goal 1:** By June 2027, the percentage of students in PreK-5 meeting grade-level expectations in reading will increase by 3-5 percentage points, as measured by grade-level reading assessments and proficiency indicators. | | |
| **Strategic Actions** | **Timeline** | **Measures of Success/Desired Performance Level** |
| Implement Science of Reading practices in the Humanities block. | Weekly | During walkthroughs and observations, 90% of teachers will demonstrate implementation of identified Science of Reading instructional routines. (Fluency Routines, Explicit phonics instruction, vocabulary mapping, explicit teaching of grammar)<br><br>In Grades 1-3, at least 70% of students receiving fluency instruction will increase oral reading fluency by 20 or more words correct per minute as measured by STAR Oral Reading Fluency Comprehension<br>Based Measures. |
| Grade-level teams will regularly analyze STAR Reading and Early Literacy, STAR Curriculum Based Measures, Benchmark Advance, and Carroll County Phonics Assessment data to identify students requiring targeted support in fluency, decoding, vocabulary, and comprehension. | Monthly (KidTalk & Data Meetings) | Intervention groups will be adjusted based on assessment and progress-monitoring data. Students receiving targeted intervention support will demonstrate growth toward identified SMART goals. Grade-level proficiency rates will increase by 3-5 percentage points as measured by STAR Reading, STAR Early Literacy, Benchmark Advance post-assessments, and grade-level reading assessments. |
| Direct instruction using Unlock the Prompt as well as consistent graphic organizers and utilizing resources from Benchmark Advance to respond to text-dependent questions in grades 2-5. | Monthly | During walkthroughs, 90% of observed classrooms will demonstrate use of Unlock the Prompt routines and text-dependent writing instruction aligned to grade-level expectations. |
| Teachers will implement Benchmark Advance with fidelity through collaborative planning, unit internalization, and regular analysis of weekly exit tickets, and post-assessment data. | Weekly (Collaborative Planning) | Walkthrough and observation data will demonstrate implementation of Benchmark Advance instructional routines. Grade-level teams will review weekly, exit tickets, and post-assessment data to inform instructional adjustments.<br><br>Benchmark Advance post-assessment proficiency rates will increase by 3-5 percentage points at each grade level. |
| Teachers will utilize Wonders (PreK – 1st) and Benchmark Advance (2nd – 5th) vocabulary resources to increase vocabulary acquisition and improve overall comprehension. | Daily | Students will demonstrate growth in academic vocabulary acquisition as measured by Benchmark Advance assessments, classroom formative assessments, and discussion protocols. Vocabulary data will be reviewed |

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| | | during collaborative planning to inform instructional adjustments. |
| Using a common intervention tracking tool, grade-level teams will monitor student progress, adjust instructional supports, and develop interventions for students not meeting grade-level standards, including students with IEPs, students receiving FaRMS services, and students performing below benchmark expectations. | Monthly (KidTalk & Data meetings) | Student intervention groups will be adjusted based on assessment and progress-monitoring data. Eighty percent of students receiving targeted interventions, including students with IEPs, students receiving FaRMS services, and students performing below benchmark expectations, will demonstrate growth toward identified SMART goals. Students receiving targeted intervention support (e.g., Student Reading Intervention Plan (SRIP) will demonstrate growth that results in a 3-5 percentage point increase in grade-level proficiency rates. |
| Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion. | Monthly | During walk-throughs and observations, teachers will be observed implementing best practices. |

| **Math School Improvement Goal** | | |
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| **Goal 2:** By June 2027, the percentage of students in PreK-5 meeting grade-level expectations in mathematics will increase by 3-5 percentage points, as measured by spring mathematics benchmark assessments and grade-level proficiency data. | | |
| **Strategic Actions** | **Timeline** | **Measures of Success/Desired Performance Level** |
| Students in Pre-Kindergarten – 5th grade will complete Number Talks, Number Routines, math tasks, and review previously taught standards. | Daily | Implementation will be monitored during walkthroughs and observations. Student proficiency on unit assessments and county benchmark assessments will increase by 3-5 percentage points from Fall 2026 to Spring 2027. |
| In grades K-5, students will engage in reasoning and modeling tasks. | Weekly | Students will demonstrate increased proficiency on reasoning and modeling tasks as evidenced by classroom assessments and benchmark data. Grade 3 proficiency will increase from 51% to at least 54% on the spring benchmark assessment. |
| Teachers will incorporate fact fluency in their whole group/small group instruction and independent practice. | Weekly | 80% of students in K-3 will score 'reasoning' (level 3) within the phases of fluency development on expected facts to be mastered by the end of the year. |
| Using a common intervention tracking tool, grade level teams will meet to monitor student progress, make appropriate instructional adjustments, and develop interventions for students not | Monthly (KidTalk & Data meetings) | Intervention groups will be adjusted based on assessment and progress-monitoring data to ensure instructional support is aligned to student needs. |

| | | |
|---|---|---|
| meeting grade level standards. Grade-level teams will identify and monitor students with IEPs, students receiving FaRMS services, and students performing below benchmark through progress-monitoring cycles and targeted intervention plans. | | 80% of students receiving targeted interventions, including students with IEPs, students receiving FaRMS services, and students performing below benchmark expectations, will demonstrate growth toward their identified SMART goal.<br><br>Grade 3 students receiving intervention support will demonstrate improved performance on county benchmark assessments, increasing proficiency from 51% to at least 54% by Spring 2027. |
| Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion. | Monthly | During walk-throughs and observations, teachers will be observed implementing best practices. |

| **Writing School Improvement Goal** | | |
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| **Goal 3:** By June 2027, the percentage of students in Grades 3-5 meeting proficiency expectations in informational writing will increase by 3-5 percentage points, as measured by Benchmark Advance Performance Tasks, Interim Assessments, and Social Studies informational writing assessments. | | |
| **Strategic Actions** | **Timeline** | **Measures of Success/Desired Performance Level** |
| Provide opportunities for collaborative scoring of written responses using consistent writing rubrics in grades 2-5 to provide consistency of scoring across grade levels. | 4x/year | 100% of grade level teams will maintain calibrated scoring documents and anchor papers demonstrating consistent application of rubric expectations. |
| Teachers will explicitly teach and consistently utilize Benchmark Advance graphic organizers, CCPS curriculum organizers for consistency, and writing frameworks to support planning and organization of narrative, opinion, and informational writing. | Weekly | During walkthroughs, 90% of observed students engaged in writing instruction will utilize grade-appropriate organizers and planning tools to support written responses. |
| Direct instruction using *Unlock the Prompt* and utilizing resources from Benchmark Advance to respond to text-dependent questions in grades 2-5. | Monthly | Walkthrough and observation data will indicate implementation of Unlock the Prompt routines in 90% of observed classrooms. |
| Teachers will provide explicit instruction in all stages of the writing process, including planning, drafting, revising, editing, development of claims, organization, evidence integration, elaboration, and content-specific vocabulary. | Weekly | Quarterly writing samples will demonstrate growth in organization, evidence, and elaboration as measured by common writing rubrics.<br>Topics will include:<br>Quarter 1- Informational and Opinion<br>Quarter 2/3- Narrative<br>Quarter 4- Informational |

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| Teachers will provide targeted small-group writing instruction and conferencing based on formative assessment and writing rubric data to address identified skill deficits. | Weekly | At least 80% of students participating in targeted writing interventions will demonstrate growth toward individualized writing goals each quarter. |
| Using a common intervention tracking tool, teams will monitor progress of all students, with particular attention to students receiving special education services, students qualifying for FaRMS, multilingual learners, and students performing below benchmark. | Weekly (collaborative planning)/ Monthly (KidTalk & Data meetings) | Intervention groups will be adjusted based on assessment and progress-monitoring data to ensure instructional support is aligned to student needs.<br><br>80% of students receiving targeted interventions, including students with IEPs, students receiving FaRMS services, and students performing below benchmark expectations, will demonstrate growth toward their identified SMART goal. |
| Teachers will incorporate UDL principles through multiple means of engagement, representation, and expression to increase access to grade-level writing tasks. | Monthly | Walkthrough data will indicate evidence of UDL practices in 90% of observed writing lessons. |

| **Academic Achievement Gap School Improvement Goal** | | |
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| **Goal 4:** By June 2027, the percentage of students in Grades K-5 receiving special education services who meet grade-level expectations in reading and mathematics will increase by 3-5 percentage points, as measured by STAR Early Literacy/STAR Reading and spring mathematics benchmark assessments. | | |
| **Strategic Actions** | **Timeline** | **Measures of Success/Desired Performance Level** |
| Grade-level teams, special educators, and resource staff will meet to monitor student progress, analyze assessment data, implement targeted interventions, and adjust instructional supports for students receiving special education services to increase achievement in reading and mathematics. | Monthly (KidTalk & Data meetings) | 80% of identified students will demonstrate progress toward their individualized academic achievement goal as measured through progress-monitoring data, benchmark assessments, and classroom performance measures.<br><br>60% of identified students will demonstrate mastery on county assessments.<br><br>The percentage of students receiving special education services meeting benchmark expectations in reading and mathematics will increase by at least 3-5 percentage points from Spring 2026 to Spring 2027. |
| Teachers will implement strategies to incorporate UDL practices to promote engagement and inclusion. | Monthly | During walkthroughs and observations, teachers will be observed implementing UDL strategies, accommodations, and scaffolds that increase access to grade-level content for students receiving special education services. |

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| Teachers will collaborate to create resources and instructional supports to help our Students with Significant Cognitive Disabilities (SwSCD) access the grade-level curriculum and meaningful participation in core instruction alongside peers | Monthly | The Inclusion Team will monitor our 3-year action plan with specific targets identified to increase the percentage of time SwSCD participate in the least restrictive environment. |
| Teachers will conduct individual goal-setting conferences with identified students to promote ownership of learning, monitor progress, and increase engagement in academic achievement. | Quarterly | Students will identify and monitor personal academic goals during quarterly conferences. Progress will be documented through benchmark assessments, intervention data, and student reflection tools.<br><br>60% of identified students will demonstrate mastery on county assessments. |
| SST Team will closely monitor attendance, disciplinary referrals, and achievement data. | 2x/month | School staff will provide students and/or families with necessary resources and support as appropriate. |