Carroll Springs School
School Improvement Plan
2026-2027

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.

Data Analysis

Reading:

Our literacy instruction for Pre-K aligns with the comprehensive literacy plan to ensure we are preparing our youngest learners with the skills they need to be successful in kindergarten. All of our students in our Pre-kindergarten have an identified disability, therefore, focusing on student growth in foundational skills for developing readers is critical to ensure we are setting our students up for success in kindergarten.

Spring 2026

PLA - Letter Identification Uppercase (Mastery 26)	PLA - Letter Identification Lowercase (Mastery 28)	PLA - Early Concepts of Print (PreK) (Mastery 7)	I
23	25	4	
26	28	10	
3	6	0	
7	9	3	
26	28	4	
19	16	2	
19	16	4	
7	8	4	
6	9	2	

During the 2025-2026 school year, analysis of student performance on the Primary Literacy Assessment (PLA) by skill/task, showed approximately 50% of pre-kindergarten aged students mastered uppercase letter ID, but only 1/3 of enrolled pre-kindergarten students mastered lowercase letter ID. Only one student (11%), mastered Early Concepts of Print.

Math:

May 2026

Grade Level: PF Refresh

Color Key Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16	17	17	18	18	19	20	21	22	Score
5	7	3	7	5	5	5	7	4	7	5	2	7	6	7	8	6	8	8	9	8	8	9	4	5	31%
												X		X	X		X	X	X	X	X	X			64%
			X						X								X	X	X	X	X	X			68%
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	0%
X	X		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	16%
	X		X		X		X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	28%
X	X	X	X	X	X	X	X	X	X				X	X	X		X	X	X		X	X			28%
X	X					X	X			X		X			X	X			X	X	X	X		X	48%
	X		X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X			28%
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	0%

January 2026

Grade Level: PF Refresh

Color Key Chart

1	1	2	2	3	3	4	5	5	6	6	7	7	8	8	9	9	10	11	12	13	13	14	15	16	17	Score
3	4	5	5	6	6	5	3	9	4	7	7	5	4	8	6	9	4	6	7	7	8	7	1	4	7	37%
X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X		X	X	X	X			X	19%
								X						X		X										88%
X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	8%
	X		X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X				X	27%
		X	X	X	X	X		X		X		X		X		X	X	X	X	X	X	X		X	X	31%
				X				X		X	X	X		X	X	X				X	X	X		X		54%
		X			X	X		X			X		X		X	X		X	X	X	X	X			X	46%
		X	X				X	X	X	X	X		X	X		X		X	X		X	X		X	X	38%
X	X			X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X			X	23%

During the 2025-2026 school year, pre-kindergarten math skills, measured by the mid-year and end-of-year Math Benchmark assessment, showed less than 50% of enrolled students in pre-kindergarten showed mastery for identifying and building sets with numbers 0-10. Of that group, approximately 50% were inconsistent with identifying numbers and building sets for 0-5.

Writing:

Pre-kindergarten aged students have a variety of complex learning profiles that include language delays, sensory differences, social emotional needs, complex physical access needs and complex learning needs. In the area of writing, standard W.PK.2 states Pre-kindergarten students will use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. Given the diverse needs of our student population, focusing on this standard for our Pre-kindergarten students to be able to identify a picture of a topic or draw a topic that supports their acquisition of this standard and aligns to their embedded communication and language goals within our program.

Equity:
Our 2025-2026 data for student engagement in collaborative experiences with students in lesser restrictive settings and/or diverse cultural backgrounds exceeded our goal of at least one experience per quarter with students from lesser restrictive educational settings. Carroll Springs students engaged in pen pal writing to students in lesser restrictive educational placements and participated in multiple culturally diverse school wide programs. We need to continue to provide opportunities with peers, peers in less restrictive special education placements, and experiences with cultural diversity. We will work to continue to encourage inclusive practices by fostering connections between our students and peers from less restrictive education settings.

Reading School Improvement Goal		
1. By May 2027, 75% of Pre-Kindergarten students will identify or name 26 Uppercase letters as evidenced by the Primary Literacy Assessment (PLA).		
Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**
1.1 Review student data for letter ID at each student achievement meeting. Make adjustments to instructional strategies and student groupings as needed.	October through May	Monthly student achievement meetings with student progress data.
1.2 Review student data from STAR ELA assessments. Make adjustments to groupings and instructional strategies as needed.	October-November	Steady increases in letter ID acquisition toward mastery of taught letters.
1.3 Daily instruction using Fundations with fidelity	Daily	Classroom Walkthrough monthly Data Review monthly Teacher observations during literacy block
1.4 Mid-Year PLA Administration. Review PLA results- look for alignment to monthly data collected and reviewed. Make adjustments to instructional strategies.	January-February	PK students show at least a 50% increase of Letter ID compared to baseline.
1.5 End of Year PLA	April-May	Review PLA results- look for alignment to monthly data collected

Math School Improvement Goal		
2. By May 2027, 75% of Pre-Kindergarten students will identify numbers 0-5 and 50% will identify numbers 0-10 as evidenced by performance on curriculum-based assessments and formative assessments.		
Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**
2.1 Review student data for number ID 0-10 and building sets 0-10. Make adjustments to instructional strategies and student groupings as needed.	October through May	Monthly student achievement meetings with student progress data.
2.2 Review student data from STAR Math assessments. Make adjustments to groupings and instructional strategies as needed.	October-November	Steady increases in number ID acquisition.
2.3 Daily instruction using PK math curriculum taught with fidelity.	Daily	Classroom Walkthrough monthly Data Review monthly Teacher observations during math block
2.4 Mid-Year Math Benchmark. Review results- look for alignment to monthly data collected and reviewed. Make adjustments to instructional strategies.	January-February	Target of 30%-40% of students show mastery of 0-5. Target 25% show mastery of 5-10
2.5 End of Year Math Benchmark	April-May	Review results- look for alignment to monthly data collected

Writing School Improvement Goal		
3. By May 2027, 75% of pre-kindergarten students will identify or draw a topic related to a text as evidenced by classroom-based work samples/formatives.		
Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**
3.1 Baseline student skills for identifying pictured vocabulary from a field of 3. Use data to scaffold instructional strategies.	October-Nov.	Student data from VB MAPP
3.2 Baseline student skills for holding/grasping writing tool and putting to	October-Nov.	Monthly data check ins with team

paper. Use data to determine student methods for 'writing' their topic related to a text.		
3.3 Plan for daily access to writing, drawing, and fine motor through stations time.	Ongoing	Classroom walk throughs and observations
3.4 Monitor student progress through data meetings	Monthly	Review of work samples- target steady increase of skills over time.
3.5 Collaborate/consult with OT for students with fine motor needs	As needed	Target is based on frequency noted in Individualized Educational Programs for students identified.

Equity School Improvement Goal		
4. By May 2027, students will engage in collaborative experiences with lesser restrictive settings (I.e. comprehensive elementary, middle or high schools, gen ed pre-k) and/or diverse cultural backgrounds at least 6 times.		
Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**
4.1 Identify potential classroom partnerships.	September	Collaborative discussion with other schools, staff feedback
4.2 Research cultural assemblies	September	Review possible programs at ILT meetings
4.4 Schedule cultural assemblies	Ongoing/ quarterly	Event Calendar. Goal is one per month
4.5 Share information related to programs for family engagement	Ongoing/ quarterly	Monthly newsletters