

Mechanicsville Elementary School

School Improvement Plan 2026 - 2027

School Vision

The vision of Mechanicsville Elementary School is to collaborate to provide a safe, inclusive environment, where students feel valued, supported socially, emotionally, and academically while building a foundation for lifelong learning in all students.

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

- Communicate 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 Blueprint for Maryland's Future career ladder.
- CCPS recruits and retains diverse employees reflective of our student community.
- CCPS maintains class sizes that support student 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 – County ELA Data

Numbers represent the percentages of students who met the mastery level

Pre-K	PLA Letter ID Upper Case		PLA Letter ID Lower Case		PLA Letter Sounds		Blending Onset- Rime		PLA Initial Consonants the Same	
	County	MES	County	MES	County	MES	County	MES	County	MES
2025	93	100	90	94	86	67	73	78	80	89
2026	91	95	89	95	84	65	67	90	62	85
2027										

K	High Frequency Words		PLA: Letter Sounds		PLA: Hearing Sounds in Words		PLA: DAPPA blending		CCPA: Closed Syllable	
	County	MES	County	MES	County	MES	County	MES	County	MES
2025	88	100	92	100	72	91	95	100	84	100
2026	85	89	91	88	69	87	96	100	84	86
2027										

1st	High Frequency Words		Acadience ORF Accuracy		CCPA: 2B Closed Syllables CCPA: 2C Closed Syllables/ Digraphs/Blends		CCPA: 2D VCE	
	County	MES	County	MES	County	MES	County	MES
2025	68	77	65	76	2B - 94 2C - 87	2B - 96 2C - 85	82	86
2026	66	87	67	88	2B- 94 2C-88	2B – 99 2C - 97	81	97
2027								

2nd	Acadience Composite Score		CCPA: 2G vowel digraphs CCPA: 2H vowel diphthongs		CCPA: 2I 2 syllables		CBA 80% expectation		MAP Growth Reading Score	
	County	MES	County	MES	County	MES	County	MES	County	MES
2025	65	79	2G-90 2H-81	2G-98 2H-91	61	80	Lit-63 Op-64	Lit-71 Op-74	49	65
2026	65	77	2G- 86 2H- 76	2G-94 2H- 88	59	75	N/A	N/A	28	42
2027										

3rd	CBA (2025) 80% expectation CCPA- 2J Multisyllabic (2026)		Acadience Composite Score		MAP Growth Reading Scores	
	County	MES	County	MES	County	MES
2025	Lit - 48 Op - 52	Lit - 57 Op - 49	67	78	85	95
2026	83	93	68	80	83	93
2027						

4th	CBA (2025) 80% expectation CCPA-2J Multisyllabic (2026)		MAP Growth Reading Scores	
	County	MES	County	MES
2025	Lit - 64 Op - 46	Lit - 76 Op - 46	53	54
2026	93	98	28	31
2027				

5th	CBA (2025) 80% expectation CCPA-2J Multisyllabic (2026)		MAP Growth Reading Scores	
	County	MES	County	MES
2025	Lit - 55 Op - 57	Lit - 67 Op - 70	46	52

2026	96	95	25	38
2027				
ELA MCAP Data Percentage of Students Proficient				
Grade	2025	2026		
3 rd	62%	68%		
4 th	70%	75%		
5 th	73%	70%		

School Improvement Reading Goals 2026 - 2027	
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By June 2027, 85% or more of Pre-K-5 students will meet or exceed expectations on the STAR Early Literacy or STAR Reading Assessment.

[illegible]

First- Implement specific targeted interventions for all students not achieving grade level expectations during the intervention block. • phonological & phonemic awareness & phonics focusing on blending, segmenting, sounds, closed syllables and cvc words through Heggerty, SIPPS, Bridging the Gap and Foundations' double dose. Teachers will provide focused instruction to help build student fluency, including: • The use of fluency routines & fluency folders • Repeated reading practice: echo, choral, partner focusing on appropriate phrasing, intonation/expression, and observed punctuation. • Monitor students' progress through SMART goals during SRIP & data meetings while providing strategic interventions.	Daily Weekly Monthly	• 90% of students will score in the established range (740 and up) on STAR Early Literacy. • 90% of students will score 49 and up on STAR ORF nonsense word fluency. • 90% of students will score in the 40th percentile and above on STAR CBM assessments • 90% of students will score in the established range on updated PLA high frequency words. • 90% of students will score in the established range on CCPA 2c, 2D and 2E.
Second- Implement specific targeted interventions for all students not achieving grade level expectations during the intervention block. • Focus on phonics automaticity while monitoring CCPA 2B-2I. Teachers will provide focused interventions using 'Fun in Focus, Foundations' double dose, Being a Reader, SIPPS, and Quick Reads Teachers will provide focused instruction to help build student fluency, including: • The use of fluency routines • Repeated reading practice: echo, choral, partner focusing on appropriate phrasing, intonation/expression, and observed punctuation. ELA teachers will work with the reading specialist to evaluate and plan Benchmark Advance lessons. • Monitor students' progress through SMART goals during SRIP & data meetings while providing strategic interventions.	September 2026 – May 2027 Daily September 2026 – May 2027	• 90% of students will score in the established range (911 and up) on STAR Early Literacy / Star Reading. • 90% of students will score 102 and up on STAR ORF assessment. • 90% of students will score in the 40th percentile and above on STAR CBM assessments • 90% of students will score in the established range on updated PLA high frequency words. • 90% of students will score in the established range on CCPA 2H and 2I.

		90% of students will score 80% or above on Benchmark Advance Assessments.
Third- Fifth ELA teachers will collaborate with the reading specialist to evaluate and plan Benchmark Advance lessons. - Monitor students' progress through SMART goals during SRIP and data meetings while providing strategic interventions. (Steps to Advance, Fun in Focus Foundations, SIPPS, UFLI, Common Lit.) - The Reading Specialist will host informative parent events sharing the science of research resources and CCPS assessment updates connected to the SOR. The Reading Specialist will share curriculum and assessment updates and strategies to support reading at home.	September 2026– May 2027 September 2026 – May 2027 September 2026– May 2027	90% of students will score in the established range (40th percentile and above) on STAR Reading. 90% of students will score in the 40 percentile and above on the STAR ORF assessment. 90% of students will score in the 40th percentile and above on STAR CBM assessments . 90% of students will score in the established range on updated PLA high frequency words. 90% of students will score in the established / greed range on all CCPA assessments. 90% of students will score 80% or above on Benchmark Advance Assessments.

School Improvement Goals Pre-Writing/Writing 2026 - 2027	
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WRITING: By June 2027, students in PreK-5th grade will meet or exceed the county writing expectations on end of year assessments.

PreK- 90% or more of pre-K students will meet or exceed expectations on Heggerty – blending Onset- Rime into spoken words.

Kindergarten- 90% or more of kindergarten students will meet or exceed expectations on PLA letter sounds.

1st Grade- 90% or more first grade students will meet or exceed expectations on the Foundations Unit 12 Dictation assessment.

2nd- 5th Grade- 85% or more 2nd-5th grade students will meet or exceed expectations on Benchmark Advance Informational Writing Assessments.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Pre-K- - Solidify phonemic awareness skills through daily Heggerty lessons. - Monitor student's progress through weekly data meetings and Kid Talk process	Daily Daily	90% of students will score 8 or above on PLA-matching familiar Consonant sounds/letters 90% of students will score 8 or above on Classifying words by initial sounds 90% of students will score 8 or above on blending syllables 90% of students will score 8 or above on Heggerty-blending Onset-Rime into spoken words
Kindergarten- 3rd Grade - Monitor student's progress through weekly data meetings and the established Kid Talk process - Teacher models the writing process using daily writing lessons (literary, informational & opinion) - Common graphic organizers will be used across grade levels to organize thinking and set the purpose of writing. - Address student writing needs through writing conferences	Weekly Daily	90% of students will score 26 on PLA letter sounds assessment. 90% of students will score 5or above on Heggerty-blending 5/5 on CCPA short vowel sounds 90% of students will score established on Foundations Unit 5 Test

School Needs Assessment – MES Math Data 2026

Mid-Year Mathematics Benchmark Assessment Average Student Score

	Pre-K	K	1 st	2 nd	3 rd	4 th	5 th
January	98	93	92	85	76	86	82
May	98	95	96	87	79	89	84

Math MCAP Data Percentage of Students Proficient		
Grade	2025	2026
3 rd	67%	72%
4 th	65%	72%
5 th	43%	48%

School Improvement Goals Math 2026 - 2027

The percentage of students who meet the standard county score of 80% on the CCPS MYA will increase from 77% on the 2026 MYA to 82% on the 2027 MYA and from 81% in the spring of 2026 to 86% in the spring of 2027.

- **Pre-K: 95% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Kindergarten: 95% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Grade 1: 95% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Grade 2: 95% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Grade 3: 80% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Grade 4: 85% or greater of students will score 80% or higher on the CCPS EOY assessment.**
- **Grade 5: 85% or greater of students will score 80% or higher on the CCPS EOY assessment.**

The percentage of Math Advanced Academic students scoring 90% or higher on the EOY Math Benchmark in grades 3-5 will increase from 90% in the Spring of 2026 to 95% in the Spring of 2027.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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Teachers will participate in county and school wide professional development opportunities for new curricular expectations (i.e. elapsed time, patterns, symmetry). Teachers along with resource staff will plan to incorporate reasoning and modeling tasks purposefully to encourage students to apply their learning to real world scenarios and persevere through challenging tasks Teachers in grades Pre-K –2, and resource staff will develop and implement appropriate organizers and rubrics to support students’ success with reasoning and modeling tasks. Teachers in grades 3-5, along with resource staff, will develop and implement an organizer to support students’ success with reasoning and modeling tasks. Teachers will provide frequent and direct instruction on strategies that address “Unlocking the Prompt” to solve story problems. Pre-K- K teachers and math resource teachers will collaborate to plan instruction connected to addition and subtraction. 1st and 2nd grade teachers and math resource teachers will collaborate to plan time for daily addition and subtraction fact practice with differentiation based on formative assessment and teacher monitoring. Teachers will plan whole group, small group, and interventions with the math resource teacher. Math resource teacher will be available to support teachers during mathematics instruction through observation, model teaching and co-teaching.	Monthly	85% or more of students will show proficiency on new curricular expectations.
	Weekly	85% or more of students will show proficiency on reasoning and modeling standards.
	Weekly	
	Weekly	
	Weekly/Biweekly	85% or more of students will show proficiency
	Weekly	85% of students will show proficiency on NOS and AT standards.
	Weekly	Students will show “Efficiency” on grade level facts by the end of first grade and second grade.
	Weekly	85% or more of students will score 80% or higher on Unit assessments in each grade level.
	Weekly	85% or more of students will be proficient on unit assessments.

FARMS MCAP Data Percentage of Students Proficient				
<u>Grade</u>	<u>2025</u>		<u>2026</u>	
	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>
3 rd	27%	67%	47%	72%
4 th	44%	65%	53%	72%
5 th	79%	43%	61%	48%

School Improvement Subgroup Goals 2026 – 2027		
85% or more of identified students will score in the 40th percentile or above on the STAR Early Literacy/ STAR Reading assessment and will score 80% or higher on the end of year math benchmark.		
• Strategic Actions	Timeline	Measures of Success / Desired Performance Level
K-5 - Closely monitor math and reading progress during weekly data meetings to focus on students in the FARMS population. - Teachers will plan interventions with reading and math resource teachers using researched based tools (i.e. Bridges, Dreambox, Lexia, Freckle, Acadience, Benchmark Steps to Advance, SIPPS, Quick Reads, Fun in Focus, UFLI ...) to students who are not meeting grade level standards. - Social Emotional Support Groups with School Counselor for students with SEL needs.	Weekly	85% of the FARMS students will Score in the 40th percentile or higher on STAR / and 80% or higher on all Unit assessments and the EOY math benchmark.