Eldersburg Elementary School

School Improvement Plan
2026 - 2027

School Vision / Mission
EES Vision *Our vision is to work together to educate the whole child with high standards in a safe and nurturing environment.* **EES Mission** *The mission of EES is to empower all our students to become Respectful, Responsible citizens who are Ready to succeed in the global community.*

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
Reading – The percentage of students reading on/above grade level was measured to address CCPS Strategic Plan Pillar I. Students in grades PK are measured via DAPPA, Kdg-2 were measured via their Acadience Composite Score and 3-5 are measured via MAP. Data shows students in grades PK, K, 3 and 4 achieving above the 80% rate. Grade 5 showed significant improvement and grades 1, 2 are approaching the 80% pass rate with pass rates ranging from 70-78%. MCAP performance data showed an increase for third and fourth grade with 5th grade proficient rate decreasing from 2025.

Description of data:
PK – DAPPA
K-2 – Acadience Composite Score
3-5 – MAP

Grade	Red Zone		Yellow Zone		Green Zone	
	2025	2026	2025	2026	2025	2026
PK	21%	0	7%	11.76%	64%	88.24%
K	7%	4.35%	23%	11.59%	70%	84.06%
1	10%	20%	19%	11.67%	72%	68.33%
2	10%	4.71%	12%	16.18%	78%	69.12%
3	23%	4.49%	24%	7.87%	53%	87.64%
4	19%	4.35%	14%	4.35%	68%	91.3%
5	32%	16.42%	22%	11.94%	47%	71.64%

ELA MCAP Data						Amount of Increase/Decrease
		MCAP 2023	MCAP 2024	MCAP 2025	MCAP 2026	
Grade 3	Combined 3/4				82%	+18.8%
	Blue	2%	7%	15.5	15.7%	
	Green	63%	53%	57.7	66.3%	
	Yellow	31%	39%	23.9	18%	
	Red	3%	1%	<5	<=5%	
Grade 4	Combined 3/4				82.9%	+6.9%
	Blue	7%	10%	13.3	35.7%	
	Green	71%	61%	62.7	47.1%	
	Yellow	19%	27%	20	14.3%	
	Red	3%	2%	<5	<=5%	
Grade 5	Combined 3/4				57.5%	-4.5%
	Blue	3%	9%	12.6	9.6%	

	Green	43%	53%	49.4	47.9%	
	Yellow	51%	34%	34.5	37%	
	Red	3%	4%	<5	5.5%	

FaRMs Reading Data –

Reading data for students eligible for FaRMs was examined as this group of students has been achieving below the level of the general population of Eldersburg students. MCAP data did show a significant increase in proficiency for grades 3 & 5. CCPS data show significant increases at all grade levels.

Description of data:
PK – DAPPA
K-2 – Acadience Composite Score
3-5 – MAP

Grade	Red Zone		Yellow Zone		Green Zone	
PK	29%	0	14%	14%	57%	86%
K	11%	12.5%	11%	0	78%	87.5%
1	10%	27%	20%	9%	70%	63.6%
2	31%	20%	25%	10%	38%	70%
3	64%	0	0%	19%	36%	81%
4	33%	16.6%	11%	16.6%	56%	66.6%
5	53%	20%	29%	20%	18%	60%

FaRMs ELA MCAP Data						Amount of Increase/Decrease
		MCAP 2023	MCAP 2024	MCAP 2025	MCAP 2026	
Grade 3	Blue	<5	<5	<5	13.3%	+26.1
	Green	47.1	45.5	36.4	53.3%	
	Yellow	41.2	45.5	63.6	33.3	
	Red	22.8	9.1	<5	<0	

Grade 4	Blue	<5	<5	11%	8%	-12.5%
	Green	46.2	55.6	55.5%	46%	
	Yellow	38.5	38.9	11%	31%	
	Red	15.4	5.6	22%	15%	
Grade 5	Blue	*	<5	5.9	<5%	+7.4%
	Green	*	23.1	41.2	54.5%	
	Yellow	*	69.2	41.2	36.4%	
	Red	*	7.7	11.8	9.1%	

Writing –

Writing was measured by performance on the 2026 Benchmark post assessment for grades 2-5. We broke the reading comprehension and writing portion of the assessment apart. For the writing portion of the post test, students in grade 5 were proficient (92%) with fourth grade approaching proficiency with 43%. Students in grades three and five were below the mastery level.

Description of data:
Writing score from the 2026 Benchmark post assessment (literary) given in grades 2-5.

Grade	**% Meeting Standard on Writing Portion of Benchmark (w/out comprehension)**
2	42%
3	45%
4	74%
5	92%

Math –

Data reflects the percent of students scoring 80% or higher on the spring math benchmark. Eldersburg maintained or increased the percentage of students scoring proficient on the spring math benchmark in grades PK, K, 1st, 2nd, 3rd, and 4th. Fifth grade had a significant drop in proficiency levels. Additionally we looked at MCAP data once it became available. Our pass rates for Math are: 3rd - 77.5%, 4th – 77.1%, 5th – 43.8%. Third and fifth grade MCAP data pass rate dropped by 1% at each grade while fourth showed an 8% increase. Analysis by item shows modeling and reasoning to be areas of weakness at 4th and 5th grade.

Description of data:
Overall spring benchmark assessment.

Math May Benchmark Data					
	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Pre-Kindergarten	89	93%	100%	93%	95%
Kindergarten	88	92%	85%	97%	94%
First	89	92%	93%	87%	95%
Second	86	70%	77%	72%	76%
Third	86	70%	53%	50%	56%
Fourth	75	83%	92%	76%	91%
Fifth	83	83%	84%	49%	34%

		MCAP Math 2023	MCAP Math 2024	MCAP Math 2025	MCAP Math 2026	Amount of Increase/ Decrease
Grade 3	Combined 3/4				77.5	-1.1%
	4	13%	4%	8.6	11.2	
	3	62%	67%	70	66.3	
	2	24%	21%	12.9	20.2	
	1	1%	8%	8.6	<=5%	
Grade 4	Combined 3/4				77.1%	+8.1%
	4	7%	14%	<5	7.1	
	3	66%	46%	68	70	
	2	22%	40%	24	18.6	
	1	4%	0%	84	<=5%	
Grade 5	Combined 4/3				43.8	-1.0%
	4	2%	3%	<5	<=5%	

	3	39%	57%	44.8	43.8%	
	2	55%	39%	49.4	46.6%	
	1	Red	5%	<5	9.6%	

4 School Improvement Goals to Target Areas from Needs Assessment

1. 80% of students in PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.
2. 80% of students in grades 2-5 will score a 9 or better on the 12-point writing rubric.
3. The number of students meeting 80% or better mastery on EOY math assessment will be at or above the county average.
4. 70% of students identified as receiving FaRMs in grades PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.

School Improvement Goal		
1. 80% of students in grades PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
1.1 First pass reading strategies will be applied in small groups utilizing decodables will occur daily using MQI.	Data to be reviewed monthly at grade level data meetings	Data will be monitored for 80% of students achieving 80% mastery on CCPS reading assessments
1.2 Assessment data will be used to match instructional intervention to students' need. Teachers will work with students to set personal reading growth goals.	Data to be reviewed monthly	Students identified through Star assessments will be in an intervention --- At data meetings goals will be written, monitored and adjusted for each intervention. Personal goals will be monitored before and after assessments with individuals.
1.3 Teachers (K-3) will implement Fundations practices daily with integrity and will administer, record and analyze unit assessments to determine areas for second chance instruction. Fourth & fifth grade teachers will use CCPA data to fill in holes in students' phonics knowledge.	Classroom and intervention data to be reviewed at monthly data meetings.	Teachers will analyze unit Fundations assessments as well as CCPA data to drive instructional decisions and interventions. Students in grades K-5 will score 80% or higher on CCPA subtests.
1.4 Weekly meetings with grade level teams, special educators, resource staff, and administration to plan for lessons, interventions, Kid Talk meetings, and monitor student progress.	Classroom and intervention data to be reviewed at monthly data meetings.	Teams will create scoreboards to monitor student learning and report data during monthly data meetings.
1.5 Fluency folders to include skill-based word lists, phrases, decodable text and authentic grade level text.	Staff will update fluency data at least monthly based on classroom practice and assessment (word lists, Fundations, etc)	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 measures
1.6 Teachers will emphasize instruction on main idea based on MCAP data.	Staff will monitor main idea questions in instruction and review of assessments.	Grades 3 & 4 were at or above state average. 5th grade is monitoring main idea and focusing their SLO on this skill.

School Improvement Goal		
2. 80% of students in grades 2-5 will score a 9 or better on the 12-point writing rubric.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
2.1 Students will receive direct instruction on strategies to "unpack" a question (i.e., CUCC, keywords) identify the type of question and then formulate an answer that addresses the question.	Quarterly collection of grade level writing data on the ideas portion of the writing rubric	80% of students will achieve a passing score on grade level rubrics
2.2 Direct writing instruction to include Benchmark Advance graphic organizers, modeling, and conferencing. These will address organization and clarity in writing.	Quarterly collection of grade level writing data on the ideas section of the rubric	80% of students will achieve a passing score on grade level rubrics
2.3 Students will participate in monthly writing celebrations to encourage writing, writing conventions, and reading fluency.	October 2025 – May 2026	80% of students will achieve a passing score on grade level rubrics.
2.4 Weekly meetings with grade level teams, special educators, resource staff, and administration to plan for lessons, hold Kid Talk meetings, and monitor student progress.	Classroom and intervention data to be reviewed at monthly data meetings.	Teams will create scoreboards to monitor student learning and report data during monthly data meetings.
2.5 Teachers will explicitly teach graphic organizers and use gradual release to have students create their own.	Weekly	Quarterly writing samples will demonstrate the use of appropriate organizers created by teachers and students.

School Improvement Goal		
3. The number of students meeting 80% or better mastery on EOY math assessment will be at or above the county average.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
3.1 Teachers will incorporate fact fluency strategies and practice in their whole group/small group instruction and independent practice.	Data to be reviewed monthly	Students will score 80% on assessments to show application of fact fluency. Teachers will monitor fact fluency based on classroom tasks and fact fluency rubrics.
3.2 Students will utilize manipulatives to solve problems in base ten with number and operational sense standards.	September-June	Students will be monitored for their appropriate use of manipulatives by classroom teachers and administrators. 80% of students will show mastery on unit assessments.
3.3 Teachers will utilize supplemental instruction to include tier 2 and tier 3 interventions.	Monitor Sept. - June	Small group instruction will be documented through classroom walk-throughs and observations. Look for components include varied some group lessons. Small group instruction should be evident in 80% of walkthroughs
3.4 Teachers will incorporate reasoning and modeling tasks to increase problem solving (rubrics, self-scoring, co-teaching, conferencing)	Classroom data reviewed monthly	Increase accuracy on problem solving and reasoning and modelling within county assessments.
3.5 Weekly meetings with grade level teams, special educators, resource staff, and administration to plan lessons, interventions, Kid Talk meetings, and monitor student progress.	Classroom and intervention data to be reviewed at monthly data meetings.	Teams will create scoreboards to monitor student learning and report data during monthly data meetings. Teams will create short-term and long-term planning documents.

School Improvement Goal		
4. 70% of students identified as receiving FaRMs in grades PreK-5 will read and comprehend grade level text as measured by EOY CCPS assessments.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
4.1 Teachers will increase family involvement by this group of parents by inviting them to the first conference night of the year.	October 2025	All families will receive an invitation and at least 80% of invited parents will attend the first conference night of the school year.
4.2 Teachers will increase family involvement by this group of parents by inviting them to EES' Mental Health Night.	January 2026	All families will receive an invitation and at least 80% of invited parents will attend Mental Health Night.
4.3 Teachers will follow up with families on literacy opportunities being presented regionally.	September – October 2025	Implementation of resources at Culture Night.
4.4 Teachers, special ed providers, resource staff and administrators will meet monthly to review current data and interventions.	Sept - June	Teams will create scoreboards to monitor student learning and report data during monthly data meetings.