Carrolltowne Elementary School

School Improvement Plan 2026 - 2027

School Vision/Mission
The mission of Carrolltowne Elementary School is to support and motivate students, Pre-K through 5th grade to become confident and responsible learners.

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	CES	County	CES	County	CES	County	CES	County	CES
2024	92	94	91	88	86	94	74	88	83	100
2025	93	100	90	100	86	100	73	95	80	100
2026	91	100	89	100	84	100	67	95	62	85

K	High Frequency Words		PLA: Letter Sounds		PLA: Hearing Sounds in Words		PLA: DAPPA blending		CCPA: Closed Syllable	
	County	CES	County	CES	County	CES	County	CES	County	CES
2024	86	90	92	91	73	84	95	100	83	95
2025	88	95	92	96	72	89	95	100	84	96
2026	85	97	91	97	68	89	96	100	84	96

1st	High Frequency Words		Acadience ORF Accuracy		CCPA: 2B Closed Syllables CCPA: 2C Closed Syllables/ Digraphs/Blends		CCPA: 2D VCE	
	County	CES	County	CES	County	CES	County	CES
2024	70	78			2B - 95 2C - 90	2B – 97 2C - 95	85	91
2025	68	83	65	76	2B - 94 2C - 87	2B - 99 2C - 99	82	94
2026	66	84	67	77	2B - 94 2C - 88	2B – 100 2C - 95	81	96

2nd	Acadience ORF Composite Score	CCPA: 2G vowel digraphs	CCPA: 2l 2 syllables	Benchmark Post-Assessment	MAP Growth Reading Score

			CCPA: 2H vowel diphthongs						
	County	CES	County	CES	County	CES	County	CES	County	CES
2024			2G-89 2H-80	2G-94 2H-86	63	75	Lit-78 Op-64	Lit-88 Op-69		
2025	65	81	2G-90 2H-81	2G-98 2H-91	61	77	Lit-63 Op-64	Lit-82 Op-82	49	61
2026	65	78	2G - 86 2H - 75	2G - 99 2H - 89	59	65	78	84	68	76

3rd	Benchmark Post-Assessment		Acadience Composite Score		CCPA: 2J Multisyllabic	
	County	CES	County	CES	County	CES
2024	Lit – 49 Op - 53	Lit – 39 Op - 43			86	83
2025	Lit - 48 Op - 52	Lit - 41 Op - 43	67	74	85	77
2026	56	63	68	68	83	87

4th	Benchmark Post-Assessment		MAP Growth Reading Scores	
	County	CES	County	CES
2024	Lit – 61 Op - 45	Lit – 80 Op - 51		
2025	Lit - 64 Op - 46	Lit - 76 Op - 71	53	58
2026	59	68	78	85

5th	Benchmark Post-Assessment		MAP Growth Reading Scores	
	County	CES	County	CES
2024	Lit – 54 Op - 55	Lit – 65 Op - 62		
2025	Lit - 55 Op - 57	Lit - 64 Op - 67	46	54

2026	**64**	**68**	**78**	**85**

ELA MCAP Data			
	2024	2025	2026
3rd	63.5%	72%	79%
4th	71.2%	70.5%	71%
5th	68.8%	59.3%	65%

Math MCAP Data			
	2024	2025	2026
3rd	72.9%	83%	84%
4th	60.7%	66.3%	58%
5th	64.5%	55.9%	56%

School Improvement Reading Goals 2026 - 2027

- **Pre-K: 90% of pre-kindergarten students will meet end of year county expectation (8/10) on the initial consonants the same assessment.**
- **Kindergarten: 85% of kindergarten students will meet end of year county expectation (40% or higher) on the Star Early Literacy Assessment Percentile Rank.**
- **First: 85% of students will meet end of year county expectations (40% or higher) on the Star Early Literacy Assessment Percentile Rank.**
- **Second: 80% of students will meet or exceed county end of year expectation on either the Star Early Literacy Percentile Rank (40% or higher) or STAR Reading Assessment Percentile Rank (40% or higher).**
- **Third: 75% of 3rd grade students will meet end of year county expectation on STAR Reading Assessment Percentile Rank (40% or higher).**
- **Fourth: 75% of 4th grade students will achieve county expectation on the EOY STAR Reading Assessment Percentile Rank (40% or higher).**
- **Fifth: 75% of students will achieve the county expectation for EOY STAR Reading Assessment Percentile Rank (40% or higher).**

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Pre-K • **The teacher will instruct students with Fundations and Heggerty content.** ○ Whole Group/Small Group ○ Interventions	**Daily**	**85% of students will score a 17/26 uppercase and 17/28 lowercase on the Spring (county expectation) PLA letter identification assessment.**
• **The teacher will implement Elkonin/Sound Boxes into**	**Weekly**	**85% of students will score a 10/26**

instruction (orthographic mapping).		**(Quarter 4 expectation) on the PLA Letter Sounds assessment.**
Kindergarten • **Kindergarten teachers will increase phonics and phonemic awareness through Science of Reading strategies.** ○ Interventions/AEL ○ Flexible Grouping ○ FUNdations ○ Heggerty ○ Decodables • **Kindergarten teachers will incorporate Orthographic mapping (Elkonin boxes) into whole and small group instruction.** • **Kindergarten teachers will incorporate fluency folders into whole and small group instruction.**	**Daily** **Weekly** **Weekly**	**85% of students will score a 13/26 Quarter 1 and 26/26 Quarter 2 (county expectation) on the PLA letter sounds assessment.** **85% of students will score 25-30 (Quarter 4) county expectation on the High Frequency Words assessment.** **85% of students will score a 40% or higher on the Spring Star Early Literacy Percentile Rank.**
First • **First grade teachers will use Heggerty and FUNdations to increase phonemic awareness skills.** • **First grade teachers will collaboratively plan using SOR strategies to improve HFW knowledge** • **First grade teachers will utilize fluency folders and decodables and Repeated-Reading Fluency Routines to increase oral reading fluency.**	**Daily** **Weekly** **Monthly**	**80% of students will score 80% or higher on the EOY CCPA 2C closed syllables with blends assessment.** **80% of students will master EOY CCPS High Frequency Word assessment (135/135).** **85% of students will master the Star CBM ORF.**
Second • **Teachers will incorporate fluency folders into whole group and small group instruction.**	**September 2026 – May 2027**	**80% of students will score a 40% or higher on the Spring Star Early Literacy Percentile Rank or the Star Reading Percentile Rank.**

• **ELA will focus on instructing students with Fundations content** o Whole Group/Small Group o Interventions o Flexible Grouping	**Daily**	**80% of students will score 80% or higher on Fundations unit assessments.**
• **ELA teachers will develop students' story element comprehension and vocabulary by utilizing Benchmark Advance resources.**	**September 2026 – May 2027**	**70% of students will meet county expectations on Spring 2027 Benchmark Advance Post Assessment.**
Third • **ELA teachers will provide fluency practice weekly to increase appropriate phrasing, intonation/ expression, and observed punctuation.**	**September 2026– May 2027**	**75% of students will meet the county expectation on the STAR, CBM, and ORF.**
• **ELA teachers will develop students' background knowledge in each unit to improve overall understanding of the text by utilizing Benchmark Advance resources.**	**September 2026 – May 2027**	**70% of third-grade students will achieve 80% or higher on the Benchmark Advance Post Assessment.**
• **ELA teachers will work with the reading specialist to better understand, evaluate, and plan Benchmark Advance lessons weekly**.	**September 2026– May 2027**	**70% of third-grade students will achieve 80% or higher on the Benchmark Advance Post Assessment.**
Fourth • **ELA teachers will provide explicit instruction in reading comprehension skills from informational texts using Benchmark Advance. expression.**	**September 2026 – May 2027**	**75% of students will demonstrate mastery shown by unit check-ins that measures informational reading comprehension.**
• **ELA teachers will use vocabulary strategies using Benchmark Advance to increase word acquisition.**	**September 2026 – May 2027**	**75% of students will achieve a score of 80% or more on vocabulary teacher generated formative assessments.**
• **ELA teachers will provide explicit instruction in reading comprehension skills from literary texts using Benchmark Advance.**	**September 2026 – May 2027**	**75% of students will demonstrate mastery shown by weekly unit check-ins that measures literary reading comprehension.**

Fifth • **Teachers will utilize the CCPS Vocabulary Instructional Routine.**	**September 2026– May 2027 (Weekly Planning)**	**75% of students will achieve 75% or higher on the Benchmark Advance Post-test.**
• **Provide explicit instruction using context clues to support comprehension.**	**September 2026 – May 2027**	**75% of students will meet county expectations (40% or higher) on the STAR Reading Percentile Rank.**

School Improvement Goals Pre-Writing/Writing 2026 - 2027		
• **Pre-K: 90% of pre-K students or greater will meet end of year county expectations for letter sounds (10/26).** • **Kindergarten: 85% or greater of kindergarten students will achieve mastery in "Hearing Sounds in Words" on the PLA (35/37).** • **Grade 1: 80% of 1st grade students will score an 80% on CCPS personal narrative writing rubrics, (9/12).** • **Grade 2: 70% of the second-grade students will achieve 75% or higher on the CCPS Writing Rubric in the writing portion of the 2026-2027 Benchmark Advance post-assessment.** • **Grade 3: 70% of 3rd grade students will achieve 75% or higher on the writing portion of the Benchmark Post Assessment.** • **Grade 4: 75% of 4th grade students will achieve 75% or higher on the writing portion of the Benchmark Advance Post Assessment.** • **Grade 5: 80% of 5th grade students will achieve 75% or higher on the writing portion of the Benchmark Advance Post Assessment.**		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
Pre-K • **Teacher will teach daily FUNdations lessons to teach letters and letter sounds.**	**Daily**	**90% of students will meet end of year county expectations for upper and lowercase letter identification. (34/54) on the PLA upper/lowercase assessment.**
• **Teacher will increase phonemic awareness through Heggerty during whole group instruction.**	**Daily**	**90% of students will score a 10/26 on the Quarter 4 PLA: letter sounds assessment.**
Kindergarten • **Kindergarten teachers will collaboratively plan and create flexible groupings focused on Hearing Sounds in Words.**	**Weekly**	**85% of students will score a 19/37 Quarter 2, 27/37 Quarter 3, and 35/37 in Quarter 4. (county expectation)**

• **Kindergarten teachers will increase phonemic awareness through FUNdations and Heggerty during whole group instruction.**	**Daily**	**Quarter 1 will be baseline data.** **85% of students will score a 26/26 Quarter 2 (county expectation) on the PLA letter sounds.**
First • **Teachers will collaboratively plan explicit personal narrative writing lessons using CCPS suggested mentor texts and shared experiences.** • **Teachers will collaboratively plan mini lessons to model and have students utilize personal narrative writing rubrics.**	**Weekly** **Weekly**	**Students will score an 80% as measured by CCPS personal narrative writing rubrics.** **Students will score an 80% as measured by CCPS personal narrative writing rubrics.**
Second • **ELA teachers will use CCPS writing rubrics to target specific areas of need in writing with attention to language conventions.** • **ELA teachers will model and provide instruction on utilizing student-friendly checklists and writing rubrics.** • **ELA teachers will provide instruction on choosing and using appropriate graphic organizers prior to writing.**	**September 2026- May 2027** **September 2026-May 2027** **September 2026-May 2027**	**70% of students will score 75% or higher on CCPS writing rubric on the Benchmark Advance posttest.** **70% of students will score 75% or higher on CCPS writing rubric on the Benchmark Advance posttest.** **70% of students will score 75% or higher on CCPS writing rubric on the Benchmark Advance posttest.**

Third • **ELA teachers will use explicit and student-friendly graphic organizers for all types of writing to encourage student independence in creating graphic organizers** • **ELA teachers will provide instruction on components of the students rubrics to evaluate writing of themselves and others to improve student writing.** • **ELA teachers will provide explicit instruction to unpack the prompt of writing assignments to improve quality of writing.**	**September 2026 - May 2027** **September 2026 - May 2027** **September 2026 – May 2027**	**70% of third- grade students will achieve 75% or greater on the writing portion of the Benchmark Advance Post Assessment.** **70% of third-grade students will achieve 75% or greater on the writing portion of the Benchmark Advance Post Assessment.** **70% of third-grade students will achieve 75% or greater on the writing portion of the Benchmark Advance Post Assessment.**
Fourth ● **ELA teachers will explicitly model responses to informational writing prompts and provide student practice from using exemplars from Benchmark Advance.** ● **ELA teachers will provide explicit modeling for editing work by teaching direct writing convention skills.** ● **ELA teachers will provide explicit modeling and instruction for explaining their cited evidence in writing using both on demand writing and process writing**	**Twice quarterly** **Twice quarterly** **Twice quarterly**	**75% of students will score 75% or greater on Benchmark Advance unit writing tasks using CCPS writing rubric.** **Students will score a 2.0 or better on county rubrics for writing conventions.** **75% of students will score 75% or greater on graded state, cite, and explain writing tasks.**
Fifth ● **ELA teachers will model and instruct students on using graphic organizers for SCE to support on demand writing.** ● **ELA teachers will provide explicit modeling and instruction on appropriate concluding statements**	**September 2026 - May 2027** **September 2026 – May 2027**	**80% of students will achieve 75% or greater on the writing portion of the Benchmark Advanced Post Assessment.** **80% of students will achieve 75% or greater on the writing portion of the Benchmark Advanced Post Assessment.**

and explanations within their demand and process writing.		

School Needs Assessment – CES Math Data 2026

	Pre-K	K	1st	2nd	3rd	4th	5th
January	85	96	71	75	47	69	69
May	82	97	69	88	60	77	41

School Improvement Goals Math 2026 - 2027		
• **Pre-K to 5th: All students in grades pre-K to fifth will meet the county expectation of 80% mastery on the CCPS May Benchmark Assessments.** • 85% of Pre-K will meet or exceed the **CES expectation of 85% mastery** on CCPS May EOY Assessment. (Increased expectation over CCPS). • 90% of kindergarten students will meet or exceed the **CES expectation of 85% mastery** on CCPS May EOY Assessment. (Increased expectation over CCPS) • 80% of the 2nd grade students will meet or exceed the county expectation of 80% mastery on CCPS May EOY Assessment.85% of 1st grade students will meet or exceed the **CES expectation of 80% mastery** on CCPS May EOY Assessment. (Increased expectation over CCPS) • • 80% of 3rd grade students will meet or exceed the county expectation of 80% mastery on CCPS May EOY Assessment. • 80% of 4th grade students will meet or exceed the county expectation of 80% mastery on CCPS May EOY Assessment. • 52% of 5th grade students will meet or exceed the county expectation of 80% mastery on CCPS May EOY Assessment.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**

Pre-K
• **Teachers will use regular formative assessments to check student's progress with rote counting.**
  ○ Rote counting to 10
  ○ Rote counting to 20
	March 2026-May 2027	**85% of students will score an 85% or better on rote counting assessments.**

• **Teachers will focus instruction on AT: knowing how many counters there are without recounting.** ○ Small group instruction	**October 2026-May 2027**	**85% of students will meet or exceed the CES expectation of**

• **Teachers will incorporate the Numeracy Center Kit into daily instruction.**	**Monthly**	**85% mastery on the MOY and EOY Benchmark.** **85% of students will meet or exceed the CES expectation of 85% mastery on the EOY Benchmark.**
Kindergarten ● **Teachers will focus instruction on AT: knowing when to add or subtract within a word problem.** ○ Manipulatives, models and pictures ○ Small Groups /SMARTgoals as needed ○ Flexibly grouping	**Monthly**	**90% of students will score 85% or higher on AT formative assessments.**
● **Beginning in Unit 3, Teachers will implement daily instruction on NOS: groups of ten and leftover ones.** ○ Manipulatives ○ Small Groups/SMARTgoals as needed ○ Flexibly grouping	**February 2026-May 2027**	**85% of students will score 85% or higher on NOS questions on EOY Benchmark.**
● **Teachers will instruct reasoning and modeling skills into whole and small group instruction.** ○ Math Tasks ○ Flexibly grouping	**Weekly**	**90% of students will score an 85% or higher on the MOY and the EOY Benchmark.**
First ● **Teachers will collaborate prior to each unit assessment to create or choose from pre-made formative assessments to help drive instruction.** ○ Make provisions for extension opportunities ○ Modeling and reasoning tasks	**September 2026-May 2027**	**85% of students will achieve 85% or higher on unit assessments.**
● **Teachers will participate in a PD which focuses on the alignment of instructional strategies with the new MCCRS standards.**	**Quarterly**	**85% of students will score 85% or higher on the May EOY assessment**
● **Teachers will collaborate with Math Resource Teacher to help increase fluency of differences of 1 or 2 math facts.**	**Weekly**	**85% of students will achieve efficiency or reasoning on EOY differences of 1 or 2 fact fluency assessment.**

Second • **Math teachers will focus instruction and use curriculum resources related to reasoning and modeling to provide students with opportunities to explain strategies verbally and in writing.**	**Weekly, September 2026-May 2027**	**80% of students will meet or exceed county expectations on EOY assessment and teacher-created and county-created assessments.**
• **Teachers will provide time for addition and subtraction fact practice with differentiation based on formative assessment and teacher monitoring.**	**Three times a week, September 2026-May 2027**	**80% of students will score reasoning or efficient on end of year fact fluency assessments.**
• **Teachers will facilitate students' progression from using objects to drawings to equations with a symbol for the unknown in solving one- and two-step problems with the unknown in any position using addition and/or subtraction within 100.**	**Weekly, September 2026-May 2027**	**80% of students will meet or exceed county expectations on EOY assessment and teacher-created and county-created assessments.**
Third ● **Grade level math teacher will collaborate with math resource teacher to participate in professional learning and long-range planning quarterly to address concepts for measurement and data, unit pacing, daily instruction, and progress monitoring.**	**September 2026 – May 2027**	**80% of third-grade students will meet the county expectation of 80% on the county benchmark assessments.**
● **Grade level math teachers will dedicate time to practice derived multiplication and division facts with a variety of activities offered weekly to improve fact fluency with individual differentiation based on self-evaluation and teacher monitoring to support student fact needs.**	**September 2026 – May 2027**	**80% of third-grade students will achieve Efficient or Reasoning on EOY fact fluency data.**
● **Grade level math teachers will provide explicit instruction to unpack, score and improve multi-step-word problem written responses weekly to improve student reasoning and modeling and increase clarity of explanations.**	**September 2026-May 2027**	**80% of third-grade students will demonstrate understanding of modeling and reasoning on the EOY assessment.**

Fourth ● **Focus on weekly collaborative planning on how concepts will be instructed using manipulatives in conjunction with the new MCCRS standards and the Crosswalk Companion Guide for all units, including spiral review (min 2x week)**	**September 2026 – May 2027**	**80% of students will meet the county expectation of 80% or higher on CCPS Unit tests and MYA/EOY benchmark assessment.**
● **Strategically plan professional learning (with MRT) on half days to drive planning related to critical content, pre-teaching, differentiation, first pass instruction, and increase focus on reasoning and solving real world and multi-step word problems.**	**September Unit 1 October Unit 2 January Unit 6**	**80% of students score 80% or higher on CCPS Unit 1,2, and 6 tests and MYA/EOY benchmark assessment.**
● **Grade level teachers will plan with MRT and Special Educators to align our scoring of sample student responses using on demand writing and processed writing.**	**September 2026– May 2027 (weekly)**	**80% of students score 80% or higher on CCPS Unit tests and MYA/EOY benchmark assessment.**
Fifth ● **Grade level teachers will meet and plan with MRT and Special Ed. Teachers to create sample student responses to modeling and reasoning tasks using the on-demand writing with a focus on M.4 and M.5 Unpack It, Solve It, and Improve It rubric,**	**September 2026 – May 2027**	**80% of students will meet or exceed the county expectations with reasoning and modeling items on the EOY Assessment.**
● **Grade level teachers will meet with MRT to plan and implement strategies for spiral review of NOS (place value and multi digit multiplication) concepts of instruction using the new MCCRS standards and the Crosswalk Companion Guide.**	**September 2026 – May 2027 (Weekly Planning)**	**80% of students will meet or exceed the county expectations with reasoning and modeling items on the EOY Assessment.**
● **Grade level teachers will meet with MRT to plan and implement strategies for concepts within units of Operations and Expressions using the new MCCRS standards and the Crosswalk Companion Guide.**	**September 2026 – May 2027 (Weekly Planning)**	**80% of students will meet or exceed the county expectations with reasoning and modeling items on the EOY Assessment.**

School Improvement Subgroup Goals 2026 - 2027

Subgroup Data and Goals		
Grade	2026-2027 % (FaRMS making 80% or mastery on specific assessments)	2026-2027 ELA Goal (FaRMS % making 80% or mastery on specific assessments)
PreK	NA	90% of pre-kindergarten students will meet end of year county expectation (8/10) on the initial consonants the same assessment.
K	NA	85% of kindergarten students will meet end of year county expectation (40% or higher) on the Star Early Literacy Assessment Percentile Rank.
1	NA	85% of students will meet end of year county expectations (40% or higher) on the Star Early Literacy Assessment Percentile Rank.
2	NA	80% of students will meet or exceed county end of year expectation on either the Star Early Literacy Percentile Rank (40% or higher) or STAR Reading Assessment Percentile Rank (40% or higher).
3	NA	75% of 3rd grade students will meet end of year county expectation on STAR Reading Assessment Percentile Rank (40% or higher).
4	NA	75% of 4th grade students will achieve county expectation on the reading portion of the EOY STAR Reading Assessment Percentile Rank (40% or higher).
5	NA	75% of students will achieve the county expectation for EOY STAR Reading Assessment Percentile Rank (40% or higher).

Strategic Actions	Timeline	Measures of Success / Desired Performance Level

K-5 ● **General education/Special education collaborative planning weekly.** ● **During Achievement Meetings, Humanities teachers, special educators, resource teachers, and administration will analyze reading assessment data in order to determine student strengths and areas for growth.** ● **During ILT Meetings the achievement of students receiving FaRMS benefits will be monitored to determine need for intervention and extension.**	**Bi-weekly** **Three Times a Year** **Monthly**	**Students will be monitored for progress during Team KidTalking meetings** **Formative Assessments** **Star Early Literacy Assessment Percentile Rank.** **County and Teacher generated assessments.**