Title I School Improvement Plan Components
2026-2027

Carroll County Public Schools
Building the Future

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☐ **Cranberry Station** ☐ **Westminster Elementary**

Describe the steps taken to ensure an effective school-wide program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.

Title I School-Wide School Improvement Plan Components
SWP Component #1: A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)] **Things to consider:** ☐ What types of qualitative and quantitative data are being collected? o Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. o Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. ☐ What are the strengths of students, teachers, school and community? What are their needs? ☐ What are the contributing factors to academic strengths and needs? ☐ How is the data being used by administration, teachers and parents to guide decisions and instruction? ☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups? ☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?
Needs Analysis/SIT Goals

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School Needs Assessment

1. **Reading:** ELA assessment data indicates that the number of students meeting expectations on local and state ELA assessments is below the county average.
2. **Writing:** Writing performance task data for grades K-5 indicates a need for additional opportunities for students to use specific feedback to improve their writing.
3. **Math**: Math assessment data indicates that the percentage passing for grades pre-K –5 is not meeting or exceeding the county data, on the End of Year Benchmark Assessments.
4. **Close the Gap**: ELA assessment data (Acadience) from spring 2026 showed that a targeted group of Hispanic and African American 1st grade students are not meeting county expectations.

School Improvement Goals to Target Areas from Needs Assessment

1. **Reading: Pre-K-5:** Robert Moton students will meet or exceed the percentage of students reading on grade level in the county, as measured by STAR Literacy assessments.
2. **Writing: 2-5:** Increase the percentage of Robert Moton students who are writing on grade level, as measured by local assessments.
3. **Math: PreK-5:** During the school year 2026-2027, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the percentage of students meeting grade level expectations.
4. **Close the Gap:** During the 2026-2027, 80% of targeted 2nd grade Hispanic and African American students will score at or above benchmark on the STAR assessment.

Reading

Pre K-2nd: Robert Moton students will increase county benchmark scores by 10% and meet or exceed the percentage of students meeting expectations in the county as measured by STAR Literacy assessments.
3rd-5th : Robert Moton students will increase county benchmark scores by 10% and meet or exceed the percentage of students meeting expectations in the county as measured by STAR Literacy assessments.

Grade	2026 FALL Data % meeting expectations	Midyear Data 2026-2027	2027 Spring Data
Pre K	54%		
K	64%		
1	54%		
2	38%		
3	51%		
4	40%		
5	50%		

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Writing:
2-5: Increase the percentage of students who are writing on grade level, as measured by local assessments.

Grade	2026 Spring Data	2026/27 Mid-year Data	May 2027 Data
2	31%	(BA writing performance task)	(BA writing performance task)
3	51%	(BA writing performance task)	(BA writing performance task)
4	48%	(BA writing performance task)	(BA writing performance task)
5	51%	(BA writing performance task)	(BA writing performance task)

PreK-5: Increase the percentage of students meeting county expectations by the determined goal as measured by the End of Year Benchmark Assessment.

Grade	2026 MYA Met 80%		2026 EOY Met 80%		2027 MYA Met 80%		2027 EOY Met 80%	
	RME	CCPS	RME	CCPS	RME	CCPS	RME	CCPS
PK	85	88	81	86				
K	77	89	66	87				
1	58	80	65	88				
2	55	72	75	77				
3	41	48	56	58				
4	26	63	35	69				
5	28	53	24	48				

Performance Target	
% of students meeting at least 80%	
Grade	**EOY TARGET**
PreK	90%
K	90%
1st	76%
2nd	75%
3rd	80%
4th	70%
5th	45%

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Close the Gap-Reading: During the 2026-2027 80% of 2nd grade targeted Hispanic and African American students will meet or exceed ELA benchmark expectations as measured by STAR Literacy.

Grade	2026 Fall Baseline Data	Midyear (Fall 2026 –Winter 2027) Data	2027 Spring Data
2nd Grade Hispanic and African American Students	2/11 (18%) students		

SWP Component #2: A school-wide reform strategy *that:*

a. Provide opportunities for all children, including each of the subgroups of students as defined in section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
b. use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provided well rounded education; (1114(b)(7)(A)(ii);
c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which **may** include (1114(b)(7)(A)(iii)
    - **I. Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject**
    - *II. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);*
    - **III. Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.);**
    - **IV. Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
    - **V. Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;**
*d. Delivery of Service **(optional)** - the services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.*
*e. Dual Enrollment **(optional)***
    - *(1) In General -A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards*

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(2) Flexibility of funds- a Secondary school using funds received under this part for dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost of –

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
(B) tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and

(C) transportation to and from such program

f. Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Things to consider:

☐ How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?

☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?

☐ What evidence is being collected to demonstrate the effectiveness of reforms?

<table>
<tr><th>Needs Analysis/SIT Goals</th><th>Strategic Actions</th><th>Measures of Success/Desired Performance Level</th><th>Time Line</th></tr>
<tr>
<td>Reading: ELA assessment data indicates that the number of students meeting expectations on local and state ELA assessments is below the county average.
Reading: Pre-K-5: Robert Moton students will meet or exceed the percentage of students reading on grade level in the county, as measured by STAR Literacy assessments.</td>
<td>1.1 Teachers in grades Pre K-2 will provide explicit instruction on phonemic awareness, phonics, and fluency throughout the literacy block.
• Orthographic mapping routine
• Daily opportunities for application with decodable text
• Repeated reading routines with differentiated fluency folders
• Use of Heggerty and FUNdations with fidelity
• UDL strategies during 1st pass</td>
<td>
<table>
<tr><td>Grade</td><td>Fall 2026 STAR</td><td>Mid-year 26-27</td><td>Spring 2027</td></tr>
<tr><td>K</td><td>64%</td><td></td><td></td></tr>
<tr><td>1</td><td>54%</td><td></td><td></td></tr>
<tr><td>2</td><td>38%</td><td></td><td></td></tr>
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</td>
<td>Daily</td>
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<table>
<tr>
<td></td>
<td>1.2 Teachers and students in grades 3-5 will engage in close reading of complex text to build fluency, vocabulary, comprehension strategies, and student content knowledge using Benchmark Advance.
• Identify text structures
• Daily vocabulary practice
• Paragraph shrinking
• Repeated reading routine with differentiated fluency folders
• UDL strategies during 1st pass</td>
<td>
<table>
<tr><td>Grade</td><td>2026 Fall STAR</td><td>Mid-year 26-27</td><td>Spring 2027 STAR</td></tr>
<tr><td>3</td><td>51%</td><td></td><td></td></tr>
<tr><td>4</td><td>40%</td><td></td><td></td></tr>
<tr><td>5</td><td>50%</td><td></td><td></td></tr>
</table>
</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>1.3 Teachers and interventionists will use data to form intervention groups and monitor student progress. Teachers & Interventionists will use research-based interventions to plan and implement phonics, fluency, vocabulary, and comprehension instruction

(aligned to Tier 1 first pass)

• Goal setting conferences with students after assessment window
• Paras will support classroom teachers during intervention blocks as needed.
• Weekly progress monitoring using data collection tool
• Monthly progress monitoring meetings</td>
<td>
<table>
<tr><td>Grade</td><td>2026 Fall STAR</td><td>2026-27 Midyear STAR</td><td>2027 Spring STAR</td></tr>
<tr><td>PreK</td><td>54%</td><td></td><td></td></tr>
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	1.4 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom to reach ALL students. • PAX initiative	Teachers will participate in ongoing PD on the PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.	Daily
	1.5 Actively (vs. passively) engage students during instruction (whole group and small group) • UDL strategies • BA speaking and listening protocols • BA annotation routine	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily
Writing: Writing performance task data for grades K-5 indicates a need for additional opportunities for students to use specific feedback to improve their writing. **Writing: 2-5:** Increase the percentage of Robert Moton students who are writing on grade level, as measured by local assessments.	**2.1** Teachers will provide daily writing instruction & guided practice with explicit & immediate feedback to students. -stages of writing process for longer pieces- 3x week -practice with constructed response writing- 2x week	Students will score in the proficient range or higher on writing tasks scored with CCPS rubric.	Minimum Monthly
	2.2 Teachers will collect student writing samples and meet to evaluate student writing and determine the next steps for instruction and feedback to students. -Writing conferences with students -Specific teaching points for grammar and conventions based on student need	Students will score in the proficient range or higher on writing tasks scored with CCPS rubric.	Monthly
	2.3 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.	Daily
	2.4 Actively (vs. passively) engage students during instruction (whole group and small group). • UDL strategies • BA speaking and listening protocols	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily

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	• FUNdations multisensory routines		
Math: Math assessment data indicates that the percentage passing for grades pre-K –5 is not meeting or exceeding the county data, on the End of Year Benchmark Assessments. **Math: PreK-5:** During the school year 2026-2027, all students in grades Pre-K through 5 will increase their overall proficiency in mathematics as measured by the January and May Benchmark Assessments to meet or exceed the percentage of students meeting grade level expectations.	3.1 Teachers will build student number and operation sense (NOS) by planning and implementing purposeful number sense and computational fluency strategies during instruction. • Day by Day Math Thinking Routines • PL with MRT and interventionists based on Figuring Out Fluency in Mathematics by Jennifer M. Bay Williams, John SanGiovanni and Mix and Math from Brittany Hege.	Students will increase their accuracy with NOS standards on unit post-tests, formatives, and the MYA and EOY assessments.	Three times a week
	3.2 Teachers will build algebraic thinking (AT) by increasing student ability to reason abstractly and quantitively to comprehend and accurately solve word problems using the routines of Capturing Quantities and Three Reads. • Routines for Reasoning by Grace Kelemenaki, Amy Lucenta, and Susan Janssen Creghton • Numberless Word Problems • Represent, but don't solve • Word Walls/anchor charts created with students • Consistent use of rubric	Students will increase their accuracy with AT standards on unit post-tests, formatives, and the MYA and EOY assessments.	Three times a week
	3.3 Integrate spiral reviews into lessons at least 3 times a week • Reteach groups • Independent work • Games/centers	Students will increase retention of previously taught standards on unit post-tests, formatives, and the MYA and EOY assessments.	Minimum 3 times weekly

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	3.4 First pass instruction will focus on UDL (Universal Design for Learning) principles of: • Flexible options for student engagement (ex. scaffolding, explicit feedback, choice, flexible work groups, project-based inquiry, music, etc.) • Flexible methods of presentation (ex. PowerPoint, Vertical boards, silent discussions, vocabulary pictures, etc.) • Flexible methods of expression and active learning (ex. student scored rubric, project-based learning, posters, choice boards, etc.)	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.	Daily
	3.5 Classroom teachers and resource teachers will use data to determine intervention/reteach needs for critical content and monitor student progress.	Classroom teachers and other resource teachers will use data to plan reteaching and interventions to ensure student mastery as measured by benchmark assessments.	At least one time per unit
	3.6 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction to reach ALL students.	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX meetings.	Daily
Close the Gap: ELA assessment data (Acadience) from spring 2026 showed that a targeted group of Hispanic and African American 1st grade students are not meeting county expectations. **Close the Gap:** During the 2026-2027, 80% of	**4.1** Teachers and interventionists will explicitly teach phonemic awareness, phonics, and fluency strategies in small, targeted groups of students.	STAR Early Literacy STAR CBM Progress Monitoring forms	3x per week
	4.2 Teachers and interventionists collaborate with resource teachers to analyze student data and plan effective interventions aligned with first pass instruction.	Progress Monitoring form	1x per week

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targeted 2nd grade Hispanic and African American students will score at or above benchmark on the STAR assessment.			

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SWP Component #3: Parent and Community Involvement - the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

Things to consider:

☐ How will parents, families, and community members be involved in developing the school wide plan?
Parent representatives join faculty at SIT and faculty meetings and help develop our home-school learning compact. Parents share feedback for school wide plans through parent surveys and provide input and action through PTO meetings.

☐ How will teachers, principals, and other school staff be involved in developing the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
Focus Group/ Surveys	Plan and host Family Focus Group meetings	TIPL will plan and execute Family Focus Group meetings to discuss our school-wide plans, volunteerism, family engagements events and other topics as necessary	At least twice annually
	Family surveys	Surveys will be provided to families through Title I and Judy Center Early Learning Hub family engagement events to provide input in planning family engagement activities	Following each family engagement event
		Surveys will be provided to assess families' support needs (e.g., food, clothing, holiday support, etc.)	At least twice annually
	Staff Surveys	Feedback received from staff will be considered and applied when planning family activities, events, and family supports.	Ongoing
PTO Meetings	Staff involvement at PTO meetings	Administrative staff and/or TIPL, Community School Specialist, and Judy Center Early Learning Hub staff will attend PTO meetings to	Bi-monthly

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		collaborate and receive feedback on school programs	
Parent Representation	Parent School Representative at county level meetings	Robert Moton parent representation at various meetings. (Citizen Advisory Council, Curriculum Council, Special Ed. Citizen Advisory Council)	Bi-monthly

SWP Component #4: Coordination with other Federal, State and local services, resources and programs - if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b) (5)

Things to consider:
☐ Identify all federal, state, and local programs and services.
☐ How are federal, state, and local resources blended to maximize the impact of the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
Maryland Food Bank	RME will collaborate with the Maryland Food Bank to provide a food pantry to our school families and community	TIPL, Community School, and Judy Center Early Learning Hub will collaborate to provide food to families TIPL and Community School will coordinate with classroom teachers to send food home to identified students on a regular basis RME food pantry will be open to the public once monthly. Online ordering and pickup will be available RME food pantry will be advertised to families regularly and flexible scheduling and/or food delivery will be offered to support families	Ongoing Ongoing Monthly Ongoing
Head Start	Service coordination meetings with Head Start and the Judy Center Early Learning Hub	Judy Center Early Learning Hub staff meet with Head Start to service coordinate shared families	Monthly

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		in order to support wrap around services and avoid duplication of services.	
Youth Service Bureau (YSB)	Fifteen contracted spots for families referred by the Judy Center Early Learning Hub to receive therapy services. These spots are flexible based on caseload and individualized family needs. Service coordination meetings with YSB and the Judy Center Early Learning Hub. Community School will coordinate with the Community-Based Clinical Director and the Director of Development at YSB to expand relationships.	Referrals made to YSB will be tracked as part of the Judy Center Early Learning Hub grant. Monthly service coordination will ensure families are appropriately accessing the resource appropriately. Collect data regarding total number of RME events with YSB collaboration.	Contracted spots filled- as needed. Service coordination- Monthly Ongoing

Additional notes: