

Robert Moton Elementary School

School Improvement Plan 2026-2027

School Vision / Mission
In order to develop independent, successful learners, the RME community will motivate, communicate, and collaborate to provide a consistent approach to 21st century learning.

Carroll County Public Schools Vision 2024 - 2029
<p>Improve Academic Achievement</p> <ul style="list-style-type: none"> ➤ CCPS improves the early literacy proficiency level of each students 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.
<p>Strengthen Productive Family & Community Partnerships</p> <ul style="list-style-type: none"> ➤ Communication between CCPS and the community demonstrates transparency, trust, and respect. ➤ CCPS partners with local government, businesses, and agencies to support students learning. ➤ CCPS will increase transparency in the public procurement process.
<p>Develop and Support a Successful Workforce</p> <ul style="list-style-type: none"> ➤ 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 students community. ➤ CCPS maintains class sizes that support learning.
<p>Provide a Secure, Healthy, & Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ 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	
<ol style="list-style-type: none"> Reading: ELA assessment data indicates that the number of students meeting expectations on local and state ELA assessments is below the county average. 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. 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. 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	
<ol style="list-style-type: none"> 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. Writing: 2-5: Increase the percentage of Robert Moton students who are writing on grade level, as measured by local 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. 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. 	

School Improvement Goal 2026-2027			
#1 English Language Arts - Reading			
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%		
Actions and Strategies		Timeline	Performance Target



1.1 Teachers in grades Pre K-2 will provide explicit instruction on phonemic awareness, phonics, and fluency throughout the literacy block. <ul style="list-style-type: none"> • 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 	Daily	Grade	Fall 2026 STAR	Mid-year 26-27	Spring 2027
		K	64%		
		1	54%		
		2	38%		
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. <ul style="list-style-type: none"> • Identify text structures • Daily vocabulary practice • Paragraph shrinking • Repeated reading routine with differentiated fluency folders • UDL strategies during 1st pass 	Daily	Grade	2026 Fall STAR	Mid-year 26-27	Spring 2027 STAR
		3	51%		
		4	40%		
		5	50%		



<p>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)</p> <ul style="list-style-type: none">• 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	Daily	<table><tr><th>Grade</th><th>2026 Fall STAR</th><th>2026-27 Midyear STAR</th><th>2027 Spring STAR</th></tr><tr><td>PreK</td><td>54%</td><td></td><td></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><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>	Grade	2026 Fall STAR	2026-27 Midyear STAR	2027 Spring STAR	PreK	54%			K	64%			1	54%			2	38%			3	51%			4	40%			5	50%		
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<p>1.4 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom in order to reach ALL students.</p> <ul style="list-style-type: none">• PAX initiative	Daily	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.																																
<p>1.5 Actively (vs. passively) engage students during instruction (whole group and small group)</p> <ul style="list-style-type: none">• UDL strategies• BA speaking and listening protocols• BA annotation routine	Daily	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.																																

School Improvement Goal 2026-2027

#2 English Language Arts - Writing

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)

Actions and Strategies	Timeline	Performance Target
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	Minimum monthly	Students will score in the proficient range or higher on writing tasks scored with CCPS rubric.
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	Monthly	Students will score in the proficient range or higher on writing tasks scored with CCPS rubric.
2.3 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction in order to reach ALL students.	Daily	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX Meetings.



2.4 Actively (vs. passively) engage students during instruction (whole group and small group). <ul style="list-style-type: none">• UDL strategies• BA speaking and listening protocols• FUNdations multisensory routines	Daily	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.
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School Improvement Goal 2026-2027								
#3 Math								
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%

Actions and Strategies	Timeline	Performance Target
3.1 Teachers will build student number and operation sense (NOS) by planning and implementing purposeful number sense and computational fluency strategies during instruction. <ul style="list-style-type: none"> Day by Day Math Thinking Routines PL with MRT and interventionists based on <u>Figuring Out Fluency</u> in Mathematics by Jennifer M. Bay Williams, John SanGiovanni and Mix and Math from Brittany Hege. 	Three times a week	Students will increase their accuracy with NOS standards on unit post-tests, formatives, and the MYA and EOY assessments.



<p>3.2 Teachers will build algebraic thinking (AT) by increasing student ability to reason abstractly and quantitatively to comprehend and accurately solve word problems using the routines of Capturing Quantities and Three Reads.</p> <ul style="list-style-type: none">• <u>Routines for Reasoning</u> 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	Three times a week	Students will increase their accuracy with AT standards on unit post-tests, formatives, and the MYA and EOY assessments.
<p>3.3 Integrate spiral reviews into lessons at least 3 times a week</p> <ul style="list-style-type: none">• Reteach groups• Independent work• Games/centers	Minimum 3 times weekly	Students will increase retention of previously taught standards on unit post-tests, formatives, and the MYA and EOY assessments.
<p>3.4 First pass instruction will focus on UDL (Universal Design for Learning) principles of:</p> <ul style="list-style-type: none">• 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.)	Daily	Decrease in disruption referrals. We will review progress monthly during PAX Meetings.
<p>3.5 Classroom teachers and resource teachers will use data to determine intervention/reteach needs for critical content and monitor student progress.</p>	At least one time per unit	Classroom teachers and other resource teachers will use data to plan reteaching and interventions to ensure student mastery as measured by benchmark assessments.



3.6 Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom instruction to reach ALL students.	Daily	Teachers will participate in ongoing PD on PAX initiatives and incorporate the strategies shared in classrooms. We will review progress monthly during PAX meetings.
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School Improvement Goal 2026-2027											
#4 Close the Gap - Reading											
<p>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.</p> <table> <tr> <th>Grade</th><th>2026 Fall Baseline Data</th><th>Midyear (Fall 2026 – Winter 2027) Data</th><th>2027 Spring Data</th></tr> <tr> <td>2nd Grade Hispanic and African American Students</td><td>2/11 (18%) students</td><td></td><td></td></tr> </table>				Grade	2026 Fall Baseline Data	Midyear (Fall 2026 – Winter 2027) Data	2027 Spring Data	2 nd Grade Hispanic and African American Students	2/11 (18%) students		
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Actions and Strategies	Timeline	Performance Target									
4.1 Teachers and interventionists will explicitly teach phonemic awareness, phonics, and fluency strategies in small, targeted groups of students.	3x per week	STAR Early Literacy STAR CBM Progress Monitoring forms									
4.2 Teachers and interventionists collaborate with resource teachers to analyze student data and plan effective interventions aligned with first pass instruction.	1x per week	Progress Monitoring form									