

Cranberry Station Elementary School

School Improvement Plan 2026-2027

The mission of CSE is to provide students with the tools and strategies necessary to master content standards and achieve personal success to be prepared for middle school and beyond.

Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement <ul style="list-style-type: none">➤ 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 <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 student learning.➤ CCPS will increase transparency in the public procurement process.
Develop and Support a Successful Workforce <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 student community.
Provide a Secure, Healthy, & Modern Learning Environment <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

CSE Math SIP Data

Grade Level	May 2026 CCPS percent of students meeting 80% or higher	May 2026 CSE percent of students meeting 80% or higher	Percentages of FARMS students meeting 80% or higher (May 2026)
PK	86%	95%	91%
K	87%	85%	79%
1st	88%	96%	91%
2nd	77%	82%	70%
3rd	58%	49%	31%
4th	69%	60%	41%
5th	48%	32%	8%

2026 Fact Fluency Data by Grade Level		
Grade	Mastered All (At Efficient or Reasoning Phase)	# of Students for Intervention
Kindergarten (current 1 st)	$\frac{70}{83}$ or 84%	13
1 st (current 2 nd)	$\frac{39}{85}$ or 46%	46
2 nd (current 3 rd)	$\frac{53}{106}$ or 50%	53
3 rd (current 4 th)	Multiply by 2, 0, 5, 1 & 10 only $\frac{78}{87}$ or 90%	9
3 rd (current 4 th)	Mastered All Fact Strategies (3, 4, 6, 7, 8, 9) $\frac{42}{87}$ or 48%	36 + (9) = 45

Math 2025-2026 School Year		
3 rd Grade		
School = 53%	District = 67%	State = 42.6%
Level 1 → 21.1%		
Level 2 → 36.3%		
Level 3 → 37.3%		
Level 4 → 5.4%		
4 th Grade		
School = 43%	District = 57%	State = 34.8%
Level 1 → 22.2%		
Level 2 → 43.1%		
Level 3 → 31.2%		
Level 4 → 3.6%		
5 th Grade		
School = 33%	District = 45%	State = 30.2%
Level 1 → 18.9%		
Level 2 → 50.9%		
Level 3 → 28.3%		
Level 4 → 1.9%		

Based on our Math Benchmark Data, pre-K and first grade met the 80% mastery goal for students in the FARMS population as well as those who were not. CSE did not meet the 80% mastery goal in the other grades for either population. Trend data indicates that Numbers in Base 10 and Numbers as Fractions are the lower scoring standards in grades 2 through 5. CSE's fact fluency data shows that some students are not mastering their grade level facts at the reasoning or efficient strategy, so it can have a direct impact on accuracy in Numbers in Base 10, Numbers as Fractions as well as other standards. An increased focus on fact fluency strategies at each grade level will benefit students' overall accuracy when computing.

CSE Reading SIP Data

Grade Level	May 2026 <u>CCPS</u> average percentage of students meeting 80% or better	May 2026 <u>CSE</u> percent of students meeting grade level reading expectations	May 2026 <u>FARMS</u> percentage of students meeting grade level reading expectations
Pre-K	62%	50% (Matching Familiar Consonants)	50%
K	76%	72%	69%
1st	65%	65%	66%
2nd	65% (Acadience) 68% (MAP)	58% (Acadience) 68% (MAP)	48% (Acadience) 52% (MAP)
3rd	68% (Acadience) 74% (MAP)	60% (Acadience) 75% (MAP)	45% (Acadience) 67% (MAP)
4th	78%	73% (MAP)	63% (MAP)
5th	78%	71% (MAP)	50% (MAP)

English Language Arts 2025-2026 School Year		
3 rd Grade		
School = 60% FARMS = 49%	District = 62% FARMS = 44%	State = 50.4%
Level 1 → 7.2%		
Level 2 → 43.5%		
Level 3 → 43.9%		
Level 4 → 6.4%		
4 th Grade		
School = 59% FARMS = 36%	District = 65% FARMS = 46%	State = 48.6%
Level 1 → 11.7%		
Level 2 → 39.7%		
Level 3 → 38%		
Level 4 → 10.6%		
5 th Grade		
School = 50% FARMS = 26%	District = 60% FARMS = 40%	State = 46.8%
Level 1 → 13.9%		
Level 2 → 39.3%		
Level 3 → 39.7%		
Level 4 → 7.1%		

Based on the ELA data provided above, we met the projected goal for 2nd and 3rd grade MAP Growth scores by meeting or exceeding the county average. Therefore, we continue to have needs in reading and writing for our school to help students succeed in both content areas. Based on the results of the Acadience Oral Reading Fluency section, 1st-3rd grade show an area of weakness in reading fluency. This has a direct impact on comprehension scores as well. Writing has shown improvement over the years, however we need to focus on increasing the number of student meeting the expectation of 80% or higher. Preliminary MCAP data shows that we are below the district in the percentage of student meeting proficiency level 3.

CSE Writing SIP Data 2025-2026

Grade & Interim	Post-Test Writing Scores	Post-Test Averages
2nd Grade Interim 1 Writing Question #36	Writing CCPS Average 72%	Test Average CCPS 78%
	CSE Average 96%	CSE Average 80%
3rd Grade Interim 2 Writing Question #30	Writing CCPS Average 60%	Test Average CCPS 56%
	CSE Average 58%	CSE Average 54%
4th Grade Interim 2 Writing Question #31	Writing CCPS Average 64%	Test Average CCPS 59%
	CSE Average 61%	CSE Average 56%
5th Grade Interim 3 Writing Question #34	Writing Average 69%	Test Average CCPS 64%
	CSE Average 60%	CSE Average 57%

School Improvement Goals to Target Areas from Needs Assessment

1. We will have 80-90% of students reading on grade-level as measured by local assessments or students will meet the county average.
2. We will have 80% of students writing on grade-level as measured by local assessments.
3. We will have 80-90% of students meeting 80% or higher on the May Math Benchmark Assessments.
4. The percentage of FARMS students scoring proficient on ELA county assessments and Math benchmark data will be within 10% of our non-FARMS population scores.

CSE Improvement Goal #1 - ELA

We will have 80% of students reading on grade-level as measured by local assessments or students will meet the county average.

	Actions and Strategies	Timeline	Performance Target
1.a	The Pre-Kindergarten teacher will implement letter/sound correspondence matching lessons and activities in small groups using Heggerty, LETRS, and Science of Reading: Shifting the Balance.	Daily	<ul style="list-style-type: none"> 80% of Pre-K students will score 80% or higher on the DAPPA Initial Consonant the Same assessment on the May Pre-K PLA
1.b	Kindergarten – 3 rd grade teachers will implement sight word lessons and phonics instruction following the Foundations curriculum explicitly to include the trick words. Teachers will also incorporate Elkonin/sound boxes, decodable texts, and word chain lessons from Heggerty, LETRS, and Science of Reading: Shifting the Balance resources. Teachers will progress monitor through Foundations and Benchmark Advance Fluency weekly and unit check-ins. Teachers will progress monitor the application of encoding skills by using weekly and unit dictation sentences.	Weekly	<ul style="list-style-type: none"> 80% of K students will meet or exceed the county average on the STAR Early Literacy 80% of 1st graders will meet or exceed the county average on the STAR Early Literacy or STAR Reading Score <p>80% of 1st grade students will meet or exceed the county average on the STAR Early Literacy or STAR Reading Score</p>
1.c	Kindergarten- 5 th grade teachers will increase student fluency by modeling a fluency routine. Teachers will monitor and assess fluency progress with repeated readings, timed reads, and Foundations Fluency resources. Teachers will utilize fluency folders for each student with daily and weekly practice for tracking data.	Weekly	<ul style="list-style-type: none"> 80% of 2nd graders will be reading on or above grade level by meeting or exceeding the county average on MAP growth. <p>80% of 2nd graders will meet or exceed the county average on the STAR Early Literacy or STAR Reading Score</p>
1.d	Kindergarten - 5 th grade teachers will explicitly model and implement strategies for close reading by utilizing the LETRS Comprehension planning checklist. Teachers will progress monitor comprehension through weekly comprehension formatives from Wonders for Kindergarten and 1 st grade and the Benchmark Advance weekly assessments in 2 nd – 5 th grade.	Weekly/ Monthly	<ul style="list-style-type: none"> 80% of 3rd graders will be reading on grade level by meeting or exceeding the county average on STAR Early Literacy or STAR Reading Score
1.e	WIG data will be presented at the monthly SIT meetings. Artifacts will be shared to demonstrate common errors and problem solve to determine next steps.	Monthly	<p>80% of 3rd graders will meet or exceed the county average on the STAR Early Literacy or STAR Reading Score</p>
1.f	Pre-K to 5th grade teachers will utilize the Plan-Do-Study-Act cycle during weekly planning meetings to monitor and adjust instruction.	Weekly	<ul style="list-style-type: none"> 80% of 4th graders will be reading on grade level by meeting or exceeding the county average on STAR Early Literacy or STAR Reading Score
1.g	Teams will have monthly smart goal meetings with special educators and interventionists to analyze data, identify areas of need, develop commitment statements and strategic actions, and review	Monthly	

	implementation. Data and notes from all grade-level performance meetings will be entered in Sharepoint.		<ul style="list-style-type: none"> 80% of 5th graders will be reading on grade level by meeting or exceeding the county average on STAR Early Literacy or STAR Reading Score <p>The strategic actions will also be measured through:</p> <ul style="list-style-type: none"> walkthroughs from administration using the walkthrough observation tool and providing timely feedback to teachers and/or teams <ul style="list-style-type: none"> Providing specific feedback to reading and math specialists and the mentor teacher to support teachers through planning and curriculum and instruction formative data collected daily and shared at monthly data meetings and weekly planning meetings Weekly Team planning document in TEAMS Artifacts of WIG assessments reviewed at SIT monthly data meetings to share out WIG data and develop smart goals to monitor student achievement intervention documentation will be shared from Title 1 teachers, comp. ed teachers, primary interventionists, and instructional assistants that provide targeted intervention to students Equity plan will be reviewed and monitored
1.h	Administrators will complete walk through observations to monitor and provide feedback on MQI for first pass instruction.	Weekly	
1.i	Kindergarten – 5 th grade students will have a WIN (What I need) time each day. Students will be strategically placed in intervention, supplemental, or extension groups.	Daily	

CSE Improvement Goal #2 Writing			
We will have 80% of students writing on grade-level as measured by local assessments.			
	Actions and Strategies	Timeline	Performance Target
2.a	K -2 nd grade teachers will practice letter and sound identification/correspondence by having students record dictated sentences.	Weekly	<ul style="list-style-type: none"> 80% of Kindergarteners will meet the county expectation on the Foundations dictated sentence.
2.b	All content teachers will provide opportunities for students to respond to writing prompts that support identified grade level standards and needs. Writing prompts will be graded	Weekly	

	with the writing rubric and they will share the data as part of their monthly writing WIG goal.		<ul style="list-style-type: none"> 80% of 1st graders will score 80% or better on the Wonders weekly assessments graded with an aligned informational writing rubric. 80% of 2nd graders will score 80% or better on the informational writing portion of the Benchmark Advance Unit assessment, as measured by the writing rubric. 80% of 3rd graders will score 80% or better on the informational writing portion of the Benchmark Advance Unit assessment, as measured by the writing rubric. 80% of 4th graders will score 80% or better on the informational writing portion of the Benchmark Advance Unit assessment, as measured by the writing rubric. 80% of 5th graders will score 80% or better on the informational writing portion of the Benchmark Advance Unit assessment, as measured by the writing rubric. <p>The strategic actions will also be measured through:</p> <ul style="list-style-type: none"> walkthroughs from administration using the walkthrough observation tool and providing timely feedback to teachers and/or teams <ul style="list-style-type: none"> Providing specific feedback to reading and math specialists and the mentor teacher to support teachers through planning and curriculum and instruction formative data collected daily and shared at monthly data meetings and weekly planning meetings Weekly Team planning document in TEAMS unit assessments monthly data meetings to share out WIG data and develop smart goals to monitor student achievement intervention documentation will be shared from Title 1 teachers, comp. ed teachers, primary interventionists, and instructional assistants that provide targeted intervention to students The equity plan will be reviewed and monitored.
2.c	Reading resource teacher will meet with teachers (grades 3-5) to review curriculum with a focus on content standards, appropriate expectations, and long range planning for writing instruction in both Humanities and STEM blocks.	Weekly	
2.d	Teachers will explicitly develop and instruct students on how to self and peer evaluate written responses and utilize rubrics in writing conferences and formal grading practices. Teachers will monitor progress	Weekly	
2.e	Students will utilize the “Unlocking the Prompt” strategies in grades 2-5 to improve their ability to comprehend and respond to text. After unlocking the prompt, students will use Benchmark Advance writing organizers in the planning stage.	Daily	
2.f	WIG data will be presented at the monthly SIT meetings. Artifacts will be shared to demonstrate common errors and problem solve to determine next steps.	Monthly	
2.g	Pre-K to 5th grade teachers will utilize the Plan-Do-Study-Act cycle during weekly planning meetings to monitor and adjust instruction.	Weekly	
2.h	Wonders writing and grammar curriculum will be implemented with fidelity in grades K and 1.	Daily	

CSE Improvement Goal #3 - Math

We will have 80-90% of students meeting 80% or higher on the May Math Benchmark Assessments.

3.a	All grade level math teachers will facilitate daily math routines and number talks that support number sense. Teachers will collect and monitor student strategies 2 times a week to analyze in collaborative planning meetings.	Daily/ Weekly	<table><tr><th>Grade Level</th><th>May 2026 <u>CCPS</u> percent of students meeting 80% or higher</th><th>May 2026 <u>CSE</u> percent of students meeting 80% or higher</th><th>FARMS students meeting 80% or higher (May 2026)</th></tr><tr><td>PK</td><td>88%</td><td>85%</td><td>84%</td></tr><tr><td>K</td><td>87%</td><td>92%</td><td>86%</td></tr><tr><td>1st</td><td>89%</td><td>95%</td><td>93%</td></tr><tr><td>2nd</td><td>79%</td><td>89%</td><td>82%</td></tr><tr><td>3rd</td><td>60%</td><td>59%</td><td>45%</td></tr><tr><td>4th</td><td>67%</td><td>57%</td><td>35%</td></tr><tr><td>5th</td><td>44%</td><td>16%</td><td>6%</td></tr></table> <p>The strategic actions will also be measured through:</p> <ul style="list-style-type: none">walkthroughs from administration using the walkthrough observation tool and providing timely feedback to teachers and/or teams<ul style="list-style-type: none">Providing specific feedback to reading and math specialists and the mentor teacher to support teachers through planning and curriculum and instructionformative data collected daily and shared at monthly data meetings and weekly planning meetingsunit assessmentsmonthly data meetings to share out WIG data and develop smart goals to monitor student achievementintervention documentation will be shared from Title 1 teachers, comp. ed teachers, primary interventionists, and instructional assistants that provide targeted intervention to students	Grade Level	May 2026 <u>CCPS</u> percent of students meeting 80% or higher	May 2026 <u>CSE</u> percent of students meeting 80% or higher	FARMS students meeting 80% or higher (May 2026)	PK	88%	85%	84%	K	87%	92%	86%	1st	89%	95%	93%	2nd	79%	89%	82%	3rd	60%	59%	45%	4th	67%	57%	35%	5th	44%	16%	6%
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3.b	All grade level math teams will incorporate fact fluency instruction within whole group/small group and independent practice. All students will have weekly mini-lessons based on the fact fluency strategies. Games and technology will be used to reinforce fact strategies. Students who did not master fact fluency expectations in 25-26 will participate in fact interventions.	Daily/Weekly																																	
3.c	Classroom Teachers will explicitly teach students how to unpack a math story and/or math prompt so that students can improve their ability to comprehend and accurately solve the problem. Students will be assessed through their WIG check ins, formative assessments and common assessments each week.	Weekly/Monthly																																	
3.d	All grade level math teams will meet each week to review formative assessment data to collaboratively plan for differentiated instruction. All teachers will continue professional learning using <u>Answers to Your Biggest Questions about Teaching Elementary Math</u> and will be given professional development during planning to ensure that all math lessons incorporate essential components and hands-on manipulatives. <u>PD will include a detailed agenda along with</u>	Weekly																																	
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	<p>plan for differentiated instruction. All teachers will continue professional learning using Answers to Your Biggest Questions about Teaching Elementary Math and will be given professional development during planning to ensure that all math lessons incorporate essential components and hands-on manipulatives. PD will include a detailed agenda along with teacher survey. Teachers in first through fifth grades will incorporate reasoning and modeling tasks embedded in the curriculum, 2 times a week.</p>		
3.f	<p>WIG data will be presented at the monthly SIT meetings. Artifacts will be shared to demonstrate common errors and problem solve to determine next steps.</p>	Monthly	
3.g	<p>Teams will have monthly smart goal meetings with special educators and interventionists to analyze data, identify areas of need, develop commitment statements and strategic actions, and review implementation. Data and notes from all grade-level performance meetings will be entered in Sharepoint.</p>	Monthly	
3.h	<p>Pre-K to 5th grade teachers will utilize the Plan-Do-Study-Act cycle during weekly planning meetings to monitor and adjust instruction.</p>	Weekly	
3.i	<p>Students in first through fifth grades will document their math achievement through a math data binder.</p>	Monthly	

CSE Improvement Goal #4

The percentage of FARMS students scoring proficient on ELA county assessments and Math benchmark data will be within 10% of our non-FARMS population scores.

	Actions and Strategies	Timeline	Performance Target																																											
4.a	Title I and Compensatory Interventionists will pull and implement intervention based on student need and data analysis. Interventionists will develop goals and monitor progress through formative assessments and pre, and post assessments.	Daily	<table><tr><th>Grade Level</th><th>May 2026 <u>CCPS</u> percent of students meeting 80% or higher</th><th>May 2026 <u>CSE</u> percent of students meeting 80% or higher</th><th colspan="2">FARMS students meeting 80% or higher (May 2026)</th></tr><tr><td>PK</td><td>88%</td><td>85%</td><td colspan="2">84%</td></tr><tr><td>K</td><td>87%</td><td>92%</td><td colspan="2">86%</td></tr><tr><td>1st</td><td>89%</td><td>95%</td><td colspan="2">93%</td></tr><tr><td>2nd</td><td>79%</td><td>89%</td><td colspan="2">82%</td></tr><tr><td>3rd</td><td>60%</td><td>59%</td><td colspan="2">45%</td></tr><tr><td>4th</td><td>67%</td><td>57%</td><td colspan="2">35%</td></tr><tr><td>5th</td><td>44%</td><td>16%</td><td colspan="2">6%</td></tr></table>				Grade Level	May 2026 <u>CCPS</u> percent of students meeting 80% or higher	May 2026 <u>CSE</u> percent of students meeting 80% or higher	FARMS students meeting 80% or higher (May 2026)		PK	88%	85%	84%		K	87%	92%	86%		1st	89%	95%	93%		2nd	79%	89%	82%		3rd	60%	59%	45%		4th	67%	57%	35%		5th	44%	16%	6%	
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4.b	Behavioral Support Specialists and Mental Health Therapist will provide necessary interventions to maintain the classroom environment and instructional implementation. Reports will be present biweekly at SST.	Daily																																												
4.c	Support room and behavioral staff will analyze data and support strategies to minimize disruptions to instruction and individual student time out of the classroom. Reports will be present biweekly at SST.	Weekly																																												
4.d	Equity liaison will provide professional development to all staff that will support a diverse population with a focus on poverty.	3 times a year	<table><tr><th>Grade</th><th>January 2025 Referrals</th><th colspan="2">June 2025 Referrals</th></tr><tr><td>Pre-K</td><td>10</td><td colspan="2">17</td></tr><tr><td>K</td><td>22</td><td colspan="2">45</td></tr><tr><td>1st</td><td>95</td><td colspan="2">221</td></tr><tr><td>2nd</td><td>41</td><td colspan="2">68</td></tr><tr><td>3rd</td><td>21</td><td colspan="2">49</td></tr><tr><td>4th</td><td>70</td><td colspan="2">132</td></tr><tr><td>5th</td><td>15</td><td colspan="2">38</td></tr></table>				Grade	January 2025 Referrals	June 2025 Referrals		Pre-K	10	17		K	22	45		1 st	95	221		2 nd	41	68		3 rd	21	49		4 th	70	132		5 th	15	38									
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4.e	Title I parent liaison will plan and provide enrichment opportunities for families of designated students.	3 times a year																																												
4.f	Ensure that all teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students. The Equity liaison will develop, monitor, and share out updates to the equity plan during SIT and/or staff meetings monthly.	Daily																																												
4.g	Staff will explicitly teach expected behaviors by referring to the school wide On-Track Behavior Matrix and utilize school wide positive behavior incentives. Staff will use strategies through the progression of the intervention process to support students in the red zone.	Daily	<table><tr><th>Grade Level</th><th>May 2026 <u>CCPS</u> average percentage of students meeting 80% or better</th><th>May 2026 <u>CSE</u> percent of students meeting grade level reading expectations</th><th colspan="2">May 2026 <u>FARMS</u> percentage of students meeting grade level reading expectations</th></tr><tr><td>Pre-K</td><td>62%</td><td>50% (Matching Familiar Consonants)</td><td colspan="2">50%</td></tr><tr><td>K</td><td>76%</td><td>72%</td><td colspan="2">69%</td></tr><tr><td>1st</td><td>65%</td><td>65%</td><td colspan="2">66%</td></tr></table>				Grade Level	May 2026 <u>CCPS</u> average percentage of students meeting 80% or better	May 2026 <u>CSE</u> percent of students meeting grade level reading expectations	May 2026 <u>FARMS</u> percentage of students meeting grade level reading expectations		Pre-K	62%	50% (Matching Familiar Consonants)	50%		K	76%	72%	69%		1st	65%	65%	66%																					
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4.h	Staff will participate in a book study using the text, “Relationship, Responsibility, and Regulation”.	Monthly PD in fall	<ul style="list-style-type: none">• Monthly PD agendas• Agendas and data from Attendance Behavior Collaboration meeting (ABC)• Intervention notes from School Counselor and Mental Health Therapist																
4.i	School counselor and School Mental Health Therapist will select yellow zone FARM students to meet for targeted intervention on learning behaviors.	Monthly																	