Hampstead Elementary School
School Improvement Plan
2026-2027

School Vision and Mission
Hampstead Elementary School's Vision: To become a high achieving community of life-long learners who demonstrate strong character and independent thinking. **Hampstead Elementary School's Mission:** The Hampstead Elementary School community provides all students with a meaningful, engaging learning environment while recognizing diversity and striving for academic excellence.

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 Improvement Goal ELA

1. By May 2027, students in PreK will demonstrate proficiency of onset/rime as measured by the Heggerty Onset/Rime EOY assessment.

Grade Level	Phonics Based Skill	May 2025 Achieved Level	May 2026 Achievement Goal	May 2026 Achieved Level	May 2027 Achievement Goal	May 2027 Achieved Level
Pre-K	Blending Onset/Rime	57%	65%	60%	65%	

2. By May 2027, students in grades preK-2 will demonstrate reading/listening comprehension proficiency as measured by STAR Early Literacy (CAT).

Grade Level	Phonics Based Skill	May 2026 Achievement Goal	May 2026 Achieved Level	Baseline to be determined in September 2026	May 2027 Achievement Goal	May 2027 Achieved Level
Kindergarten	Met/Exceeded Acadience EOY Composite Score	80%	71%	79%	84%	
Grade 1	Met/Exceeded Acadience EOY Composite Score	81%	69%	56%	68%	
Grade 2	Met/Exceeded Acadience EOY Composite Score	60%	58%	56%	68%	

3. By May 2027, students in grades 2-5 will demonstrate reading comprehension proficiency as measured by STAR Reading (CAT).

Grade Level	Comprehension Based Goal	May 2026 Achievement Goal	May 2026 Achieved Level	Baseline to be determined in September 2026	May 2027 Achievement Goal	May 2027 Achievement Level
Grade 3	Met/Exceeded MAP growth goal	72%	61%	65%	72%	
Grade 4	Met/Exceeded MAP growth goal	50%	66%	71%	76%	
Grade 5	Met/Exceeded MAP growth goal	55%	61%	80%	85%	

4. By May 2027, students in grades 3-5 will demonstrate ELA proficiency as measured by the MCAP assessment.

Grade Level	Comprehension Based Goal	May 2025 EOY Achieved Level	May 2026 Achievement Goal	May 2026 Achieved Level	May 2027 Achievement Goal	
Grade 3	Score 3 or 4	52%	55%	63%		
Grade 4	Score 3 or 4	56%	57%	62%	68%	
Grade 5	Score 3 or 4	56%	61%	65%	67%	

Strategic Actions	Timeline	Measures of Success / Desired Performance Level

1.1 Grade level teams for grades PreK-5 will create and use a progress monitoring tool to keep track of progress towards SIP goals.	All listed actions will occur from September 2026-May 2027	1.1 Visual trackers updated quarterly (speedometers), quarterly ILT data check-in
1.2 Teachers in grades K-1 will provide high quality first pass instruction using Wonders curriculum/materials with fidelity.		1.2 Collaborative planning sessions with ELA specialist, walk throughs, observations, student work samples, increase in student performance data.
1.3 Teachers is grades K and 1 will plan weekly Wonders comprehension lessons using the LETRS Comprehension Planning Tool to align instruction with SOR best practices.		1.3 collaborative planning sessions with ELA specialist, walk-throughs, observations, increase in student performance data.
1.4 Teachers in grades 2-5 will provide high quality first pass instruction using Benchmark Advance curriculum/materials with fidelity.		1.4 Collaborative planning sessions with ELA specialist, walk throughs, observations, student work samples, increase in student performance data.
1.5 Teachers in grades K-5 will accelerate student learning by creating targeted small/intervention group instruction focusing on phonemic awareness, phonics, vocabulary, fluency, and/or comprehension in response to student achievement data. • Analyze STAR and CBM data quarterly. • Regroup students based on skill deficits. • Deliver intervention 4–5 times per week. • Progress monitor students receiving intervention at least biweekly. • Adjust intervention groups based on progress monitoring results.		1.5 Weekly data meetings with grade level teams and specialists to discuss and monitor student achievement/progress, implement instructional strategies from LETRS and Benchmark Advance, increase in student achievement data for targeted students
1.6 All grade level teachers will plan collaboratively with the special educators (Resource and SUCCESS) to foster an inclusive and supportive		1.6 Collaborative planning sessions with special educators, walk throughs, observations, and student work samples, increase in student

learning environment with tailored instruction. 1.7 Teachers in grades K-5 will implement fluency folders to support students' development of accuracy, rate, and prosody through repeated reading and progress monitoring. ○ Differentiated ○ Include decodable and authentic texts that are updated with Wonders/BMA units ○ Include student writing samples for rereading ○ Aligned with Fundations in grades K-3		participation and achievement data for targeted students 1.7 Fluency graphs, and goal-setting sheets for progress monitoring, grade level data meetings to identify needed areas of additional fluency support, walkthroughs, increased percentage of students meeting grade-level expectations on fluency-related assessments and reading comprehension measures.

School Improvement Goal Writing

2 By May 2027, 80% of students in grades K-5 students will demonstrate writing proficiency when responding to a text-based prompt as measured by an EOY Wonders Response to Text Writing Prompt scored by CCPS writing rubrics (grades K-1) or by the Benchmark Advance Post Assessment Writing Task scored by CCPS writing rubrics (grades 2-5).

Grade Level	May 2022 Goal Post-Assessment	September 2025 Pre-Assessment Data	May 2026 Percent meeting expectation on Post-Assessment	May 2027 Achievement Goal	May 2027 Achievement Level
Kindergarten	80% of the students will meet the grade-level expectation on a Wonders written response to text prompt	0%	75%	**80%**	
Grade 1	80% of the students will meet the grade-level expectation on a Wonders written response to text prompt	55%	72%	**80%**	
Grade 2	80% of the students will score 80% or greater on the response to text prompt as measured by the Benchmark Post Assessment Writing Task	**5%**	61%	**77%**	

Grade 3	80% of the students will score 80% or greater on the response to text prompt as measured by the Benchmark Post Assessment Writing Task	**2%**	70%	**66%**	
Grade 4	80% of the students will score 80% or greater on the response to text prompt as measured by the Benchmark Post Assessment Writing Task	3%	65%	**75%**	
Grade 5	80% of the students will score 80% or greater on the response to text prompt as measured by the Benchmark Post Assessment Writing Task	0%	78%	**70%**	

Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
2.1 Grade level teachers will collaborate with ELA specialists to create, administer, and score baseline writing samples. 2.2 Grade level teachers will utilize teacher-created data monitoring sheets to track student progress towards writing goals monthly. 2.3 Teachers in grades 2-5 will use the Unlocking the Prompt planning template for analytic and process writing. ○ Students in grades 3-5 will also self-select graphic organizers for planning based on the type of writing they are completing	All listed actions will occur from September 2026-May 2027	2.1 Teacher created pre and post assessments and professional development, benchmark-writing samples. 2.2 Student work samples, weekly data analysis meetings with ELA specialist, data tracking sheets. 2.3 Weekly planning sessions with reading specialist, analyze student work samples, and data-driven instruction.

2.4 Teachers will implement writing conferences 2.5 Special Education teachers will use the *Framing Your Thoughts and/or First Author* writing program to instruct students.		2.4 Weekly planning sessions with reading specialist, instructional strategies from LETRS and SUNY, increase in student performance data. 2.5 County and school provided professional learning (teacher from Carroll Springs) to support *Framing Your Thoughts* and *First Author* instruction.

Mathematics End of Year Assessment Data 2022-2026 (Grades PK-5)

Percentage of Students Meeting County Standard Score of 80%
End of Year Mathematics Assessment

Grade Level	2022	2023	2024	2025	2026
Pre-K	96	61	77	70	71
K	81	85	83	70	75
1	80	88	89	81	77
2	74	62	54	71	71
3	80	49	56	59	74
4	77	59	71	61	79
5	81	88	93	68	72

Percentage of Students Meeting or Exceeding Expectations on MCAP Mathematics

	Grade 3	Grade 4	Grade 5
2023 MCAP % of Students Scoring 3 or 4	**67%**	**66%**	**53%**
2024 MCAP % of Students Scoring 3 or 4	**62%**	**60%**	**53%**
2025 MCAP % of students Scoring 3 or 4	**66%**	**53%**	**46%**
2026 MCAP % of students Scoring 3 or 4	**60%**	**51%**	**54%**

The 2025–2026 math assessment data shows several positive trends across grade levels, with growth evident in many cohorts compared to the previous school year. Overall, scores indicate continued progress in mathematics achievement, particularly in the intermediate grade levels.

Kindergarten increased from 70% in 2025 to 75% in 2026, demonstrating steady improvement in foundational math skills. Grade 1 showed a slight decrease from 81% to 77%. Grade 2 maintained consistent performance, holding steady at 71% after a significant increase from the previous year.

The most notable gains were seen in Grades 3 and 4. Grade 3 increased from 59% in 2025 to 74% in 2026, representing a 15-point gain and the largest improvement across grade levels. Grade 4 also demonstrated substantial growth, increasing from 61% to 79%, an 18-point gain and the highest score for that grade level in the five-year span presented.

These results suggest strong instructional impact and improved student understanding of grade-level math concepts.

School Improvement Goal Math

3. By May 2027, the percentage of PreK-5 students meeting or exceeding grade level math expectations, as measured by the CCPS Mathematics End of Year Assessment, will increase as follows:

Grade	CCPS 2026 EOY	HES 2026 EOY	HES 2027 Goal
PreK	86	71	76
K	87	75	80
1	88	77	80
2	77	71	80
3	58	74*	76
4	69	79*	80
5	48	71*	80

*Met 2026 EOY Goal

Note: The proposed target reflects the EOY data of the incoming cohort of students for the grade level

Strategic Actions	Timeline	Measures of Success/Desired Performance
3.1 All grade-level math teachers will consistently utilize high-yield formative assessments and feedback practices	All listed actions will occur from September	1. Unit assessment matrices on Shared Drive; Intervention SMART goal and tracking documents; purposeful scheduling of instructional assistants; collaborative planning based on

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- Unit assessment matrices (K-5)
- Identify students for cusp reteach group 2-3 x/week
- Identify and develop SMART goals for intervention
- Post assessment small group feedback and error analysis

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<td>2026-May 2027</td>
<td>individual or team needs; Performance on SIP, WIGs, SLOs, & County Assessments</td>
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3.2 All grade-level math blocks (60 minutes) will include high yield components

- Number Sense Routines
- Manipulatives
- Independent engagement
- Formative assessment
- Fact fluency routines

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<td>2. Walkthrough/Observation of Number sense Routines; Appropriate instruction/student use of manipulatives; Performance on SIP, WIGs, SLOs & County Assessments</td>
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3.3 All grade-level math teachers will facilitate weekly math routines and tasks that support number sense and reasoning

- Focus on reasoning routines quarterly (K-5) with MRT coteaching and teachers utilizing the strategy weekly in their instruction
- Create a shared understanding of how to use the MSDE modeling and reasoning rubrics for instruction

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<td>3. Grades K,1,2: 90% of students will score “independent” on pre-selected reasoning tasks for each unit.

Grades 3-5: 80% of students will score 80% or above on reasoning items on unit assessments.

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<td>3.4 Teachers will create a plan for instruction, practice, and assessment of basic facts and evaluate it quarterly making adjustments/revisions as needed</td>
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<td>4. In grades 1-3 90% of students will be in the reasoning/efficient phase when solving 90% of all the basic facts required of that grade level.

<table>
<tr><th colspan="2">Fact Strategy</th></tr>
<tr><td>1</td><td>Counting Strategies (+0, +1, -0, -1)
Differences of Zero
Doubles/Halves
Add/Subtract 2
Make 10/Subtract from 10
Differences of 1 & 2</td></tr>
<tr><td>2</td><td>Use Doubles
Use Ten
Add 10</td></tr>
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			Subtract 10
		3	Foundation facts (x2, 5, 10, 0, 1) Remaining facts (x3, 4, 6, 7, 8, 9)

School Improvement Goal for Underperforming Students
4. Increase attendance rates by 10 % among historically underperforming student groups (SUCCESS, Special Education Resource, FaRMs, ESOL, race/ethnicity) by implementing targeted interventions and supports, with measurable progress by the end of the academic year.

Strategic Actions	**Timeline**	**Measures of Success/Desired Performance Level**
4.1 Identify students with chronic absenteeism (10% or more) and create individual attendance support plans.	September 2026-May 2027	4.1 Student Support Team Weekly review of absentee data. ➢ Disaggregate attendance data by student subgroup (SUCCESS, Special Education Resource, FaRMs, ESOL, race/ethnicity). ➢ Utilize an early warning system to flag students with chronic absenteeism (missing 10% or more of school days) for immediate intervention.
4.2 Launch a monthly attendance awareness campaign with newsletters, workshops, and parent meetings. ➢ Attendance awareness information will be included in school-wide newsletters.		4.2 Student Support Team Weekly review of absentee data.
4.3 Introduce monthly attendance incentives. ➢ Quarterly certificates will be distributed to students with perfect attendance.		4.3 Student Support Team Weekly review of absentee data.
4.4 Train teachers and staff to recognize early warning signs and engage families with empathy and cultural competence. ➢ Pupil Personnel Worker (PPW) will provide a presentation to families at Back to School Night. ➢ Pupil Personnel Worker (PPW) will provide faculty a presentation regarding student attendance. ➢ Teachers call home once 3 absences occur. Phone call documented in Teacher Access Center (TAC).		4.4 Student Support Team Weekly review of absentee data. ➢ Disaggregate attendance data by student subgroup (SUCCESS, Special Education Resource, FaRMs, ESOL, race/ethnicity).

School Improvement Goal Inclusion
5. Increase the percentage of time Students with Significant Cognitive Disabilities (SwSCD) are actively engaged in the general education classes, lessons, activities, and routines from 54 % to 75% by June of 2027.

Strategic Actions	Timeline	Measures of Success/Desired Performance Level
5.1Strengthen Collaboration Between General and Special Educators. ➢ Clarify roles and responsibilities before inclusive learning experiences occur. ➢ Include special educators and support staff in grade-level planning when appropriate. ➢ Use student data to collaboratively problem-solve barriers to participation. ➢ Provide coaching and feedback regarding inclusive instructional practices.	September 2026-May 2027	5.1 General and special education staff will demonstrate increased shared responsibility for planning, supporting, and monitoring the participation and progress of students with significant cognitive disabilities. ➢ Collaborative planning schedules ➢ Meeting agendas and notes ➢ Lesson plans ➢ Observation feedback
5.2 SwSCD will be educated in the Least Restrictive Environment (LRE) to the maximum extent appropriate.		5.2 Individual Education Plan (IEP) and Membership, Participation, Learning (MPL) data.
5.3 Active participation and engagement of SwSCD in general education classrooms will increase.		5.2 IEP and MPL data. Anecdotal data. Formative, summative assessment data.

Updated 9/15/26