

Parr's Ridge Elementary School

**School Improvement Plan
2021 - 2022**

School Vision / Mission

Parr's Ridge is a school where positive relationships, high expectations, and rigorous curriculum achieve a creative and motivating learning community. We value positive, independent thinking along with respectful and responsible behaviors. Our school is a place where everyone is eager to learn and grow.

The mission of Parr's Ridge Elementary is to achieve academic success by working together in a safe and nurturing environment.

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

Multiple Pathway Opportunities for Student Success

Prepare students to exit CCPS college, career, and community ready.

Improve the proficiency level of each student group in ELA and mathematics.

- o Grade 3 Reading
- o Middle School Algebra
- o MCAP ELA Proficiency
- o MCAP Math Proficiency

Provide access to a well-rounded, varied, and rigorous curriculum to all students.

- o Under-represented Student Groups in High School Courses

Family and Community Partnerships

Demonstrate transparency, trust, and respect.

- o Meaningful, informative, timely, respectful, two-way, and multimodal communication

Seek out, welcome, and engage parent and community volunteers to enhance achievement.

- o Outreach to families

Partner with local government, businesses, and agencies to support learning.

Successful Workforce

Recruit and retain highly qualified and diverse employees reflective of our community.

- o Recruit and retain

Provide professional and leadership development for effectiveness and cultural competence.

- o Equitable opportunities for employee growth

Promote a culture of continuous improvement



Safe, Secure, Healthy, and Modern Learning Environment

Establish a welcoming culture of diversity.

- o Welcoming, diverse, respectful, and civil culture

Promote respect and civility.

Collaborate internally and externally to support students' health and well-being.

Provide safe and secure schools, facilities, and assets.

- o Safe to Learn Act

Maintain modern schools, facilities, and resources that support the educational program.

- o Facilities Condition Index (FCI)

School Needs Assessment

1. Based on data from the 2020 – 2021 school year, students in kindergarten, first and second grade need to master grade level expectations according to information to support instruction from their incoming phonics level, as evidenced by the Carroll County Phonics Assessment (CCPA).

May 2021 CCPA (Phonics) Levels

| | |
|--------------|--|
| Kindergarten | 96% Mastered Grade level Expectations |
| First Grade | 83% Mastered Grade Level Expectations |
| Second Grade | 73% Mastered Grade Level Expectations |

2. Based on data from the 2020 - 2021 CCPS January and May math assessments students in kindergarten, first and second grade need to master grade level expectations (students meeting 80% or better on the CCPS Mid-Year and End of Year assessments).

2021 Math Benchmark Data

Percentage of students meeting the County Standard Score (80%)

| | | |
|---------------------|---------------------|-----------------|
| Pre-K | 100% January | 100% May |
| Kindergarten | 88% January | 94% May |
| First Grade | 81% January | 80% May |
| Second Grade | 57% January | 82% May |

3. Based on data from the Spring CBA students need to master and retain grade level writing expectations in order to improve performance over time. Consistent high quality writing instruction and retention of skills by students will build a stronger foundation and propel students to greater success in 3rd grade.



| | | | |
|-----------------------|------------------------------|------------------------------|---------------|
| CBA: 2021 Spring Data | Greater than or equal to 80% | Greater than or equal to 70% | Grade Average |
| Grade 2 | 71% | 83% | 85.6% |
| Grade 3 | 61.2% | 70% | 81% |

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2022, 80% of students (overall average of pre-k, kindergarten, first grade, and second grade) will master the CCPS grade level phonics expectations, as measured by the Carroll County Phonics Assessment (CCPA).
2. By June 2022, 70% of students will earn 80% or higher, as measured by the CCPS grade-level writing rubrics. (kindergarten, first grade and second grade)
3. By June 2022, 91% of all pre-k through 2nd grade students will meet the County standard score of 80%, as measured by the May End-of-Year assessment. (May 2021 (89%)/Target: June 2022 (91%))

| Grade | May 2021 (Percent of Students Meeting County Standard of 80%) | May 2022 Goal (Percent of Students Meeting County Standard of 80%) |
|--------------|--|---|
| Pre-K | 100% | 100% |
| Kindergarten | 94% | 96% |
| 1st Grade | 80% | 83% |
| 2nd Grade | 82% | 85% |



| School Improvement Goal | | |
|---|---|--|
| <p>By June 2022, 80% of students (overall average of pre-k, kindergarten, first grade, and second grade) will master the CCPS grade level phonics expectations, as measured by the Carroll County Phonics Assessment (CCPA).</p> | | |
| Strategic Actions | Time Line | Measures of Success / Desired Performance Level |
| <p>1.1 Phonics instruction through Foundations and Foundations Assessments (Pre-k, kindergarten, First and Second Grade)</p> <ul style="list-style-type: none"> ● Inform and differentiate instruction/intervention using Foundations data from weekly formative assessments reviewed at weekly Achievement meetings | <p>Sept - May *Weekly Achievement Meetings</p> | <p>-Weekly team based formative assessments (80% of students in kindergarten, first grade and second grade will score 80% or higher on weekly formatives) -Foundations unit skill assessments (80% of the students in kindergarten, first grade and second grade will score 80% or higher on Foundations end of unit assessments) -Students in reteach groups will score 80% or higher on the Foundations Reteach Assessment (kindergarten, first grade and second grade) -CCPA Assessments following the 2021/2022 ELA Assessment timeline (80% of students in pre-k, kindergarten, first grade and second grade will meet or exceed CCPA expectations at each grade level)</p> |
| <p>1.2 Targeted phonics instruction within guided reading groups (encoding, decoding, transfer and application of skills in Pre-k, kindergarten 1st, and 2nd Grade)</p> | <p>Sept - May</p> | |
| <p>1.3 Utilize different modalities and engagement strategies for learning, practicing, and applying skills (whole group, small group, technology - Foundations FUN HUB virtual materials) to support student implementation of skills. (prek, K, 1st and 2nd grades)</p> | <p>Sept -May</p> | <p>-Monitoring progress to ensure access and equity for all student groups by disaggregating data at Achievement Meetings (80% of students in kindergarten, first grade, and second grade will score 80% or higher on formative Foundations assessments, end of unit Foundations assessments, and Foundations reteach lesson assessments.)</p> |
| <p>1.4 Targeted Professional Learning for Foundations instruction , planning small groups, and re-teach lessons. Using data to plan intervention groups. (analyzing student data to inform instructional decisions regarding reteach lessons and guided weekly support for teachers to meet the needs of students)</p> | <p>Sept - May *Targeted PL at weekly Achievement Meetings</p> | <p>-100% of staff will implement the strategies developed as measured by staff survey and walkthrough data (pre-k, kindergarten, first grade, second grade)</p> |
| <p>1.5 Utilize data from weekly team based formative assessments to plan instruction and interventions (kindergarten, first grade, second grade)</p> | <p>Sept - May *Weekly</p> | <p>Collaborative planning focused on targeted skills to reteach for those students lacking expected progress. -80% of students will score 80% or higher on Weekly Assessments (kindergarten, first grade, second grade)</p> |



-80% of students will score 80% or higher on the reteach assessments (kindergarten, first grade, second grade)
-80% of students will score 80% or higher on the End of unit Foundations assessments (kindergarten, first grade, second grade)

School Improvement Goal

By June 2022, 70% of students will earn 80% or higher, as measured by the CCPS grade-level writing rubrics (kindergarten, first grade, second grade).

| Strategic Actions | Time Line | Measures of Success / Desired Performance Level |
|---|---|--|
| <p>2.1 Teachers and students will use writing rubrics to monitor student progress (Prek, Kindergarten, first grade, second grade)</p> <ul style="list-style-type: none"> ● Identify writing rubric to use consistently across team levels ● Using rubrics to plan for First Pass Instruction and analyze/target interventions ● Team Scoring of writing to foster consistency across team and grade levels | <p>Sept - May *Common grade level assessments in kindergarten, first grade and second grade in January and May (2022)</p> | <p>Mid Year and End of Year Writing pieces scored using CCPS Writing Rubrics (Information, Narrative, Opinion for kindergarten, first grade and second grade)</p> <p>-70% of K students will achieve an 80% or higher on CCPS Writing Rubric -70% of 1st Grade students will achieve an 80% or higher on CCPS Writing Rubric -70% of 2nd Grade Students will achieve an 80% or higher on CCPS Writing Rubric</p> <p>-Monitoring writing levels of all students to ensure access and equity by disaggregating data at Achievement Meetings (Focus on Gap with FARMS students - 70% of Farms students will score 80% or better on Writing Rubrics)</p> |
| <p>2.2 Purposeful cross grade-level discussions about writing expectations and rigor (Grade-level and cross grade-level collaboration and scoring)</p> | <p>Professional Learning (November 2021/February 2022)</p> | <p>-Writing pieces scored collaboratively across grade levels (100% agreement among teachers as to what constitutes a high quality piece of writing based on collective scoring with writing rubrics for information, narrative and opinion)</p> |

School Improvement Goal



By June 2022, 91% of all Pre-K through 2nd grade students will meet the County standard score of 80%, as measured by the May End-of-Year assessment. (May 2021 (89%)/Target: June 2022 (91%))

| Strategic Actions | Time Line | Measures of Success / Desired Performance Level | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--|----------|---------------|---------------|----------|---------------|-------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <p>3.1 Teachers will provide opportunities daily for students (pre-k, Kindergarten, first grade and second grade) to comprehend, reason, and solve problems through the use of:</p> <ul style="list-style-type: none"> • Data chats (Interpreting Graphs - Prek, k, 1st and 2nd Grade) • Teacher-created word problems and numberless word problems (K, 1st, 2nd) • Retelling of word problems using beginning, middle and end organizer Kindergarten and 1st grade ~ one-step word problems 2nd grade ~ two-step word problems only • CUBS problem-solving strategy for one-step word problems in grades Kindergarten through 2nd grade (C - circle important numbers, U - Underline the question, B - box math action words, and S - Show your work and Solve) • Visual models for part-part-whole and comparison problem structures (Kindergarten, 1st and 2nd grade) | <p>Sept - May</p> | <p>-Formative assessments in K, 1st and 2nd grade will be used to monitor progress and growth on solving different types of word problems, including result unknown, change unknown, start unknown, and comparison. (80% of students will score 80% or higher on formative assessments)</p> <p>-Unit assessments in 1st and 2nd grade. (80% of first and second grade students will score 80% or higher on each unit post-assessment)</p> <p>-January and May County Benchmark Data for <i>Percent of Students Meeting the County standard score of 80%</i>:</p> <table border="1" data-bbox="1008 1115 1497 1549"> <thead> <tr> <th>Grade</th> <th>Jan 2021</th> <th>Jan 2022 Goal</th> <th>May 2021</th> <th>May 2022 Goal</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Kdg</td> <td>88%</td> <td>90%</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>1st</td> <td>81%</td> <td>84%</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>2nd</td> <td>57%</td> <td>60%</td> <td>82%</td> <td>85%</td> </tr> </tbody> </table> <p>-Monitoring progress to ensure access and equity of all students and disaggregating data at Achievement Meetings (Identifying and supporting students not making 80% on formative, end of unit, and January and May assessments)</p> | Grade | Jan 2021 | Jan 2022 Goal | May 2021 | May 2022 Goal | Pre-K | 100% | 100% | 100% | 100% | Kdg | 88% | 90% | 94% | 96% | 1st | 81% | 84% | 80% | 83% | 2nd | 57% | 60% | 82% | 85% |
| Grade | Jan 2021 | Jan 2022 Goal | May 2021 | May 2022 Goal | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-K | 100% | 100% | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | | |
| Kdg | 88% | 90% | 94% | 96% | | | | | | | | | | | | | | | | | | | | | | | |
| 1st | 81% | 84% | 80% | 83% | | | | | | | | | | | | | | | | | | | | | | | |
| 2nd | 57% | 60% | 82% | 85% | | | | | | | | | | | | | | | | | | | | | | | |



3.2 Provide daily opportunities for meaningful fact fluency strategy practice and review, in grades Kindergarten through 2nd, through the use of:

- Number Talks
- Multiple representations of facts during instruction (words, equations with unknowns in different places, and understanding of the equal sign)
- Utilize online resources for fact strategy activities during rotations (DreamBox, Splash Learn)
- Providing activities to practice facts at home (home school connection)
- Applying fact knowledge to solve word problems

Sept - May

-Fact Fluency Phases of Development data
*80% of pre-k, Kindergarten through 2nd grade students will achieve a fact fluency rating of Reasoning or Efficient for addition and subtraction by June 2022, as reported in the portal with the May EOY assessment.

-Formative assessments in K and 1st and 2nd grade (With students scoring greater than or equal to 80%)

-Unit assessments in 1st and 2nd grade
*80% of 1st and 2nd grade students will score 80% or higher on each unit post-assessment.

-January and May County Benchmark Data for *Percent of Students Meeting the County standard score of 80%*:

| Grade | Jan 2021 | Jan 2022 Goal | May 2021 | May 2022 Goal |
|-------|----------|---------------|----------|---------------|
| Pre-K | 100% | 100% | 100% | 100% |
| Kdg | 88% | 90% | 94% | 96% |
| 1st | 81% | 84% | 80% | 83% |
| 2nd | 57% | 60% | 82% | 85% |

3.3 Common formative assessments will be identified, administered and analyzed, by grade level teams, to plan for next steps in instruction that aligns with students' needs

Quarter 1
*Oct, Nov
Quarter 2
*Dec, Jan
Quarter 3
*Feb, Mar
Quarter 4
*Apr, May

80% of students will score 80% or higher on common formative assessments (kindergarten, first grade, second grade)
Prioritizing intervention for students scoring less than 80%