

Elmer Wolfe Elementary School

**School Improvement Plan
2022-2023**

School Vision / Mission
B-L-A-S-T

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives
<p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> ➤ Fully implement a CCPS curriculum aligned with the Maryland State Standards. ➤ Partner with local institutions of higher education to ensure college readiness. ➤ Enhance programs to ensure career readiness for all students.
<p>Meet Each Student’s Instructional Needs</p> <ul style="list-style-type: none"> ➤ Close the achievement gap between highest achieving and most struggling students. ➤ Provide appropriate education services for students identified with Autism Spectrum Disorder. ➤ Enhance alternative programs responsive to the needs of at-risk students. ➤ Implement a Gifted and Talented Program aligned with COMAR requirements. ➤ Enhance alternative learning opportunities through the use of digital resources.
<p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> ➤ Attract and retain highly qualified, effective, and diverse employees. ➤ Promote a culture of diversity in the workplace. ➤ Develop an electronic observation, evaluation, feedback, and professional development system. ➤ Continuously monitor the organizational structure to support the Vision 2018 Plan.
<p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> ➤ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions. ➤ Improve and modernize the environment within our school facilities and school buses. ➤ Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment
<p>The EWE Instructional Leadership Team (ILT) met on 8/25/2022 to review school data and county data and to create goals. The following data pieces were reviewed:</p> <ul style="list-style-type: none"> *All County May ELA data *SRI data *ELA Comprehension Benchmark Data (including writing scores) *Grades PreK-5 Math Benchmark data and fact fluency data <p>As a school, our ELA data had positives and opportunities for growth. We are excited to see our Pre-K and K data return to our achievement level prior to the pandemic. We still see struggles with high frequency words, phonics, and writing grades 1st-3rd. We saw grades 3-5 maintain levels of passing on CBA and Reading Inventory. We discussed possible reasons for this stagnant data and will address this with strategic actions. We discussed a trend that our Special Education and FaRM students were most negatively impacted by the pandemic and virtual learning struggles.</p> <p>In Math, a school wide need is to continually assess previously taught concepts to monitor retention of skills throughout the year. We also need to focus on fact fluency at each grade level to ensure that</p>



the facts become automatic in order for students to be able to focus on application of other skills that incorporate fact fluency.

The ILT meets twice a month, at least one of those meetings each month is focused on grade level WIG data and progress monitoring. Each grade level team creates WIGs that align with our SIP. These goals are chosen based on grade level data on county and state assessments from the previous year. Each grade level meets weekly with the ELA Specialist and Math Resource Teacher to discuss formative and summative data. During these meetings, resource specialists also provide teachers with strategies to implement during their weekly instruction to increase student achievement. Teams change their instructional strategies based on assessment data collected (Focus of the WIG goals reflect SIP: reading, math, & writing). The monthly WIG data for reading, math, and writing is displayed publicly on a scoreboard in the main hallway of our building.

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2023, the percent of students meeting grade level reading expectations will increase to the following expectations (see chart below) as measured by reading level, high frequency words, CCPA (grades Pre-K through 1), CBA and SRI (grades 2-5).

	Percent Meeting Expectations May 2021	Actual Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2022 Goal
Pre K	Letter ID 94%	100%	Letter ID >90%
K	Reading Level 68% CCPA Closed CVC 64% HFW 57%	Reading Level D 88% Reading Level E 55% CCPA Closed CVC 91% HFW 87%	Reading Level D 90% Reading Level E 60% CCPA Closed CVC 90% HFW 90%
1 st	Reading Level 73% CCPA through 2-closed 61% HFW 61%	Reading Level 68% CCPA through r-controlled 51% HFW 75%	Reading Level 85% CCPA through 2 closed syllables 85% HFW 90%
2 nd	Reading Level O 57% CBA >80% 72% RI >425 50% CCPA through Multisyllabic 43%	Reading Level O, 64% Reading Level N, 77% SRI >425 66% CCPA through Multisyllabic 58% (75% mastered through 2- syllable)	Reading Level O, 70% Reading Level N, 80% SRI >425 70% CCPA through 2 mixed syllables 75%
3 rd	CBA 61% Fic. RI 65%	>572 RI 61%	>572 RI 75%
4 th	CBA 64% Fic. RI 64%	>720 RI 65%	>720 RI 75%
5 th	CBA 60% Fic. RI 67%	>824 RI 70%	>824 RI 75%



2. By June 2023, the percentage of students meeting or exceeding grade level expectations on the End of Year Mathematics Assessment will increase by 6 percentage points or meet the county percentage (*if currently below the county percentage).

	Percent Meeting Expectations for May End of Year Assessment 2022			May 2023 GOALS for Meeting Expectations
	All Students	FaRMs	Special Ed Students	
Pre K	100%	100%	n/a	>95%
K	94%	95%	100%	>95%
1 st	8%	80%	75%	94%
2 nd	61%	37%	11%	77%*
3 rd	74%	59%	33%	80%
4 th	61%	55%	0%	74%*
5 th	71%	65%	33%	77%

3. 80% of our students will earn at least a 3/4 in the areas of development of ideas using the Carroll County rubric for informational writing.

	Percent with 2 or higher in Ideas and Clarity using CCPS Informational Rubric May 2021	May 2022 Percent with 2 or higher in Ideas using CCPS Informational Rubric	May 2023 Percent Earning $\frac{3}{4}$ in Ideas of CCPS Informational Writing Rubric
Pre K	80%	95%	80%
K	75%	97%	80%
1 st	77%	73%	80%
2 nd	47%	65%	80%
3 rd	72%	72%	80%
4 th	47%	68%	80%
5 th	51%	71%	80%
Whole School	64%	77%	80%



School Improvement Goal					
<p>1. By June 2023, the percent of students meeting grade level reading expectations will increase to the following expectations (see chart below) as measured by reading level, high frequency words, CCPA (grades Pre-K through 1), and SRI (grades 2-5).</p>					
Strategic Actions	Time Line	Measures of Success / Desired Performance Level			
<p>1.1 Each grade level team will have weekly and monthly common assessments to monitor/improve skills needed for meeting expectations on CCPS ELA assessments.</p> <p>*SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our subgroup populations and those students not included in a subgroup.</p> <p>*Funding will be secured from board, Title I, and school funds to pay for professional development, instructional resources, technology, Full time Math Resource Teacher, Classroom reduction teacher in grades 3-5, and Title 1 interventionist in grades K-1 to help teams meet their goals.</p>	<p>Beginning week of September 12th, teams will analyze student data weekly.</p>	<p>Each team will meet their individual team goals to support increased performance on CCPS ELA assessments.</p> <p>By June 2023 students will increase the percent meeting grade level expectations on CCPS reading assessments from:</p>			
			Percent Meeting Expectations May 2021	Actual Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2022 Goal
		PK	Letter ID 94%	100%	Letter ID >90%
		K	Reading Level 68% CCPA Closed CVC 64% HFW 57%	Reading Level D 88% Reading Level E 55% CCPA Closed CVC 91% HFW 87%	Reading Level D 90% Reading Level E 60% CCPA Closed CVC 90% HFW 90%
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1.2 Increase phonics and high frequency word application by:
 *Lexia licenses will be used in K-3 classes. All 1st and 2nd graders will participate.
 * **High frequency words and phonics interventions/tutoring**

Research-based strategy: Students will participate in a Foundations reteach intervention, Lexia Core 5, Being a Reader, and/or Snap Words.

1.3 Professional development will be provided in the areas of ELA (decoding, comprehension, and writing).

Strategies from the following resources will be used for PD with teachers:

- *Being a Reader
- **Shifting the Balance*
- *Targeted reading strategies from Jennifer Serravallo
- *Read Talk Write by Laura Robb
- *Foundations
- *Additional Phonics resources

Daily

Monthly meetings to track progress

1 sub day per classroom teacher, special ed teacher, Title I teacher (18 days for math). ½ day in Sept. and ½ later in the year.

Follow-up will occur during weekly planning meetings with the ELA Specialist

Lexia Level in September will be compared to May 2023 Level to demonstrate growth. (100% of students will be expected to show 1 year's growth if meeting attendance expectation of 90% or better.)

100% of teachers participating will complete an evaluation.

Number of teachers participating in PD	Evaluations Completed	Percentage of Evaluations completed
28		



<p>1.4 Title 1 funding used for tutoring at each grade level. Students identified using classroom assessments. Pre and Post assessments will be used to measure growth.</p>	<p>Tutoring arranged throughout the year</p>	<p>80% of students attending will show growth.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number of Students Participating</th> <th>Number of Students Showing Growth</th> <th>Percentage of Students showing growth</th> </tr> </thead> <tbody> <tr> <td>PK/K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	Number of Students Participating	Number of Students Showing Growth	Percentage of Students showing growth	PK/K				1 st				2 nd				3 rd				4 th				5 th			
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School Improvement Goal		
<p>2. By June 2023, the percentage of students meeting or exceeding grade level expectations on the End of Year Mathematics Assessment will increase by 6 percentage points or meet the county percentage (*if currently below the county percentage).</p>		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level



2.1 Administer monthly formative assessments focused on critical content to track the retention of previously taught topics. Expectation is for 80% of students to score 80% or better.

- SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our subgroup populations and those students not included in a subgroup.
- Funding will be secured from board, Title I, and school funds to pay for professional development, instructional resources, technology, Full time Math Resource Teacher, Classroom reduction teacher in grades 3-5, and Title 1 interventionist in grades K-1 to help teams meet their goals.

2.2 Increase fact fluency in grades K-5 with:

- Daily fact practice focused on specific fact sets which will be determined weekly. Expectation is for 80% of students to score 80% on weekly fact assessments
- Stenhouse Building Fact Fluency Toolkit +/- and \times/\div to be used for fact instruction in grades K-5. Expectation is for 90% of students to be reasoning or efficient on

Beginning week of September 26th, teams will analyze student data monthly review intervention needs.

Beginning week of September 12th, teams will begin daily fact practice focused on specific facts each week

Each team will meet their monthly goals to support increased performance on May Math EOY.

Grade	May 2022	May 2023 Goals	Actual May 2023
Pre K	100%	>95%	
K	94%	>95%	
1	88%	94%	
2	61%	77%	
3	74%	80%	
4	61%	74%	
5	71%	77%	

Fact Fluency Data:

Grade	strategy	May 2022	May 2023
K	+0	90%	
	-0	90%	
	+1	88%	
	-1	84%	
	-all	85%	
1	Make 10	96%	
	Subt from 10	93%	



each specific fact strategy.			doubles	95%			
			halves	95%			
			Add 2	76%			
			Subtract 2	74%			
			Diffs of 1	72%			
			Diffs of 2	49%			
		2	Add 10	98%			
			Subt 10	94%			
			Add use 10	89%			
			Subt use 10	54%			
		3	Add use doubles	81%			
			X0	100%			
			X1	100%			
			X2	99%			
			X5	97%			
			X10	100%			
			Square facts	96%			
		Derived facts	95%				
		2.3 Professional development will be provided in the areas of mathematics to address data analysis, instructional strategies for teaching, and assessing fact fluency.					
		100% of teachers participating will complete an evaluation.					
1 sub day per classroom teacher, special ed teacher, Title I teacher (14 days for math)							
		Number of teachers participating in PD	Evaluations Completed	Percentage of Evaluations completed			
		28					



<p>2.4 Title 1 funding used for tutoring at each grade level. Students identified using classroom assessments. Pre and Post assessments will be used to measure growth.</p>	<p>Tutoring arranged throughout the year</p>	<p>80% of students attending will show growth.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number of Students Participating</th> <th>Number of Students Showing Growth</th> <th>Percentage of Students showing growth</th> </tr> </thead> <tbody> <tr> <td>PK/K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	Number of Students Participating	Number of Students Showing Growth	Percentage of Students showing growth	PK/K				1 st				2 nd				3 rd				4 th				5 th			
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School Improvement Goal		
3. 80% of our students will earn at least a 2 in the areas of development of ideas using the Carroll County rubric for informational writing on teacher created assignments.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level



<p>3.1 Each grade level team will develop a writing action plan based on current data, collected weekly and reported monthly, to support skills needed for meeting expectations on teacher created assignments and CBA.</p> <p>*SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our subgroup populations and those students not included in a subgroup. *Specialists and teams meet with Judy Center to share needs of entering K students, so that they can provide additional resources to our birth-5 families to help with these identified needs. *Funding will be secured from board, Title I, and school funds to pay for professional development, instructional resources, technology, Full time Math Resource Teacher, Classroom reduction teacher in grades 3-5, and Title 1 interventionist in grades K-1 to help teams meet their goals.</p> <p>3.2 Professional development will be provided to ELA teachers as well as STEM teachers in the areas of informational writing (strategies for developing ideas and organization, vocabulary, as well as scoring written responses). Unlocking the prompt strategies will be introduced. The following will be resources used during PD: *Being a Writer *Read Talk Write by Laura Robb *From Talking to Writing by Jennings and Haynes *Writing Strategies (3 texts by the following authors Peha, Seravallo, and Hoytz)</p>	<p>Beginning week of September 12th, teams will study student data. Meetings will continue to occur throughout the year to monitor progress. Report data school wide monthly.</p> <p>SEPT initial PD with ELA Specialist</p> <p>Follow-up will occur during weekly planning meetings with the ELA Specialist</p>	<p>Each team will meet their individual team goals to support increased performance in the area of writing. All teams have writing WIG: *Pre-K: 80% of our students will earn a 2 in the areas of development of ideas using the Carroll County Kindergarten Quarter 1 rubric for informational writing. K-5: 80% of our students at each grade level will earn a 3/4 in the areas of development of ideas using the Carroll County rubric for informational writing (for each grade level).</p> <table border="1" data-bbox="1008 688 1333 1039"> <thead> <tr> <th></th> <th>May 2022</th> <th>Goals for May 2023</th> <th>Actual Scores May 2023</th> </tr> </thead> <tbody> <tr> <td>Pre K</td> <td>95%</td> <td>80%</td> <td></td> </tr> <tr> <td>K</td> <td>97%</td> <td>80%</td> <td></td> </tr> <tr> <td>1st</td> <td>73%</td> <td>80%</td> <td></td> </tr> <tr> <td>2nd</td> <td>65%</td> <td>80%</td> <td></td> </tr> <tr> <td>3rd</td> <td>72%</td> <td>80%</td> <td></td> </tr> <tr> <td>4th</td> <td>68%</td> <td>80%</td> <td></td> </tr> <tr> <td>5th</td> <td>71%</td> <td>80%</td> <td></td> </tr> <tr> <td>Whole School</td> <td>77%</td> <td>80%</td> <td></td> </tr> </tbody> </table> <p>100% of teachers participating will complete an evaluation.</p> <p>See Data in Strategic Action 1.3</p>		May 2022	Goals for May 2023	Actual Scores May 2023	Pre K	95%	80%		K	97%	80%		1 st	73%	80%		2 nd	65%	80%		3 rd	72%	80%		4 th	68%	80%		5 th	71%	80%		Whole School	77%	80%	
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