

**Elmer Wolfe Elementary School**

**School Improvement Plan  
2023-2024**

<b>School Vision / Mission</b>
<b>B-L-A-S-T</b>

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

<b>School Needs Assessment</b>
The EWE Instructional Leadership Team (ILT) met on 7/19/23 to review school data and county data and to create goals. The following data pieces were reviewed:  *All County May ELA data *SRI data *ELA Comprehension Benchmark Data (including writing scores)

\*Comparison data for all assessments in subgroups FaRMs and Special Education  
\*Grades PreK-5 Math Benchmark data and fact fluency data  
\*2023 MCAP data

As a school, our ELA data had many data points to celebrate. We are excited to see our Pre-K and K data continue to be strong. We had a significant increase with high frequency words in 1<sup>st</sup> grade due to utilizing IAs for additional practice with targeted students. Our 1<sup>st</sup> and 2<sup>nd</sup> graders had significant gains in phonics according to our CCPA data. Several students attended tutoring during the year to support needs. 1<sup>st</sup> grade did not have as many students reading at a level J as we would expect with their HFW and phonics scores. We saw grades 3-5 increase or maintain levels of passing on CBA and Reading Inventory. We discussed possible reasons for this stagnant data and will address this with strategic actions. This will include ELA professional development on teaching strategies to students to increase their reading comprehension. We do not have a significant gap between our FaRMs and Non-FaRMs. Most are 10% or less. Writing is the most significant gap, growing to approximately 15% for one grade level. It was a celebration to have more than 50% of our special education students in 2<sup>nd</sup> and 3<sup>rd</sup> grade who were tested met county RI expectations. We continue to have 0% of our special education students meet expectations on RI in 4<sup>th</sup> and 5<sup>th</sup> grade, but all made a year's growth or more.

In Math, we also had tremendous gains and significantly higher scores with some grade levels. 4<sup>th</sup> grade had outstanding achievement with 90% of students passing the End of Year Benchmark. Almost all grades met the school improvement goal as well. Using spiral reviews throughout the year made a large impact on scores. Offering tutoring to students 2-3 weeks prior to assessments led to the most gains for our yellow zone students. We want to continue to focus on fact fluency at each grade level to ensure that the facts become automatic in order for students to be able to focus on application of other skills that incorporate fact fluency. We discussed utilizing the Lead Tutor to support needs in math next year. Our gap between our FaRMs and Non-FaRMs continues to shrink.

As we reviewed both math and ELA MCAP scores. Our take-away from that review of data, is that we need to focus on our yellow zone students. Having student conferences and focusing on using tutoring to address needs of students.

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).

	<b>Percent Meeting Expectations May 2022</b>	<b>Percent Meeting Expectations May 2023</b>	<b>Percent Meeting Expectations May 2024 Goal</b>
Pre K	100%	Letter ID >95%	<b>Letter ID &gt;95%</b> <b>Segment 8/10 words 70%</b>
K	Reading Level D 88% Reading Level E 55% CCPA Closed CVC 91% HFW 87%	Reading Level D 89% Reading Level E 41% CCPA Closed CVC 92% HFW 90%	<b>Reading Level D 90%</b> <b>Reading Level E 60%</b> <b>CCPA Closed CVC 93%</b> <b>HFW 90%</b>
1 <sup>st</sup>	Reading Level 68% CCPA through r-controlled 51% HFW 75%	Reading Level 71% CCPA through 2 closed syllables 81% HFW 89%	<b>Reading Level 85%</b> <b>CCPA through 2 closed syllables 85%</b> <b>HFW 90%</b>
2 <sup>nd</sup>	Reading Level O, 64% Reading Level N, 77% SRI >425 66% CCPA through Multisyllabic 58% (75% mastered through 2- syllable)	Reading Level O, 74% Reading Level N, 80% SRI >425 68% CCPA through 2 mixed syllables 78%	<b>Reading Level O, 75%</b> <b>Reading Level N, 85%</b> <b>SRI &gt;425 70%</b> <b>CCPA through 2 mixed syllables 80%</b>
3 <sup>rd</sup>	>572 RI 61%	>572 RI 70%	<b>&gt;572 RI 75%</b>
4 <sup>th</sup>	>720 RI 65%	>720 RI 69%	<b>&gt;720 RI 75%</b>
5 <sup>th</sup>	>824 RI 70%	>824 RI 69%	<b>&gt;824 RI 75%</b>

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 2023			May 2024 GOALS for Meeting Expectations
	All Students	FaRMs	Special Ed Students	
Pre K	95%	93%	82%	<u>≥95%</u>
K	94%	93%	67%	<u>≥94%</u>
1 <sup>st</sup>	92%	91%	78%	<u>≥92%</u>
2 <sup>nd</sup>	74%	58%	50%	<u>≥80%*</u>
3 <sup>rd</sup>	72%	59%	39%	<u>≥80%*</u>
4 <sup>th</sup>	90%	84%	50%	<u>≥90%</u>
5 <sup>th</sup>	84%	83%	55%	<u>&gt;84%</u>

3. 80% of our students will earn full points in the areas of development of ideas using the Carroll County rubric for informational writing.

	<b>May 2022 Percent with 2 or higher in Ideas using CCPS Informational Rubric</b>	<b>May 2023 Percent Earning ¾ in Ideas of CCPS Informational Writing Rubric</b>	<b>May 2024 Percent Earning ¾ in Ideas of CCPS Informational Writing Rubric</b>
Pre K	95%	<b>92%</b>	<b>80%</b>
K	97%	<b>87%</b>	<b>80%</b>
1 <sup>st</sup>	73%	<b>82%</b>	<b>80%</b>
2 <sup>nd</sup>	65%	<b>87%</b>	<b>80%</b>
3 <sup>rd</sup>	72%	<b>81%</b>	<b>80%</b>
4 <sup>th</sup>	68%	<b>61%</b>	<b>80%</b>
5 <sup>th</sup>	71%	<b>79%</b>	<b>80%</b>
Whole School	77%	<b>81%</b>	<b>80%</b>

**School Improvement Goal**

1. By June 2024, 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 though 1), and SRI (grades 2-5).

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
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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.

\*SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our FaRMs subgroup populations and those students not included in the subgroup.

\*Funding will be secured from board, Title I, comp ed, and school funds to pay for professional development, instructional resources, technology, a full time Math Resource Teacher, a classroom reduction teacher in grades 3-5, a mentor teacher, and an interventionist in grades K-2 to help teams meet their goals.

Beginning week of September 18th, teams will analyze student data weekly.

Each team will meet their individual team goals to support increased performance on CCPS ELA assessments.

**By June 2024 students will increase the percent meeting grade level expectations on CCPS reading assessments from:**

	Actual Percent Meeting Expectations May 2022	Actual Percent Meeting Expectations May 2023	Percent Meeting Expectations May 2024 Goal
<b>PK</b>	100%	95%	<b>Letter ID &gt;95%</b> <b>Segment 8/10 words 70%</b>
<b>K</b>	Reading Level D 88% Reading Level E 55% CCPA Closed CVC 91% HFW 87%	Reading Level D 89% Reading Level E 41% CCPA Closed CVC 92% HFW 90%	<b>Reading Level D 90%</b> <b>Reading Level E 60%</b> <b>CCPA Closed CVC 93%</b> <b>HFW 90%</b>
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<b>5<sup>th</sup></b>	>824 RI 70%	>824 RI 69%	<b>&gt;824 RI 75%</b>

1.2 Increase phonics and high frequency word application by:

\*Lexia licenses will be used in 1st-4th classes. All 1<sup>st</sup> 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 reading comprehension strategies associated with SOR.

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 Science of Reading*
- \*Targeted reading strategies from Jennifer Serravallo
- \*Foundations
- \*Additional Phonics resources

Daily

Monthly meetings to track progress

1 sub day per classroom teacher, special ed teacher, Title I teacher (19 days for ELA). 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 ELA	Evaluations Completed	Percentage of Evaluations completed

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.

1.5 Implement PBIS initiatives and wellness activities and field trips to support cognitive functioning, episodic memory, and time on-task in the classroom. We will decrease our referrals by 10% from May 2022-May 2023.

\* Counseling interventions, school wide strategies, and targeted group mindfulness instruction (including yoga).

\*Interception Curriculum, Second Step (expanding to K-5) and Love and Logic Parent Nights

\*Maintain a full time School Psychologist and Mental Health Therapist.

\*Family engagement events to support reading, math, wellness, and mental health needs as well as learning support in reading and math.

Tutoring arranged throughout the year

Throughout the year

80% of students attending will show growth.

Grade	Number of Students Participating	Number of Students Showing Growth	Percentage of Students showing growth
PK/K			
1 <sup>st</sup>			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			
5 <sup>th</sup>			

Number of referrals

Grade	June 2023	June 2024
PK	10	
K	87	
1 <sup>st</sup>	105	
2 <sup>nd</sup>	42	
3 <sup>rd</sup>	86	
4 <sup>th</sup>	37	
5 <sup>th</sup>	9	



**School Improvement Goal**

2. By June 2024, the percentage of students meeting or exceeding grade level expectations on the End of Year Mathematics Assessment will meet or exceed the 2023 percentage or meet 80% (\*if below 80% in 2023).

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																
<p>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.</p> <p>*SLOs will also specifically track the growth of students in subgroups to ensure we lessen the current learning gaps between our FaRMs populations and those students not included in that subgroup.</p> <p>*Funding will be secured from board, Title I, comp ed, and school funds to pay for professional development, instructional resources, technology, Full time Math Resource Teacher, Classroom reduction teacher in grades 3-5, and an interventionist in grades K-2 to help teams meet their goals.</p>	<p>Beginning week of September 26th, teams will analyze student data monthly review intervention needs.</p>	<p>Each team will meet their monthly goals to support increased performance on May Math EOY.</p> <table border="1" data-bbox="857 695 1360 1272"> <thead> <tr> <th>Grade</th> <th>May 2023</th> <th>Actual May 2024</th> <th></th> </tr> </thead> <tbody> <tr> <td>Pre K</td> <td>95%</td> <td></td> <td></td> </tr> <tr> <td>K</td> <td>94%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>92%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>74%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>72%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>84%</td> <td></td> <td></td> </tr> </tbody> </table>	Grade	May 2023	Actual May 2024		Pre K	95%			K	94%			1	92%			2	74%			3	72%			4	90%			5	84%		
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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 each specific fact strategy.

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

Fact Fluency Data: Grade	strategy	May 2023	May 2024
K	+0	94%	
	-0	94%	
	+1	95%	
	-1	80%	
	-all	80%	
1	Make 10	95%	
	Subt from 10	94%	
	doubles	95%	
	halves	92%	
	Add 2	97%	
	Subtract 2	91%	
	Diffs of 1	86%	
	Diffs of 2	86%	
2	Add 10	98%	
	Subt 10	92%	
	Add use 10	72%	
	Subt use 10	68%	
	Add use doubles	78%	
3	X0	100%	
	X1	100%	

2.3 Professional development will be provided in the areas of mathematics to address data analysis, instructional strategies for teaching, and assessing fact fluency.

1 sub day per classroom teacher, special ed teacher, interventionist (5 days for math)

X2	100%	
X5	99%	
X10	100%	
X3	96%	
X4	94%	
X6	92%	
X7	70%	
X8	66%	
X9	75%	

100% of teachers participating will complete an evaluation.

Number of teachers participating in PD - Math	Evaluations Completed	Percentage of Evaluations completed

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.

Tutoring arranged throughout the year

80% of students attending will show growth.

Grade	Number of Students Participating	Number of Students Showing Growth	Percentage of Students showing growth
PK/K	6	4	67%
1 <sup>st</sup>	5	5	100%
2 <sup>nd</sup>	19	11	58%
3 <sup>rd</sup>	0	0	n/a
4 <sup>th</sup>	37	33	89%
5 <sup>th</sup>	15	10	67%

\*Showing growth =  $\geq 80\%$  on MYA or EOY

2.5 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. We will decrease our referrals by 10% from May 2022-May 2023.

Throughout the year

See Data in Strategic Action 1.5

\* Counseling interventions, school wide strategies, and targeted group mindfulness instruction (including yoga).

\*Mind Up, Second Step, and Love and Logic Parent Nights

\*Maintain a full time School Psychologist

\*Family engagement events to support mental health needs as well as learning support in reading and math.

**School Improvement Goal**

3. 80% of our students at each grade level will earn full points in the areas of development of ideas using the Carroll County rubric for informational writing (for each grade level).

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 FaRMs population and those students not included in that subgroup.</p> <p>*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.</p> <p>*Funding will be secured from board, Title I, comp ed, and school funds to pay for professional development, instructional resources, technology, classroom reduction teacher in grades 3-5, and interventionist in grades K-2 to help teams meet their goals.</p>	<p>Beginning week of September 12th, teams will study student data. Meetings will continue to occur throughout the year to monitor progress.</p> <p>Report data school wide monthly.</p>	<p>Each team will meet their individual team goals to support increased performance in the area of writing.</p> <p>All teams have writing WIG:</p> <p><b>*Pre-K:</b> 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.</p> <p><b>K-5:</b> 80% of our students at each grade level will earn full points 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 1100 1341 1764"> <thead> <tr> <th></th> <th>May 2022</th> <th>Actual Scores May 2023</th> <th>Goals for May 2024</th> </tr> </thead> <tbody> <tr> <td>Pre K</td> <td>95%</td> <td>92%</td> <td>80%</td> </tr> <tr> <td>K</td> <td>97%</td> <td>87%</td> <td>80%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>73%</td> <td>82%</td> <td>80%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>65%</td> <td>87%</td> <td>80%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>72%</td> <td>81%</td> <td>80%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>68%</td> <td>61%</td> <td>80%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>71%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Whole School</td> <td>77%</td> <td>81%</td> <td>80%</td> </tr> </tbody> </table>		May 2022	Actual Scores May 2023	Goals for May 2024	Pre K	95%	92%	80%	K	97%	87%	80%	1 <sup>st</sup>	73%	82%	80%	2 <sup>nd</sup>	65%	87%	80%	3 <sup>rd</sup>	72%	81%	80%	4 <sup>th</sup>	68%	61%	80%	5 <sup>th</sup>	71%	79%	80%	Whole School	77%	81%	80%
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<p>3.2 Professional development will be provided to writing teachers in the areas of informational writing (strategies for developing ideas, vocabulary, as well as scoring written responses). Unlocking the prompt strategies will be introduced.</p> <p><b>The following will be resources used during PD:</b></p> <ul style="list-style-type: none"> <li>*Being a Writer</li> <li>*From Talking to Writing by Jennings and Haynes</li> <li>*Writing Strategies</li> </ul>	<p>SEPT initial PD with ELA Specialist</p> <p>Follow-up will occur during weekly planning meetings with the ELA Specialist</p>	<p>100% of teachers participating will complete an evaluation.</p> <p>See Data in Strategic Action 1.3</p>
<p>3.3 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom.*See Strategic Section 1.4</p>	<p>Daily</p>	<p>Number of referrals</p> <p>See Data in Strategic Action 1.5</p>