

Elmer Wolfe Elementary School
School Improvement Plan
2024 - 2025

School Vision / Mission
Elmer A. Wolfe Elementary School's Faculty and Staff believe that: • school, home, and community should be in a partnership to foster the growth of students • school will be a safe and nurturing environment. • teachers will have high academic expectations for all students and challenge them to learn at their own developmental rate • students will be given a thorough academic background in the content areas • students should be able to function independently and, in a group, • students should become problem solvers and lifelong learners • students should demonstrate pride in their school and in their work • students should accept responsibility for themselves and their interactions with others • and students should demonstrate respect for themselves, others, and their environment. Our Vision is to: Believe Learn Achieve Strive Triumph Our students are blasting off to a successful year! We have identified the following behaviors as evidence that our students are STARS: Show Respect Take Pride Act Responsibly Ready to Learn

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 Needs Assessment

1. Reading: ELA

Assessed reading level data indicates a need for targeted instruction on specific skills in Pre-K-5th grade reading. Over the past several years, we have seen a need for increased focus on phonics, fluency and high frequency words. Baseline data points including Carroll County Phonics Assessment (CCPA) tasks, high frequency word assessment (HFW), Reading Inventory (RI), running records, and Comprehension Benchmark Assessment (CBA) were used.

2. Math

When following the data from a group of students from one grade level to the next, the percentage of students that scored 80% or above on the 2023-24 EOY (End of Year) Mathematics Assessments in grades K, 1, & 4 dropped, Pre-K, 2, 3, & 5 increased. As a result, the goal for 2024-2025 is to increase the percentage of the students scoring 80% or above based on the 2023-2024 scores.

3. Writing:

When following the data from a group of students from one grade level to the next using CBA data and county rubric data it indicates a need for additional instruction in writing. Our CBA/rubric scores indicate an increase in writing scores in grades Pre-k, and K from our EOY 2023 data to EOY 2024 data, however grades 1, 2, 3, 4, & 5 have seen a decline in scores. Therefore, we are targeting writing Clarity and Grammar-using CCPS writing rubric.

3. Close the Gap:

By June 2025, EWE K-3 FaRMs students will achieve withing 10% of non-FaRMs students on grade level CCPA tasks.

- **Kindergarten:** CCPA: Task 1: Short Vowels, Task 1: Long Vowels, Task 2A: CVC
- **First:** CCPA: Task 2B: Digraphs, Task 2C: Blends, Task 2D: CVCE, Task 2E Two Syllables Closed
- **Second:** CCPA: Task 2F: R-Controlled, Task 2G: Vowel Digraphs, Task 2H: Vowel Diphthongs. Task 2I: Two Syllables
- **Third:** Task 2J: Multisyllabic

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2025, EWE will increase the percentage of students on grade level, as indicated by grade level targets, measured by local assessments (CCPA, Acadience K-3, Map Growth 2-5).

	Percent Meeting Expectations May 2023	Percent Meeting Expectations May 2024	Percent Meeting Expectations May 2025 GOAL
Pre-K	Letter ID >95%	Letter ID >100% Segment 8/10 words 100%	Letter ID >100% Segment 8/10 words 100%
K	Reading Level D 89% Reading Level E 41% CCPA Closed CVC 92% HFW 90%	Reading Level D 77% Reading Level E 30% CCPA Closed CVC 83% HFW 73%	CCPA Closed CVC 88% HFW 80% Nonsense word fluency (Acadience): 5% increase over baseline by midyear 10% increase over baseline by end of year
1 st	Reading Level 71% CCPA through 2 closed syllables 81% HFW 89%	Reading Level J 64% CCPA through 2 closed syllables 69% HFW 89%	CCPA through 2 closed syllables 80% HFW 95% Nonsense word fluency (Acadience): 5% increase over baseline by midyear 10% increase over baseline by end of year

2 nd	Reading Level O, 74% Reading Level N, 80% SRI >425 68% CCPA through 2 mixed syllables 78%	Reading Level O, 76% Reading Level N, 82% SRI >425 70% RI 75% CCPA through 2 mixed syllables 50%	CCPA through 2 mixed syllables 75% (Acadience) : 5% increase over baseline by midyear 10% increase over baseline by end of year (MAP) : 5% increase over baseline by midyear 10% increase over baseline by end of year
3 rd	>572 RI 70%	>572 RI 71%	(Acadience) : 5% increase over baseline by midyear 10% increase over baseline by end of year (MAP) : 5% increase over baseline by midyear 10% increase over baseline by end of year
4 th	>720 RI 69%	>720 RI 73%	(MAP) : 5% increase over baseline by midyear 10% increase over baseline by end of year
5 th	>824 RI 69%	>824 RI 85%	(MAP) : 5% increase over baseline by midyear 10% increase over baseline by end of year

2. By June 2025, the percentage of students meeting or exceeding grade level expectations on the **End of Year Mathematics Assessment** will meet or exceed our 2024 % of students making grade level proficiency percentage or meet 80% (*if below 80% in 2024).

Grade Level	% Meeting Expectations for May 2023 EOY Assessment	% Meeting Expectations for May 2024 EOY Assessment			GOALS for % Meeting Expectations on May 2025 EOY Assessment
	All Students	All Students	FaRMs	Special Ed Students	All Students
Pre K	95%	100%	100%	100%	<u>≥95%</u>
K	94%	87%	83%	64%	<u>≥94%</u>
1 st	92%	87%	77%	43%	<u>≥92%</u>
2 nd	74%	86%	88%	56%	<u>≥85%</u>
3 rd	72%	79%	66%	50%	<u>≥85%</u>
4 th	90%	87%	74%	67%	<u>≥85%</u>
5 th	84%	90%	76%	56%	<u>≥87%</u>

3. By June 2025, 80% of EWE students will earn full points in the areas of Clarity and Grammar using the grade level specific Carroll County Informational Writing Rubric.

	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	May 2024 Percent Earning $\frac{3}{4}$ in Ideas of CCPS Informational Writing Rubric	May 2025 Percent Earning $\frac{3}{4}$ in Clarity & Grammar of CCPS Informational Writing Rubric GOAL
Pre K	95%	92%	100%	90%
K	97%	87%	83%	85%
1 st	73%	82%	79%	80%
2 nd	65%	87%	79%	80%
3 rd	72%	81%	74%	80%
4 th	68%	61%	70%	80%
5 th	71%	79%	76%	80%
Whole School	77%	81%	77%	80%

4. **Close the Gap:** Using CCPA K-2 assessments FARMS students will achieve within 10% of non-FARMS students on CCPA assessments.

ELA (Reading) School Improvement Goal

1. By June 2025, EWE will increase the percentage of students on grade level, as indicated by grade level targets, measured by local assessments (CCPA, Acadience K-3, Map Growth 2-5).
*Pre-K (CCPA Letter ID and Heggerty Sound Segmenting)

Strategic Actions/Timeline	Measures of Success / Desired Performance Level
1.1 (Sept. 2024 – May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: - meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups - meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary - participate in as needed, job embedded(micro-pd) professional development within planning meetings.	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.

1.2 (Sept. 2024 – May 2025) Consistent use of flexible small groups based on phonics, comprehension, and writing. • Set a block schedule to prioritize first pass instruction and flexible groups instruction and interventions during flexible groupings • Use CCPS Primary and Intermediate Ways To Group Students • ELA Specialist will provide professional development on Flexible Groups for: • Pre-K to 2 on CCPS Primary Ways to Group Students, Decodable Planning Templates, <u>Using Decodable Texts</u> by Wiley Blevins. • Grade 3 to 5 on Shifting the Balance: 3-5 with supplemental support in CCPS Ways to Group Students, Planning Templates, <u>Using Decodable Texts</u> by Wiley Blevins	Monitoring: • Teachers use of targeted small group instructional routines aligned with the Science of Reading • Performance on SIP, WIGS, SLOs, & County Assessments • Professional Development: 100% of staff participants will complete a professional development learning response.
1.3 (Sept. 2024 – May 2025) Use of science of reading evidence-based practices to increase high frequency words, phonological awareness and vocabulary application to develop fluent readers. • HFW instruction based on Foundations in first pass instruction, small group and intervention • Track and apply phonics/word study data to differentiate phonics/word study instruction using evidence-based practices, including Second and Third Grade Florida Center for Reading Research (fcrr.org) (Foundations and Greek and Latin Roots) • ELA Specialist will provide professional development in the provided in phonics from <u>Differentiating Phonics Instruction for Maximum Impact</u> By Wiley Blevins. • At planning, choose most applicable vocabulary strategy and explicitly teach the strategy from <u>Word Nerds</u> and <u>The Blueprint for Comprehension</u> and <u>The Blueprint for Comprehension Activity Book</u>.	Common Assessments including: • Wonders Weekly Assessment • Wonders Principle Assessments • Teacher Created Formatives • HFW Assessment • Foundations Unit Assessments • Fluency Checks • Common Assessment Tracker Data • Performance on SIP, WIGS, SLOs, & County Assessments • Professional Development: 100% of staff participants will complete a professional development learning response.
1.4 (Oct. 2024 – May 2025) Teachers will utilize adaptive online reading platforms to deliver independent practice, reteach, and extension through Lexia (Grades 1-2; Targeted 3-4) and Freckle (Grades 2-5) while providing progress monitoring and feedback. • Lexia-Provide needed reteach lessons (IAs, interventionists, reading specialist, classroom teacher, special education teacher) • Freckle-Use data to support students' success or need for additional support on standards, choosing passages to support comprehension and fluency.	Adaptive Program Progress Monitoring • Lexia Reports including students' weekly usage, units gained, and students supported with reteaching lessons. • Freckle standards report and related passages to support flexible grouping. • Performance on CCPA, Acadience, and MAP

1.5 (Oct. 2024 – May 2025) Teachers in all grades will utilize best practices for writing instruction, including State-Cite-Explain in Grade 2-5, when responding to text-dependent questions. *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.	Monitoring: • Writing tasks in all areas including student writing journals, unlock the prompt and state, cite, explain strategies. • Use of writing rubrics • Student evaluation of own writing • Weekly Wonders Assessment • Wonders Principle Assessments • Student growth on classroom created writing prompts and CBA Growth
1.6 (various times throughout the year) 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.	80% of students attending will show growth.
1.7 (Sept 2024 – May 2025) Implement PBIS initiatives and wellness activities and field trips to support cognitive functioning, episodic memory, and time on-task in the classroom. * 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.	The number of referrals will decrease by 10% from May 2024-May 2025.

Math School Improvement Goal	
2. By June 2025, the percentage of students meeting or exceeding grade level expectations on the End of Year Mathematics Assessment will meet or exceed our 2024 % of students making grade level proficiency percentage or meet 80% (*if below 80% in 2024).	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level



2.1 (Sept. 2024 – May 2025) Classroom teachers, Math Resource Teacher, Intervention teachers, Special Education teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups • meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary • participate in as needed, job embedded professional development within planning meetings	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year
2.2 (Sept. 2024 – May 2025) Increase fact fluency in grades K-4 with daily fact practice focused on specific fact sets which will be determined weekly	Progress monitoring: • Students will self assess each week using a written, untimed fact assessment and recording calendar • Teachers will assess students on each fact strategy throughout the year using the Fluency Checklist Assessments • 90% of students in Grades K-3 will be in the reasoning or efficient fluency phases on each specific fact strategy by June 2025. This data will be reported in Performance Matters
2.3 (Oct. 2024 – May 2025) Increase comprehension and reasoning with grade level story problem structures through daily practice using components of the following strategies: • <u>Routines for Reasoning</u> by Grace Kelemanik • 3 reads protocol • Numberless word problems	Teacher created formative assessments will measure student progress
2.4 (Sept. 2024 – May 2025) 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
Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. *See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.

ELA (Writing) School Improvement Goal	
3. By June 2025, 80% of EWE students will earn full points in the areas of Clarity and Grammar using the grade level specific Carroll County Informational Writing Rubric.	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level



3.1 (Sept. 2024 – May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups • meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary • participate in as needed, job embedded(micro-pd) professional development within planning meetings	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.
3.2 (Sept. 2024 – May 2025) Use of consistent writing samples: response to text, informational, opinion, and narrative writing, to support skills needed for student to meet expectations across the 4 writing domains, with an emphasis on clarity and grammar. • Classroom writing tasks assessed with CCPS Rubric (Grades 2-5), including student assessment. • Consider flexible writing groups during the ELA block • Student Created Organizers • Opportunities for collaborative scoring to provide consistency in grade levels.	Each team will meet their individual team goals to support increased performance in the area of writing. *Pre-K: 80% of our students will earn a 2 in the areas of development of Clarity and Grammar using the Carroll County Kindergarten Quarter 1 rubric for informational writing. K-5: 80% of our students at each grade level will earn full points in the areas of clarity and grammar using the Carroll County rubric for informational writing (for each grade level).
3.3 (Sept. 2024 – May 2025) Grade level teachers, K-5, will use science of reading evidence-based practices and strategies targeting sentence structure to improve clarity and grammar application in response to text, narrative, informational, and opinion writing. • K-5 Utilization of the Foundations (Grade 4-5 Just Words, Wilson) Proofreading Procedures in daily writing routines to increase editing in all content areas. • Explicit First Pass Instruction of Grammar Lessons from CCPS Curriculum, Being a Writer and Framing Your Thoughts • Consistent instruction of Foundations including activities supporting clarity and grammar i.e. Word Talk, Sentence Dictation • ELA Specialist will provide PD on sentence structure <u>The Blueprint for Comprehension</u>, <u>The 7 Mighty Moves</u> by Kemney, <u>From Talking to Writing</u> by Jennings and Haynes and Serravallo's <u>Writing Strategies</u>.	Monitoring: • Consistent Foundations, Grammar Lesson, and Sentence Structure Instruction • Student Writing Samples and CCPS Writing Rubric- Clarity (Domain Specific Vocabulary/Word Choice) and Grammar • Students 2-5, CBA 1 Informational

3.4 (Sept. 2024 – May 2025) All grade level teachers with promote application of learned phonics skills and vocabulary words when instructing on grade level writing: response to text, informational, opinion, and narrative writing. - Daily use of Spelling Resources: Foundations Notebooks, Word Walls (Personal), Word Banks - Consistent instruction of Foundations including activities supporting vocabulary and encoding - At planning, provide micro-PD choose most applicable vocabulary strategies to impact writing and explicitly teach the strategy from <u>Word Nerds</u> and <u>The Blueprint for Comprehension</u> and <u>The Blueprint for Comprehension Activity Book</u>. *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. *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, 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.	Monitoring: - Consistent Foundations and Vocabulary Instruction - K-3rd Foundations Assessments - Student Writing Samples and CCPS Writing Rubric- Clarity (Domain Specific Vocabulary/Word Choice) and Grammar - Students 2-5, CBA 1 Informational
3.5 (Sept 2024 – initial PD with ELA Specialist) 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. The following will be resources used during PD: *Being a Writer *From Talking to Writing by Jennings and Haynes *Writing Strategies	100% of teachers participating will complete an evaluation. See Data in Strategic Action 1.3
3.6 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom.*See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.

Close the Gap School Improvement Goal	
4. Close the Gap: By June 2025, EWE K-3 FaRMs students will achieve withing 10% of non-FaRMs students on grade level CCPA tasks. Kindergarten: CCPA: Task 1: Short Vowels, Task 1: Long Vowels, Task 2A: CVC First: CCPA: Task 2B: Digraphs, Task 2C: Blends, Task 2D: CVCE, Task 2E Two Syllables Closed Second: CCPA: Task 2F: R-Controlled, Task 2G: Vowel Digraphs, Task 2H: Vowel Diphthongs. Task 2I: Two Syllables Third: Task 2J: Multisyllabic	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level

4.1 (Sept. 2024 through May 2025) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • meet in collaborative data meetings twice a month to share and analyze common formative and/or summative assessment data. Data will be used to inform first pass instruction, reteach groups, extension, and intervention groups • meet in collaborative planning meetings weekly to discuss and share consistent teaching practices, strategies, organizers, and vocabulary • participate in as needed, job embedded(micro-pd) professional development within planning meetings	Data will be collected in grade level spreadsheets to track progress toward WIGs and school improvement goals throughout the year.
4.2 (Sept. 2024 through May 2025) Teachers in grades PreK to 3rd will teach Phonemic Awareness and Phonics with fidelity by tracking student unit performance and providing reteach and/or intervention when 80% is not met. Tracking, Data Reflection, Instructional Shifts at weekly planning and/or twice monthly collaborative meetings: • Foundations Unit Tracker • (K Formatives) • Acadience Score and Reader Response Patterns • Phonemic Awareness and Phonic Progress Monitoring Probes • Foundations Co-Teach Model • Phonics Intervention: Foundations Intervention (Double Dose), SIPPS, Being A Reader • Twice Monthly Micro PD on Foundations' Procedures and Purpose provided by ELA Specialist	4.2 Monitoring Use and Fidelity: • Heggerty in PreK to 1st • Mirrors and Sound Wall Cards to Support Challenging Sounds • Foundations in PreK to 3rd. Performance on: • Foundations Assessments & CCPA • Acadience Assessment-Phoneme Segmentation Fluency (K-1) Nonsense Word Fluency (K-2) • DAPPA- Blending • Heggerty- Blending • Onset-Rime (Pre-K) • CCPA
4.3 (Sept. 2024 through May 2025) Teachers in grades Pre-K to 3rd will develop and deliver small flexible groups with Phonemic Awareness and Phonics Skills focus including application in decodable and authentic text as indicated by student data. • Determine small groups utilizing Phonemic Awareness and Phonics Data • CCPS Ways to Group Primary Students Document and Resources • Decodable Lesson Planning Templates	Monitoring: • Teachers use Small Group Instruction that includes needed phonics skills and application in text (Controlled/Decodable Reader such as Geodes, Decodable Passages, Benchmark Decodables etc) • Performance on CCPA
4.4 Teachers in Grades 1 and 2 will deliver and progress monitor Lexia with fidelity for all students, and in Grade 3 for targeted students, specifically units. • Provide needed reteach lessons (IAs, interventionists, reading specialist, classroom teacher, special education teacher)	Monitoring: • Lexia Reports including students' weekly usage, units gained, and students supported with reteaching lessons. • Performance on CCPA
4.5 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. *See Strategic Section 1.7	The number of referrals will decrease by 10% from May 2024-May 2025.