

**Parr's Ridge Elementary School  
School Improvement Plan  
2024 - 2025**



**Parr's Ridge Elementary School Vision and Mission**

Parr's Ridge is a school where positive relationships, high expectations, and a 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 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.

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**School Needs Assessment**

1. Based on data from the 2023 – 2024 school year, percent of students in kindergarten, first, and second grades are meeting at or above grade level on the CCPA, indicating they have mastery of needed phonics but have varied success with reading on/above grade level texts as measured by running record and reading inventory. All grades have room for growth in both phonics and reading level proficiency.

<u>Grade Level</u>	<u>May 2024 CCPA (Phonics) Levels</u>	<u>Spring 2024 Reading On/Above Grade</u>
<b>Kindergarten</b>	90% Mastered Grade Level Expectations (2A)	80% of students
<b>First Grade</b>	74% % Mastered Grade Level Expectations (2E)	64% of students
<b>Second Grade</b>	66% Mastered Grade Level Expectations (2I)	58% of students
<b>School Average</b>	70 % Mastered Grade Level Expectations	67 % on/+ grade level

2. Based on data from the 2023 - 2024 CCPS End of Year (EOY) math assessments, students in pre-k, kindergarten, first and second grade are showing overall mastery on grade level expectations (students meeting 80% or better.

**2024 Math Benchmark Data** *Percentage of students meeting the County Standard Score (80%)*

	<b>Total % meeting 80%</b>	<b>OA PAR</b>	<b>OA CCPS</b>	<b>NBT PAR</b>	<b>NBT CCPS</b>	<b>CC PAR</b>	<b>CC CCPS</b>
<b>Pre-K</b>	88.9% May	78%	84%			83%	90%
<b>Kindergarten</b>	92.5% May	86%	83%	80%	76%		
<b>First Grade</b>	87.9% May	57%	70%	91%	81%		
<b>Second Grade</b>	74.2% May	60%	62%	74%	69%		
<b>School Average</b>	84.3 % May	70%	75%	82%	75%		

3. Based on data from 2023-24 CBA writing standards in 2<sup>nd</sup> grade show there is a need to master grade-level expectations. 76% of students in 2<sup>nd</sup> grade met the expectation on writing standards. Consistent, high-quality writing instruction and retention of skills by students will build a stronger foundation and propel students to meet or exceed grade-level writing expectations. 2<sup>nd</sup> grade data impacts 3<sup>rd</sup> grade MCAP proficiency.

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**School Needs Assessment**

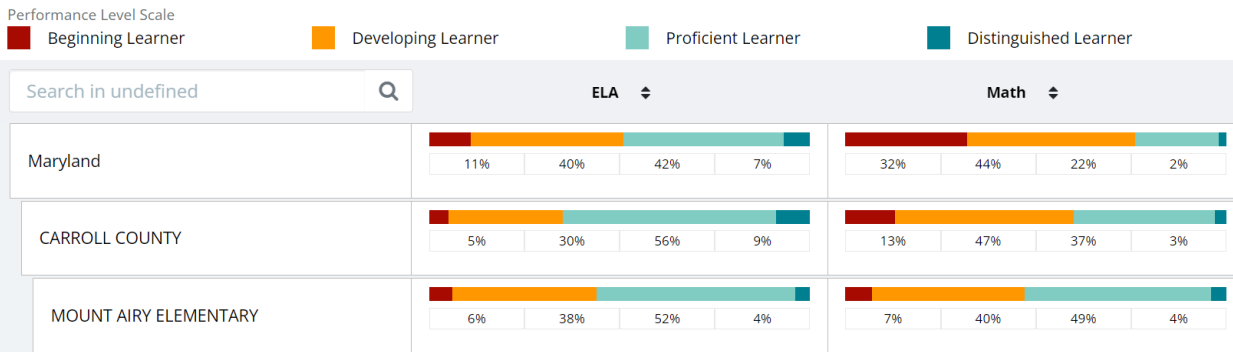
**CBA 2 - Literary**

**CBA 2 – Opinion**

Average Score by Question					
Question	Max Score	County Average	County % Students with Max	Average	% Students with Max
1. RI.2.4	4	3.54	88%	3.54	88%
2. RI.2.2	4	2.39	60%	2.67	67%
3. RI.2.6	4	3.69	92%	3.56	89%
4. RI.2.4	4	3.61	90%	3.82	96%
5. RI.2.2	4	3.19	80%	3.28	82%
6. RI.2.6	4	3.28	82%	3.33	83%
7A. RI.2.4	2	1.61	81%	1.56	78%
7B. RI.2.1	2	1.43	71%	1.34	67%
8. RI.2.6	4	3.20	80%	3.26	81%
9A. W.2.1	4	3.41	85%	3.38	84%
9B. W.2.1	3	2.39	80%	2.30	77%
9C. W.2.1	2	1.60	80%	1.47	73%
9D. L.2.1/2.2	1	0.84	84%	0.81	81%

Average Score by Question					
Question	Max Score	County Average	County % Students with Max	Average	% Students with Max
1. RL.2.4	4	3.87	97%	3.80	95%
2. RL.2.4	4	3.03	76%	3.04	76%
3A. RL.2.2	2	1.84	92%	1.81	91%
3B. RL.2.1	2	1.49	74%	1.39	69%
4A. RL.2.3	2	1.44	72%	1.32	66%
4B. RL.2.1	2	1.28	64%	1.16	58%
5. RL.2.2	4	3.45	86%	3.44	86%
6. RL.2.2	4	3.29	82%	3.42	85%
7. RL.2.2	4	3.55	89%	3.39	85%
8A. W.2.3	4	2.99	75%	3.16	79%
8B. W.2.3	3	2.11	70%	2.06	69%
8C. W.2.3	2	1.64	82%	1.49	74%
8D. L.2.1/2.2	1	0.82	82%	0.73	73%

4. As a campus system Parr's Ridge lays the foundation for students taking state assessments in grades 3-5 at Mt. Airy Elementary. Therefore the 2024 Spring MCAP data is included.



4. End of year 2023-24 data shows a need for students identified as MLLs to have direct support in the areas of assessed reading level and high-frequency words and phonics - two-syllable-all syllable types.

- Assessed Reading level – 100% of assessed students did not meet grade level expectations.
- High-Frequency Words – 67 % of assessed students did not meet grade-level expectations.
- CCPA – 2I Two-Syllable – 100% of assessed students did not meet grade level expectations.

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**School Improvement Goals to Target Areas from Needs Assessment**

1. By June 2025, 80% of students (overall average of kindergarten, first grade, and second grade) will master the CCPS grade level phonics expectations as measured by the Carroll County Phonics Assessment (CCPA) (10% increase from 2024) and meet reading level expectations (13% increase from 2024) as measured by standard CCPS assessments.
2. By June 2025, 83% of students will meet or exceed grade level expectations, as measured by the CCPS grade-level writing rubrics (kindergarten, first grade, second grade) and 2<sup>nd</sup> grade CBA writing indicators.
3. By June 2025, 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 with a focus on 80% of students meeting the county standard of 80% in the domain of operations and algebraic thinking.
4. By June of 2025, 80% of students receiving ELL support will achieve 80% on identified county-based ELA assessments.

**School Improvement Goal 1**

By June 2025, 80% of students (overall average of kindergarten, first grade, and second grade) will master the CCPS grade level literacy expectations as measured by the Carroll County Phonics Assessment (CCPA) and *Acadience Reading* Benchmark Assessment and MAP Growth assessment.

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>1.1 Teach phonemic awareness and/or phonics first pass instruction with fidelity (Kindergarten, First, and Second Grade)</p> <ul style="list-style-type: none"> <li>• Inform and differentiate instruction/intervention using FUNdations data from weekly formative assessments and unit assessments</li> </ul>	<p>Sept - May</p> <p>Daily</p>	<p>1.1 Team-based formative assessments (80% of students in kindergarten, first grade, and second grade will score 80% or higher on weekly formatives)</p> <p>1.1 FUNdations unit skill assessments (80% of the students in kindergarten, first grade, and second grade will score 80% or higher on FUNdations end-of-unit assessments)</p>

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<ul style="list-style-type: none"> <li>analyze progress in FUNdations using tracking sheets reviewed at Achievement meetings</li> <li>Utilize team planning for accountability to Heggerty implementation schedule</li> </ul> <p>1.2 Targeted phonemic awareness and/or phonics instruction within reading groups (encoding, decoding, transfer, and application of skills in writing in kindergarten 1st, and 2nd Grade)</p> <p>1.3 Using MQI plan for and utilize different modalities and engagement strategies for learning, practicing, and applying skills (whole group, small group, technology) to support student implementation of skills. (K, 1st and 2nd grades)</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>flexible grouping</li> <li>engagement strategies</li> <li>progress monitoring with students</li> </ul> <p>1.4 Targeted Professional Learning based on the Science of Reading.</p> <ul style="list-style-type: none"> <li>Using data to plan intervention groups and reteach groups delivered by teachers</li> <li>Analyzing student data to inform instructional decisions with a focus on new assessment measures</li> </ul>	<p>ELA and WIG achievement meetings (2x/month)</p> <p>Sept-May Daily</p> <p>Sept-May Daily</p> <p>Sept – May Daily</p> <p>Focus areas addressed at weekly planning meetings</p>	<p>1.1 Students in reteach groups will score 80% or higher on the FUNdations Reteach Assessment (kindergarten, first grade, and second grade)</p> <p>1.1 Students will apply phonemic awareness to sketched/written responses based on grade level rubric in alignment with weekly phonemic awareness skill.</p> <p>1.2 CCPA Assessments following the 2024/2025 ELA Assessment timeline (80% of students in kindergarten, first grade, and second grade will meet or exceed PLA/CCPA expectations at each grade level)</p> <p>1.3 Monitoring progress to ensure access and equity for <b>all</b> 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 FUNdations assessments, end of unit FUNdations assessments, and FUNdations reteach lesson assessments.)</p> <p>1.4 Scheduled and implemented PL meetings</p> <p>1.4 Collaborative planning focused on targeted skills to reteach for those students lacking expected progress.</p> <p>1.4 80% of students will score 80% or higher on Assessments (kindergarten, first grade, second grade)</p>
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<p>1.5 Focused planning at Achievement Meetings to include:</p> <ul style="list-style-type: none"> <li>• Collaborative planning ELA including formative assessment to align with new curriculum expectations</li> <li>• Data-driven planning using 4DX model WIG and MTSS to set commitments and plan supports, interventions and extensions as needed with admin and resource teachers</li> </ul>	<p>PL at ELA-focused Achievement Meetings and Faculty meetings</p> <p>3x/month min.</p>	<p>1.5 80% of students will score 80% or higher on the identified formative assessments (kindergarten, first grade, second grade)</p> <p>1.5 80% of students will score 80% or higher on the End of unit FUNdations assessments (kindergarten, first grade, second grade)</p>
<p>1.6 Teachers will apply a culturally responsive lens to curriculum and instruction.</p> <ul style="list-style-type: none"> <li>• Staff updates via email will include articles, links and resources.</li> <li>• Professional Learning at Team and Faculty Meetings</li> </ul>	<p>Daily</p> <p>Monthly</p> <p>4x per year – 1/quarter</p>	<p>1.6 Wildly Important Goals, SLO's and report card data will reflect 80% of students being proficient in the identified area.</p>
<p>1.7 Special Areas - Professional learning for special areas teachers to support vocabulary development during content area instruction.</p>	<p>3 times by Nov, Feb and May</p>	<p>1.7 Assessment measures in special areas will reflect 80% of students showing proficiency with content knowledge as reflected on quarterly report cards.</p>

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**School Improvement Goal 2**

By June 2025, 83% of students will meet or exceed grade level expectations, as measured by the CBA writing indicators and/or and grade level writing assignments measured using the CCPS rubric.

**Pre-K:** 90% of Pre-K students or greater will meet end of year county expectations for upper and lowercase letter identifications.

**Kindergarten:** 80% or greater of kindergarten students will achieve mastery in “Hearing Sounds in Words” on the PLA.(This may change based on fall assessment data)

**Grade 1:** 95% of first graders will achieve mastery (35 out of 37, or higher) in “Hearing Sounds in Words” on the PLA.

**Grade 2:** 80% of the second-grade students will achieve 70% or higher on the CCPS Writing Rubric in the writing portion of the Spring 2024 CBA.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Teachers and students will use pre-writing/writing rubrics to monitor student progress (Kindergarten, first grade, second grade)</p> <ul style="list-style-type: none"> <li>● Identify writing rubrics to use consistently across team levels.</li> <li>● Using rubrics to plan for First Pass Instruction and analyze/target interventions.</li> <li>● Team Scoring of writing to foster consistency across team and grade levels.</li> </ul>	<p>Sept-May</p> <p>*Common grade level assessments in kindergarten, first grade, and second grade in December and May</p> <p>*ELA planning focused Achievement Meetings 1x/month min with admin/resource</p>	<p>2.1 Mid-Year and End of Year Writing pieces scored using CCPS Writing Rubrics (Information, Narrative, and Opinion for kindergarten, first grade, and second grade)</p> <ul style="list-style-type: none"> <li>➤ 80% of K students will meet or exceed grade level expectations on the CCPS Writing Rubric</li> <li>➤ 80% of 1<sup>st</sup> Grade students will meet or exceed grade level expectations on the CCPS Writing Rubric</li> <li>➤ 80% of 2<sup>nd</sup> Grade Students will meet or exceed grade level expectations on the CCPS Writing Rubric</li> <li>➤ Monitoring writing levels of <b>all</b> students to ensure access and equity by disaggregating data at Achievement Meetings (Focus on Gap with FARMS students - 70% of Farms students will meet or exceed grade level expectations utilizing writing rubrics)</li> </ul>
<p>2.2 Achievement meetings will include time to backward map county rubrics to create quarterly benchmark rubrics with writing</p>	<p>Minimum 1 achievement meeting per quarter</p>	<p>2.2 Students score 80+ on quarterly rubrics.</p> <ul style="list-style-type: none"> <li>➤ Students meet or exceed writing expectations for mid-year and end-of-year assessments on CCPS rubrics</li> </ul>

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Building the Future

<p>expectations and scoring to be shared with families.</p> <p>2.3 Professional learning on Trauma Responsive and Growth Mindset practices to support risk-taking and perseverance during writing tasks.</p> <ul style="list-style-type: none"> <li>a. Staff meetings will embed Professional learning</li> <li>b. Staff updates via email will include articles, links, and resources for additional self-directed PD and achievement meeting resources.</li> </ul>	<p>1x/month at Team meetings and/or via digital delivery</p>	<p>2.3 Maintain or decrease in discipline referrals/support calls, reflection sheets in the classroom during writing tasks to be reviewed at IST, MTSS &amp; SST meetings.</p>
<p>2.4 Professional learning for fine arts and fitness teachers to receive support for extending writing support/practice in their area as appropriate.</p>	<p>1x/quarter at Team meetings and/or via digital delivery</p>	<p>2.4 When applicable assessment measures in special areas will reflect 80% of students showing proficiency with writing about a content area. Ex: A caption for a piece of art, labeling a diagram in Health or PE, or writing the name of a song or reflecting about a song in writing.</p>



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<b>School Improvement Goal -3</b>		
By June 2025, 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.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>3.1 Teachers will provide frequent and regular opportunities 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"> <li>• Data chats (Interpreting Graphs - PreK, K, 1st and 2nd Grade)</li> <li>• Teacher-created word problems and numberless word problems (K, 1st, 2nd)</li> <li>• Retelling of word problems using beginning, middle, and end organizer</li> <li>• Capturing quantities (reasoning strategies)</li> <li>• Visual models: part-part-whole and comparison problem structures, creation of logical visual models (Kindergarten, 1st and 2nd grade)</li> <li>• Monthly Math Tasks (reasoning)</li> </ul> <p>3.2 – Professional learning from Math Resource Teacher to support the comprehensive math plan in the areas of modeling and reasoning to be applied in first pass instruction</p> <p>3.3 Provide daily opportunities for meaningful fact fluency strategy practice and review in grades Kindergarten through 2nd, using:</p> <ul style="list-style-type: none"> <li>• Number Talks</li> <li>• Multiple representations of facts during instruction (words, equations with unknowns in different places, and understanding of the equal sign)</li> </ul>	<p>Sept-May</p> <p>Sept-May</p> <p>1x/month min.</p> <p>Daily</p>	<p>3.1 Formative assessments in K, 1<sup>st</sup>, and 2<sup>nd</sup> 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>3.2 formative assessments in K, 1<sup>st</sup> and 2<sup>nd</sup> grade to monitor competency as measured by students scoring greater than or equal to 80%</p> <p>3.3 Fact Fluency Phases of Development data</p> <ul style="list-style-type: none"> <li>• 80% of kindergarten through 2nd grade students will achieve a fact fluency rating of Reasoning or Efficient for addition and subtraction by June 2025, as reported in the portal with the May EOY assessment.</li> </ul>



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applying Restorative Approaches and Growth Mindset for problem solving (not necessarily math related) in their area as applicable.	1x/quarter	3.7 Impact reviewed at joint leadership team meetings quarterly.
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**School Improvement Goal 4**

By June 2025, 80% of students identified as Multi-lingual Learners will master the CCPS grade level phonics expectations as measured by the Carroll County Phonics Assessment (CCPA).

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
4.1 Plan with ESOL resource teachers to ensure FUNdations is accessible to students receiving English Language support.	Sept-May	4.1 Team-based formative assessments (80% of students in kindergarten, first grade, and second grade will score 80% or higher on weekly formatives)
4.2 Targeted phonics instruction within small groups to work on encoding, decoding, transfer, and application of skills in written responses to reading.	Daily	4.2 FUNdations unit skill assessments (80% of the students in kindergarten, first grade, and second grade will score 80% or higher on FUNdations end-of-unit assessments)
4.3 Revisit Universal Design for Learning during scheduled planning/Achievement meetings to apply high-level engagement strategies for learning, practicing, and applying skills.	Sept-May: Monthly	4.3 CCPA Assessments following the 2024/2025 ELA Assessment timeline (80% of students in the identified group will meet or exceed CCPA expectations at each grade level)
4.4 Professional Learning for the teaching of MLL students.	Sept-May	4.4. Monitoring progress to ensure access and equity for <b>all</b> student groups by disaggregating data at Achievement Meetings (90% of identified group will achieve 80% on identified assessments).
4.5 Teachers will apply an equity lens to curriculum and instruction.	Sept-May	4.5 Decrease in referrals from 46% FARMS and 56% Hispanic/Multi-race from the 23-24 school year as an indicator of creating a culture of belonging

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<ul style="list-style-type: none"><li>Professional development will be delivered by the equity liaisons on creating a culture of belonging</li></ul>	3x/year	leading to an increase in time and engagement in class.  4.5 Monitoring student groups for FARMS and Hispanic/Multi-race student report card grades in comparison to referral data to identify at-risk students.
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