

**Elmer Wolfe Elementary School
School Improvement Plan
2025 - 2026**

School Vision / Mission
• Vision: At EWE, we strive to be a PACK—respectful, responsible, and resilient lifelong learners who support one another and contribute to our global community. • Mission: At Elmer Wolfe Elementary, our community come together as a WOLF PACK—creating a safe, inclusive environment where risk-taking is encouraged, mistakes are part of growth, and every learner is empowered to succeed. • Tagline: We are a PACK—Positive, Accountable, Courageous, Kind.

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. ➤ Will seek out, welcome, and engage parent and community volunteers to enhance achievement.
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 In ELA, Elmer Wolfe continues to improve students' accuracy, fluency, and comprehension by focusing on structured literacy and shifts in instruction based on the Science of Reading. In the primary grades, 2024-2025 end of year EWE data, based on CCPS expectations, exemplifies the need for a continue focus on phonics, measured in PreK by Letter Sounds and Blending: Onset Rime and Grade Kindergarten to Third Grade by Acadience, HFWs and CCPA data (see data chart in Goal 1). Accurate letter sound productions, blending and segmenting are key predictors of later reading success. In Pre-K monitoring and supporting mastery in letter sounds and Blending: Onset-Rimes, sets



up our youngest learners for later reading success. Monitoring and analysis of Acadience Composite and individual subtests helps teachers develop flexible, targeted instructional groups promoting accuracy, fluency and comprehension. HFWs and CCPA provide additional insight into students reading progress and support ELA teachers analysis of students' ability to orthographically map taught words and skills. We will apply best practices in use of decodable and passage to support students in their oral reading fluency. As text levels increase, students need to read with fluency and accuracy in comprehending literary and informational text. In Grades 2-5 the percentage of students meeting the grade level expectations on MAP Growth (based on 2020 norms), a measure of reading proficiency, was as follows: Grade 2: 32%, Grade 3: 51%, Grade 4: 46%, and Grade 5: 53%. For MCAP 2025, the percentage of students meeting or exceeding expectations is as follows, Grade 3: 67%, Grade 4: 48% Grade 5: 52%. We will continue to focus on improving students' reading comprehension using MAP Growth as a formative measure and Post Benchmark Advance Interim Assessment as a summative measure with 20% growth.

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 2024-25 EOY (End of Year) Mathematics Assessments in grades Pre-K, 1, 3, & 5 dropped, K, 2, & 4 increased. As a result, the goal for 2025-2026 is to increase the percentage of the students scoring 80% or above based on the 2024-2025 scores.

3. Writing:

In the area of writing, HSIW assessment is used in the primary grades to assess students' high frequency word knowledge and mastery of basic encoding skills. Mastery of high frequency words, encoding taught phonics skills, and clear sentence structure are essential foundational skills to support the development of more complex independent writing. During the 2024-2025 school year, the percentage of students meeting the end of year HSIWs expectations in grades Kindergarten and First were as follows:

Grade Level	% of students meeting EOY expectation in HSIWs
Kindergarten	81%
Grade 1	84%

FUNDations instruction and progress monitoring are in direct alignment with the science of writing and structured literacy, improving primary students' mastery of foundational writing skills. During the 2025-2026 school year, Pre-K, K and 1st grade will utilize FUNDations Unit Assessments to better progress monitor and assist in students' mastery of encoding skills through explicitly phonics instruction.

In the 2024-2025 school year for grades 2-5, the percentage of students meeting the 80% expectation for writing on the CBA was as follows:

Grade Level	% of students meeting 80% on Writing Portion of CBA			
	Narrative	Informational	Opinion	Literary Response
Grade 2	53%	50%	78%	77%
Grade 3	50%	50%	72%	84%



Grade 4	47%	60%	53%	54%
Grade 5	58%	82%	83%	66%

We will continue to improve our writing percentages through direct instruction with an integrated focus on ideas and organization (text structure) in grades 2-5 in ELA and Social Studies, as

the Grade Level Pre and Post Benchmark Advance Interim Assessment Writing Scores.

- 4. Close the Gap: Attendance:** From MSDE Maryland Report Card data 2024 (20% of students at EWE are categorized as being chronically absent*. Identified students are FaRM's students with yearly 10%-15% absence rates. For 2024-2025 School year EWE attendance rate was 94%.

*Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year, for any reason, including both excused and unexcused absences and suspensions.

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2026, the percentage of 3-5th graders meeting the proficient level on the MCAP will increase by 5%.

To achieve the goal as measured by the state-wide assessment, each Pre-K through 5th grade level will have targeted goals based on grade-level expectations on CCPS ELA Assessments as follows:

- 95% of Pre-K students will demonstrate proficiency of blending onset-rime and letter sound fluency as measured by the PLA.
- Students in K-3 will demonstrate ELA proficiency in fluency by meeting or exceeding their grade level goals measured by Spring Acadience Composite Score, CCPA and HFW assessment.
- 90% of students in 3rd through 5th grade will improve their comprehension and vocabulary with an increase of __% from their baseline as measured by the Spring Benchmark Advance Interim Assessment.

	May 2024 % Meeting Expectations	May 2025 % Meeting Expectations	GOAL May 2026 % Meeting Expectations	May 2026 % Meeting Expectations
Pre-K	Letter ID >100%	Letter ID >97% Letter Sounds > 97%	Letter Sounds 95% Blending Onset-Rime 95%	Letter Sounds; Blending Onset/Rime:
K	Reading Level D 77% Reading Level E 30% CCPA Closed CVC 83% HFW 73%	CCPA Closed CVC 90% HFW 94% Nonsense word fluency <u>Acadience Baseline: 70%</u> (Acadience): 5% increase over baseline by midyear 80% 10% increase over baseline by end of year 82%	HFW 90% Acadience Composite 80%	HFW: Acadience: Composite:



1 st	Reading Level J 64% CCPA through 2 closed syllables 69% HFW 89%	CCPA through 2 closed syllables 48% HFW 48% <u>Acadience Baseline: 24%</u> Nonsense word fluency (Acadience): 5% increase over baseline by midyear 60% 10% increase over baseline by end of year 57%	CCPA through 2 closed syllables 70% HFW 90% Acadience Composite 80%	CCPA through 2 closed syllables: HFW: Acadience Composite:
2 nd	Reading Level O, 76% Reading Level N, 82% SRI >425 70% RI 75% CCPA through 2 mixed syllables 50%	CCPA through 2 mixed syllables 55% <u>Acadience Baseline: 60%</u> (Acadience): 5% increase over baseline by midyear 74% 10% increase over baseline by end of year 55% <u>MAP Baseline: 44%</u> (MAP): 5% increase over baseline by midyear 33% 10% increase over baseline by end of year 32%	CCPA through 2 mixed syllables 70% HFW 90% Acadience Composite 67%	CCPA through 2 mixed syllables: HFW: Acadience Composite:
3 rd	>572 RI 71%	<u>Acadience Baseline: 62%</u> (Acadience): 5% increase over baseline by midyear 57% 10% increase over baseline by end of year 60% <u>MAP Baseline: 54%</u> (MAP): 5% increase over baseline by midyear 50% 10% increase over baseline by end of year 51%	CCPA through Multisyllabic 75% Acadience Composite 65% Fall BA Interim Assessment Pretest Proficiency: Spring BA Interim Assessment Posttest Proficiency: 20% increase over baseline score by end of year	CCPA through Multisyllabic: Acadience Composite: Spring BA Interim Assessment Posttest:
4 th	>720 RI 73%	<u>Map Baseline: 55%</u> (MAP): 5% increase over baseline by midyear 41% 10% increase over baseline by end of year 46%	Fall BA Interim Assessment Pretest Baseline: Spring BA Interim Assessment Posttest: 20% increase over baseline score by end of year	Spring BA Interim Assessment Posttest:
5 th	>824 RI 85%	<u>MAP Baseline: 52%</u> (MAP): 5% increase over baseline by midyear 40%	Fall BA Interim Assessment Pretest Baseline:	Spring BA Interim



		10% increase over baseline by end of year 43%	Spring BA Interim Assessment Posttest: 20% increase over baseline score by end of year	Assessment Posttest:	
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2. By June 2026, the percentage of students meeting or exceeding grade level math expectations as measured by the **End of Year Mathematics Assessment (EOY)** will increase to identified grade level goals based on the current and incoming student data (average of percent meeting) (see chart below).

Grade Level	% Meeting Expectations for May 2025 EOY Assessment			GOALS for % Meeting Expectations on May 2026 EOY Assessment	% Meeting Expectations for May 2026 EOY Assessment		
	All Students	FaRMs	Special Ed Students	All Students	All Students	FaRMs	Special Ed Students
Pre K	97%	96%	89%	>95%			
K	96%	93%	86%	>95%			
1 st	78%	68%	64%	>85%			
2 nd	89%	84%	60%	>84%			
3 rd	74%	52%	57%	>82%			
4 th	90%	82%	76%	>82%			
5 th	57%	39%	20%	>80%			

3. By June 2026 EWE students will improve the foundational and composition-based writing skills applied to all types of writing, specifically focusing on areas of ideas and organization.

- a. 95% of PreK students will meet or exceed End of Year County expectations for upper and lowercase identification.
- b. 90% of K students will score mastery (20/25) on FUNdations Level K Unit 5 Assessment.
- c. 95% of 1st grade students will 8/10 on sentence dictation of Final Unit Assessment of FUNdations Level 1.

	May 2023 Writing	May 2024 Writing	May 2025 Wring	EOY Goal	June 2026
Pre K	Letter ID >95%	Letter ID >100%	Letter ID > 97%	Uppercase Letter ID 95% Lowercase Letter ID 95%	Uppercase Letter ID Lowercase Letter ID



K	Writing: Ideas 87%	Writing: Ideas 83%	Writing: Clarity & Grammar 88%	FUNDations Level K Unit 5 Mastery 90%	
1 st	Writing: Ideas 87%	Writing: Ideas 83%	Writing: Clarity & Grammar 88%	FUNDations Level 1 Sentence Dictation 95%	

d. With a focus on ideas and organization, Grades 2-5 will increase writing proficiency by 20% over Fall Benchmark Advance Interim Assessment writing in literary, opinion and informational as measured Spring Benchmark Advance Performance Tasks and Spring Interim Assessment.

	May 2023 % Earning ¾ in Ideas of CCPS Info. Writing Rubric	May 2024 % Earning ¾ in Ideas of CCPS Info. Writing Rubric	May 2025 % Earning 2- 3 in Clarity & Grammar of CCPS Info. Writing Rubric	Fall 2026 Baseline % earning ¾ or higher using BA Writing Rubric	EOY Goal % earning ¾ or higher using BA Writing Rubric	June 2026 % earning ¾ or higher on the BA Writing Rubric
2 nd	87%	79%	77%	Lit. Opin. Info.	Lit. Opin. Info.	Lit. Opin. Info.
3 rd	81%	74%	91%	Lit. Opin. Info.	Lit. Opin. Info.	Lit. Opin. Info.
4 th	61%	70%	69%	Lit. Opin. Info.	Lit. Opin. Info.	Lit. Opin. Info.
5 th	79%	76%	68%	Lit. Opin. Info.	Lit. Opin. Info.	Lit. Opin. Info.
Whole School	81%	77%	78%	Lit. Opin. Info.	Lit. Opin. Info.	Lit. Opin. Info.

5. Close the Gap: Identified students will increase targeted student attendance rates by 5%. Target students are FaRM's students with yearly 10%-15% absence rate, which is 22 students 4% of our school population.

*Student data table attached

By June 2026 the targeted 22 students will each increase their attendance rate by 5%.



1. By June 2026, the percentage of 3-5th graders meeting the proficient level on the MCAP will increase by **10%**.

To achieve the goal as measured by the state-wide assessment, each Pre-K through 5th grade level will have targeted goals based on grade-level expectations on CCPS ELA Assessments as follows:

- a. 95% of Pre-K students will demonstrate proficiency of blending onset-rime and letter sound fluency as measured by the PLA.
- b. Students in K-3 will demonstrate ELA proficiency in fluency by meeting or exceeding their grade level goals measured by Spring Acadience Composite Score, CCPA and HFW assessment.
- c. 90% of students in 3rd through 5th grade will improve their comprehension and vocabulary with an increase of ___% from their baseline as measured by the Spring Benchmark Advance Interim Assessment.

Strategic Actions/Timeline	Measures of Success / Desired Performance Level
1.1 (Sept. 2025 – June 2026) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • Monthly Collaborative Data Meetings: analyze common formative and/or summative assessment data and use data to inform first pass instruction, reteach groups, extension, and intervention groups. • Weekly Collaborative Planning: develop consistent teaching practices, strategies, organizers, and vocabulary • Micro PD: professional learning for instructional strategies, best practices related to current formative and/or summative data	Grade level data spreadsheets to track progress toward WIGs and School Improvement Goals



1.2 PHONEMIC AWARENESS AND PHONICS (Sept 2025-May 2026)

Increase opportunities for targeted phonological awareness and phonics instruction and practice:

- FUNdations letter identification, letter formation, and letter sound instruction and practice including instructional strategies from Phonics From A To Z (4th Edition)
- Heggerty whole group instruction, practice in small groups as needed for reteach and/or extension
- Use of Elkonin/sound boxes (orthographic mapping) and strategies from Making Words Stick
- Pre-K to Grade 3 use of FUNdations assessments and FUNdations assessment tracker and CCPA to determine future steps in whole group instruction, double-dose FUNdations, application and practice in flexible small group instruction.
- Supplemental application of Secret Stories to support students orthographic mapping of HFWs, support with initial decoding, and solidification of letter sounds.
- Classroom teachers, Interventionist, Special Education and ELA Specialist will be trained in Just Words select groups of students receiving Just Words Instruction to close gaps and develop mastery of previously taught phonics skills and solidify decoding and encoding in decodable and accountable text.
- Grade 4 and 5 consistent instruction of Benchmark Advance Word Study with fidelity

Monitoring:

- Teachers use of targeted small group instructional routines aligned with the Science of Reading
- FUNdations Trackers for next steps
- Just Words Tracker for next steps
- Use of CCPS Decision Trees



1.3 BUILDING KNOWLEDGE AND VOCABULARY (Sept 2025-May 2026)

- Build background knowledge and demonstrate cultural proficiency and responsiveness incorporating students' backgrounds, languages, diverse interests and abilities when selected Read Alouds, authentic complex texts, paired text, themes and multimodal engagement experiences and strategies.
- Pre-assess students' knowledge of vocabulary (Unit or Weekly) to choose target words: Tier 2 or students' needs, implementing CCPS Vocabulary Protocol.
- Professional Learning on evidence-based strategies to teach and reinforce vocabulary from Word Nerds, 7 Mighty Moves, SUNY, The Blueprint for Comprehension and The Blueprint for Comprehension Activity Book.
- Embed vocabulary instruction into daily ELA lessons through explicit strategies, use in context and student conversation.

- Primary: Wonders Weekly Assessments
- Grades 2-5: Benchmark Advance Weekly Assessments
- Teacher Created Formatives
- Common Assessment Tracker Data



1.4 FLUENCY (Sept. 2025 – June 2026)

- Professional development using formative and assessment data to determine best implementation of fluency instruction and routines.
- Primary application of focused instruction to build fluency by:
 - Progression of fluency through letter sounds, increasingly complex phonics patterns, phrases and sentences.
 - Repeated reading practice: echo, choral, partner
 - Integration of fluency strategies from FUNdations Level Resource and FUNdations Decodable Readers
 - Intentional selection of decodable text: Geodes, FUNdations Readers: Level K, Level1, Level 2, Dynamite Decodables
 - Work towards independent fluency practice using Repeated Reading Fluency Routine
- Intermediate application of focused instruction to build fluency by:
 - Use of The Fluency Development Lesson Plan/Fluency Routine
 - Repeated reading practice: echo, choral, partner
 - Integration of fluency strategies for Dynamite Decodables, Short Grade Level Passages, Steps to Advance, and Benchmark Advance Intervention Materials

- Acadience
- CCPA
- Fluency Formatives
- MAP Growth



1.5 COMPREHENSION (Sept 2025-May 2026) • Teacher will provide high quality first pass instruction using curriculum materials with fidelity including Grade 2-5 teachers using Benchmark Advance curriculum and materials. • Consistent modeling, scaffolding, and developing independent readers who annotate (using Benchmark Annotations) as they read-leaving tracks of their thinking. • Use of anchor charts, graphic organizers (provided to student developed), text structure visuals and discussion to support analyzing texts' organization, information, and purpose. • Develop strong comprehension through application of the 6 Thinking Moves for Comprehension, in whole and small groups. • Further support of strong comprehension using meaningful strategies (questioning, synthesizing, monitoring etc.) from <u>Know Better, Do Better</u>, across all encountered text. • Ongoing professional learning to support planning and delivery of skill-based group instruction, comprehension supports, as well as the implementation of Benchmark Advance materials.	Monitoring: • Primary: Weekly Wonders Assessments • Acadience Composite: MAZE, ORF • Grade 2-5: Benchmark Advance Weekly Assessments • MAP Growth: students' chart progress and set goals • Teacher created formative assessments -written and multiple choice •
1.6 FLEXIBLE SMALL GROUP INSTRUCTION (Sept 2025 – May 2026) ELA specialist and classroom teachers (general education and special education) will collaborate with the AEL tutor, Primary & Intermediate Interventionist, mentor teacher, and Title 1 teachers to develop appropriate targeted small group instruction, intervention plans and SMART goals for students not meeting grade level expectations on formative and CCPS ELA Assessments. • Set a block schedule to prioritize first pass instruction and flexible groups instruction and interventions during flexible groupings • Professional development on flexible groups using CCPS Primary and Intermediate Ways to Group Students • Professional development on data analysis and CCPS Decision Trees to develop effective, flexible small group instruction • Use of The Structured Literacy Planner to determine, evaluate and design interventions grounded in the Science of Reading	• Weekly Collaborative Planning • Monthly Data Meetings • CCPS ELA Assessments • SMART Goal Progress • Teacher Created Formatives • Interventionists and IA Schedules



Math School Improvement Goal	
2. By June 2026, the percentage of students meeting or exceeding grade level math expectations as measured by the End of Year Mathematics Assessment (EOY) will increase to identified grade level goals based on incoming student data (see chart above).	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level
2.1 (Sept. 2025 – June 2026) Classroom Teachers, Math Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: - Monthly Collaborative Data Meetings: analyze common formative and/or summative assessment data and use data to inform first pass instruction, reteach groups, extension, and intervention groups. - Weekly Collaborative Planning: develop consistent teaching practices, strategies, organizers, and vocabulary - Job-embedded PD: professional learning for instructional strategies, best practices related to current formative and/or summative data	Grade level data spreadsheets to track progress toward WIGs and School Improvement Goals
2.2 (Sept. 2025 – May 2026) Increase student comprehension of math vocabulary in grades Pre-K-5 with daily practice focused on specific vocabulary based on each unit. - Focused list of words for each instructional unit that remains consistent from grade level to grade level. - Utilizing <u>Day by Day Math Thinking Routines</u> by Nicki Newton in grades K-5 to reinforce vocabulary and reasoning - Professional learning on evidence based practices to teach and reinforce vocabulary. - Embed vocabulary instruction into daily math lessons through instruction, use in context, and student discourse. - Implement vocabulary-focused formative assessments to monitor growth and adjust instruction.	Progress monitoring: Vocabulary-focused formative assessments given with each end of unit assessment
2.3 (Sept. 2025 – May 2026) 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. 2025 – May 2026) 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.
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ELA (Writing) School Improvement Goal	
3. By June 2026 EWE students will improve the foundational and composition-based writing skills applied to all types of writing, specifically focusing on areas of ideas and organization. a. 95% of PreK students will meet or exceed End of Year County expectations for upper and lowercase identification. b. 90% of K students will score mastery (20/25) on FUNdations Level K Unit 5 Assessment. c. 95% of 1st grade students will 8/10 on sentence dictation of Final Unit Assessment of FUNdations Level 1. d. With a focus on ideas and organization, Grades 2-5 will increase writing proficiency by 20% over Fall Benchmark Advance Interim Assessment writing in literary, opinion and informational as measured Spring Benchmark Advance Performance Tasks and Spring Interim Assessment.	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level
3.1(Sept. 2025 – June 2026) Classroom Teachers, ELA Resource Teacher, Intervention Teachers, Special Education Teachers, Mentor Teacher and/or administrators will: • Monthly Collaborative Data Meetings: analyze common formative and/or summative assessment data and use data to inform first pass instruction, reteach groups, extension, and intervention groups. • Weekly Collaborative Planning: develop consistent teaching practices, strategies, organizers, and vocabulary Micro PD: professional learning for instructional strategies, best practices related to current formative and/or summative data	Grade level data spreadsheets to track progress toward WIGs and School Improvement Goals



3.2 GENERAL WRITING (Sept. 2025 – May 2026) Grades K-5 teachers will provide daily, high quality writing instruction using Benchmark Advance and/or Wonders writing curriculum. • Teacher models the writing process using mini lessons adapted to student need, following the curriculum to addressing areas of literary, information, and opinion writing. • Consistent use of graphic organizers to organize thinking, consider text structure and set the purpose for writing. • Integration of quick writes and timed writing across content areas to build stamina and writing fluency. • Teachers and resource staff hold student writing conferences individually or in a small group to target students' writing needs. • Address student writing needs during flexible small group instruction. • Collaborate with ELA Specialist and Mentor Teacher to administer and score baseline writing samples, Benchmark Advance Writing Assessments.	• Benchmark Advance Walkthrough Form • Student Writing Samples • Conferencing Forms
3.3 SENTENCE STRUCTURE (Sept. 2025 – May 2026) Teachers will use science of reading evidence-based practices and strategies targeting clear sentence structure to improve response to text, narrative, informational, and opinion writing. • K-5 Utilization of the FUNdations (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, Benchmark Advanced Grammar Lessons, and Heggerty Writing Supplemental Resource • Consistent instruction of FUNdations/Just Words including activities supporting encoding, clarity and grammar i.e. Word Talk, Word of the Day, Trick Words, Sentence Dictation • Primary will utilize Sentence Surgery to expand and improve sentence structure. • ELA Specialist will provide PD on sentence structure <u>The Writing Revolution 2.0</u>, <u>The Blueprint for Comprehension</u>, <u>The 7 Mighty Moves</u> and Serravallo's <u>Writing Strategies</u>.	• Consistent FUNdation/Just Words, Grammar Lesson, and Sentence Structure Instruction • Student Writing Samples and CCPS/Benchmark Advance Writing Rubrics • Pre/Post Interim Benchmark Advance Assessments • Components of Unit Assessments • Benchmark Advance Grade Level Performance Tasks



3.4 PHONICS: ENCODING (Sept. 2025 – May 2026) All teachers will promote application of learned phonics skills and vocabulary words when instructing on grade level writing: response to text, informational, opinion, and narrative writing. • FUNdations letter identification, letter formation, and letter sound instruction and practice including instructional strategies from <u>Phonics From A To Z</u> (4th Edition), LETRS • Daily use of Spelling Resources: FUNdations Notebooks, Word Walls (Personal), Word Banks • Primary students focus on encoding and demonstrating application of phonics skills and patterns in complete sentences. • Consistent instruction of FUNdations /Just Words including activities supporting vocabulary and encoding. • Micro PD: professional learning for instructional strategies, best practices related to encoding sentences	• Consistent FUNdations and Vocabulary Instruction • K-3 FUNdation/Just Words Assessments and Tracker • K-3 FUNdations/Just Words Dictation • HSIWs
3.5 IDEAS AND ORGANIZATION (Sept. 2025 – May 2026) All teachers will consistently use writing samples: response to text, informational, opinion, and narrative writing, to support skills needed for student to meet expectations across the writing domains, with an emphasis on organization and ideas. • Use teacher/county/Benchmark Advance developed prompts with county/Benchmark Advance rubrics to progress monitor, scaffolding the prompt to build throughout the year moving towards students' self-assessments. • Primary teachers: with modeling and support students will develop class books (Pre-K to 1st) short responses (K-1st) and a paragraph (1st) focused on ideas and text organization. • Intermediate teachers will focus on response-to-text writing as application of comprehension of informational or literary texts with writing prompts that require the synthesis of multiples texts to respond • All teachers will teach and utilize QAR to identify the question type to determine where to find the answer. In Grades 2-5, the teacher will teach and utilize the Unlocking the Prompt planning strategy. • As students gain confidence and clarity move from Teacher Directed Organizers to Student Created Organizers • Opportunities for collaborative scoring to provide understanding of new rubrics and consistency in grade levels.	• Benchmark Advance Walkthrough Form • County/Benchmark Advance Writing Rubrics • Student Work Samples • Student Organizers' • Use of QAR- analysis of success and errors • Use of Unlocking the Prompt -analysis of success and errors



Close the Gap School Improvement Goal	
6. 4. Close the Gap: Identified students will increase targeted student attendance rates by 5%. Target students are FaRM's students with yearly 10%-15% absence rate, which is 22 students 4% of our school population. *Student data table attached By June 2026 the targeted 22 students will each increase their attendance rate by 5%.	
Strategic Actions/Timeline	Measures of Success / Desired Performance Level
4.1 Identify and Support At-Risk Students • Developing an action plan with identified students and the school counselor • Discuss the importance of attendance with all students as a class and follow up conversations with identified students by school counselor/Admin team. • Attendance focused lunch bunches • Incentive chart for red zone students with Admin./Counselor/PPW	Identified students will increase targeted student attendance rates by 5% • Target students are FaRM's students with yearly 10%-15% absence rate.
4.2 Foster a Positive School Environment (Staff/Student and Student/Student Relationships) • Attendance discussion with students at the beginning of the school • Monthly Attendance Classroom/Grade Level Competitions • Announcement on morning announcements • School wide incentives and celebrations for attendance goals • Contact other school communities to learn other successful strategies. • Address students positively when they return from an absence • Staff identifies student connections and creates routines to continually interact with students	
4.3 • Identified students will increase targeted student attendance rates by 5% o See list of names for kids on last page of SIP. 4.3 Family Involvement • Parent information session during Parent Teacher Conference nights (10/9/2025, 11/24/2025, 2/12/2026). • Parent Advisory meeting share attendance tips, and facts to help parents navigate student attendance concerns • Ideas/dialogue provided to teachers to use with parents when they call home to increase parent awareness of the importance of attendance • Adults (PPW/Admin/Mental Health providers) to do home visits for students that are chronically absent	•
4.4 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom.	• The number of referrals will decrease by 10% from May 2025-May 2026.



Carroll County Public Schools
Building the Future