Parr's Ridge Elementary School
School Improvement Plan
2026-2027

School Vision / Mission
Parr's Ridge Elementary Vision: You learn here. You grow here. You belong here. The mission of Parr's Ridge Elementary is to ensure students achieve academic success by working together in a safe and nurturing environment.

Carroll County Public Schools Strategic Plan 2024 -2029
Objectives and Priority Focus Areas

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.
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School Needs Assessment

Carroll County End of Year Assessments – English Language Arts

- Letter Sounds-PreK – 68% met
- CCPA -2A– K - 88%
- CCPA -2E -1- 71%
- CCPA -2I- 2 – 64%
- Acadience K – 85%
- Acadience 1- 62%
- Acadience 2 – 67%
- MAP – 2nd 75th percentile
- K – 80% using the CCPS writing rubric
- 1- 80% using the CCPS writing rubric
- 2nd- 75% scored 75% or higher using the CCPS rubric

Carroll County Assessments – Mathematics

- 87% of students met county expectations of 80% on County End of Year Assessment
- 73% of students met 80% or higher in the domain of operations and algebraic thinking.

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2027, 80% of students (overall average, Pre-K, Kindergarten, First Grade, and Second Grade) will master the CCPS grade level literacy expectations as measured by:
    - Carroll County Phonics Assessment (CCPA)
    - Star Early Literacy
    - Star Reading

2. By June 2027, 83% of students will meet or exceed grade level expectations, as measured by the Benchmark 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: 83% or greater of kindergarten students will achieve mastery on the HSIW.
Grade 1: 83% of students will achieve 80% on identified quarter 4 writing task as measured by the CCPS rubric.
Grade 2: 80% of second-grade students will achieve 80% or higher on EOY writing task as measured by the CCPS Writing Rubric and Benchmark curriculum standards.

3. By June 2027, 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. We will focus on 84% of students meeting the county standard of 80% in the domain of numbers and operation sense.
4. By June 2027, 85% of students receiving special education services in the area of phonics/reading will meet 80% of grade level expectations OR meet their identified growth IEP reading phonics goal, as measured by:

- CCPA – aligned to their IEP goals
- Star Early Literacy
- Star Reading

School Improvement Goal 1 Reading		
By June 2027, 80% of students (overall average, Pre-K, Kindergarten, First Grade, and Second Grade) will master the CCPS grade level literacy expectations as measured by: • Carroll County Phonics Assessment (CCPA) • Star Early Literacy • Star Reading		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
Pre-K • Collaborative meeting with ELA resource teacher and administrators to identify specific areas of student need and participate in professional learning based on the data to include Science of Reading. • Teacher will join data meeting 1x/month and participate in 4DX goal setting/monitoring	Monthly	80% of students meet EOY county expectation for letter sounds 80% of students will read a passage independently demonstrating fluency, weekly Fundations assessments, and Fundations unit tests.

Kindergarten
• Kindergarten teachers will increase phonics and phonemic awareness through Science of Reading strategies.
  ○ Shared reading to build phonics and fluency
  ○ Research based Interventions
  ○ Flexible Grouping
  ○ FUNdations
  ○ Heggerty
  ○ Decodables
	Taught Daily
	Assessed Quarterly
		Students will score 80% or higher on weekly check-ins.

• Planning meetings will focus on curriculum aligned first pass instructional delivery to increase phonics skills and fluency through a focus on decoding and encoding based on Science of Reading instruction.	Taught Daily Assessed Quarterly	Students will score a 49 or higher on the Star Early Literacy CBM.
○ Incorporate 1 or 2 tasks into weekly check-ins ○ Differentiate skill groups to apply targeted Fundations skills.	Weekly	Students will score 80% or higher on weekly Fundations assessments.

First Grade • Teachers will progress monitor each Fundations unit with weekly check-ins using a spreadsheet to collect and monitor data to develop focused skill groups. • Planning meetings will focus on curriculum aligned first pass instructional delivery to increase phonics skills and fluency through a focus on decoding and encoding based on Science of Reading instruction. o Incorporate 1 or 2 tasks into weekly check-ins o Differentiate skill groups to apply targeted Fundations skills. • Teachers will increase fluency through whole group and small group instruction. o Daily whole group fluency practice o Implement individualized fluency folder o Progress monitor the daily fluency practice through • With ELA Resource teacher at team meeting utilize the LETRS comprehension planning tool when planning Wonders comprehension lesson	Weekly Monthly Weekly Daily Monthly planning/daily implementation	90% students will score 80% or higher on weekly formative assessments 90% students will score 80% or higher on Fundations unit assessments 85% students will score 80% or higher on weekly formative assessments 87% of students will meet assessment criteria based on the Information To Support Instruction (ISTI) at indicated level and timelines. 80% students will score 80% or higher on Fundations unit assessments 85% students will score 80% or higher on weekly formative assessments
Second Grade • Planning with ELA Resource Teacher to structure Fundations units to teach all syllable types using one syllable words, then circle back and do the second week of each of those units to focus on reading/writing multisyllabic words. • Teachers will increase fluency through whole group and small group instruction. o Daily whole group fluency practice	Weekly	80% of students will score 80% on teacher created syllable type check ins. 90% of student will meet individual progress monitoring goal for the daily fluency practice through teacher check in assessment.

○ Implement individualized fluency folder • Planning meetings will focus on first pass differentiated skill groups based on phonics needs aligned to science of reading to enable students to show understanding on curriculum based formative assessments. ○ Use grade two Benchmark Advance comprehension data explore the main priority standards and work with ELA specialist using the progression documents in the curriculum to backward map standards. ○ With ELA Resource teacher at team meeting utilize the LETRS comprehension planning tool when planning Wonders comprehension lesson	Monthly planning/daily implementation	80% of students will meet 80% on Benchmark Advanced and curriculum based formative assessments.

School Improvement Goal 2 Writing		
By June 2027, 83% of students will meet or exceed grade level expectations, as measured by the Benchmark 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**: 83% or greater of kindergarten students will achieve mastery on Hearing Sounds In Words. **Grade 1**: 83% of students will achieve 80% on identified quarterly writing tasks/rubric. **Grade 2**: 80% of the second-grade students will achieve 80% or higher on the CCPS Writing Rubric/Benchmark curriculum standards on the writing portion by Spring 2027 as measured by the county and Benchmark standards.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
Pre-K • FUNdations will be taught with fidelity.	Daily	90% of students will score 80% or higher on mid-year and end of year CCPS PLA assessments.
Kindergarten • Consistent use of desk plate resources-level up writing	Daily	90% of students will score 80% or higher on the quarterly writing assessments.
• Strategic dictation to focus on weekly taught skills	Daily	90% of students will score 80% or higher on the weekly grade wide formative assessments,
• Develop oral language and vocabulary through use of fluency passages, poems, and nursery rhymes as a prerequisite skill for writing.	Daily	80% of students will read the team chosen passage independently, demonstrating fluency based on the satisfactory level aligned with the CCPS report card indicator.
First Grade/Second Grade • Teachers and students will use the CCPS writing rubrics and 5-star checklist to monitor student progress ○ Students will participate in developing rubrics to increase ownership and understanding of indicators through direct first pass instruction.	Monthly	80% of students will meet or exceed grade level expectations on the mid-year and end of year writing assessment as measured by the CCPS writing rubric.

○ Teachers will use rubrics to analyze writing and target skills groups and interventions	Quarterly	80% students will score 80% or higher on quarterly writing assessments using the CCPS writing rubric
• Teachers will use quarterly writing assessments for informative writing based on Wonders or research (related to science or social studies)	Quarterly	85% of students will score proficient or higher on assessed writing prompts.
• Achievement meetings will include time to backward map county rubrics and writing format (informative, opinion, narrative) to develop each component of the writing process ○ Topic sentence ○ Transition words ○ Closing sentence ○ Word choice ○ Sentence structure ○ Conventions ○ Teachers will explicitly teach students how to create and use school/county wide graphic organizer when planning writing.	Monthly	85% of students will score 80% or higher on quarterly writing assessments using the CCPS writing rubric.
• Teachers will utilize Heggerty to instruct phonemic awareness an provide opportunities for students to apply oral language skills in writing.	Daily	85% of students will score proficient or higher on assessed writing prompts.
All grades • Implement consistent letter-formation and handwriting instruction across all grade levels, continuing manuscript instruction and use the new letter-formation resources added to the curriculum to		

provide explicit modeling and repeated opportunities for practice in class and at home, building muscle memory, automaticity, and accuracy while engaging families in supporting handwriting development. • Increase accountability for basic conventions of writing by using consistent visual reference on all student desks across the school teaching each component in line with CCPS rubric.	Daily Daily	85% of students will score proficient or higher on assessed writing prompts. 85% of students will score proficient or higher on assessed writing prompts.

School Improvement Goal 3 Math		
By June 2027, 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. We will focus on 84% of students meeting the county standard of 80% in the domain of numbers and operation sense.		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**

Pre-K
• Utilize MQI collaborative planning with MRT, ESOL teacher and special educators to build mastery for understating Number Relationships 0-5 and 5-10
  ○ Daily Counting Routines
  ○ Math By The Book
	Fall 0-5: monthly
	Spring 5-10: monthly
	
	Dec/Jan: weekly
		Formative assessments – 90% of students meeting expectations
		
		County assessments – 90% of students meeting expectations.

Kindergarten • Teachers will provide daily instruction in word problems with progression throughout the week to include numberless models, pictures, equations, and independent time.	Daily	Weekly independent word problem
• Reasoning and modeling tasks with Error analysis, missing information needed, discuss during Math Planning meetings	1x Week	90% of students will score 80% quarterly formatives
• Using Math Tools- Utilize hands-on instruction and demonstration of knowledge, keeping drawings until further in year- 4th Q	Daily	90% of students will achieve 80% or higher on formatives, including observational records.
• Utilizing the 8 best teaching practices, with a focus on questioning and discourse. - Monthly math planning meeting will include dedicated time for development of using questioning, discourse and analysis of peer work in the classroom.	Daily	90% of students will score 80% or higher on each unit post assessment.
First Grade • Teachers will provide regular opportunities for students to comprehend and solve problems through the use of ○ Reasoning or modeling tasks ○ **Daily word problems with 3 reads and or** notice and wonder ○ Math diagrams as visuals ○ Capturing quantities	Weekly Monthly minimum of monthly	90% of students will score 80% or higher on each unit post assessment. 80% of students will score 80% or higher Weekly word problem formatives 80% of students will score 80% or higher on reasoning or modeling tasks
• Teachers will monitor each story problem structure using a spreadsheet to collect and		

monitor data to develop student goals/support • Teachers will explicitly model and use a variety of math tools and require students to represent with appropriate tools when solving. o Plan and implement first pass instruction to represent adding/subtracting situations mathematically by selecting and applying appropriate representations and develop students ability to show flexibility in using various strategies. • Provide daily opportunities for meaningful fact fluency strategy practice and review using o Daily math and number routines o Multiple representations of facts during instruction (words, equations with unknowns in different places, and understanding of the = sign) o Utilize approved online resources during rotations (Xtra Math) o Provide activities to practice facts at home o Fact use in problem solving o Flexible grouping for fact instruction	Daily Daily Daily	80% of students will meet grade level expectations (score satisfactory or higher) on story problem formative assessments 80% of students will score 80% or higher on unit assessments 80% of students will achieve a fact fluency rating of reasoning or efficient for addition and subtraction by June 2026 as reported in the portal with May EOY assessment data

Second Grade • Teacher created formatives for word problem structures to help progress monitor and target specific needs.	Bi-weekly	90% of students will score 80% or higher on each unit post assessment.
• Provide daily opportunities for meaningful fact fluency strategy practice and review.	Daily	95% of students will achieve a fact fluency rating of reasoning or efficient for addition and subtraction.
• Teaching students how to use the inverse to check their work when adding and subtracting 2-digit numbers to increase accuracy and precision.	Daily	80% of students will meet with. 80% accuracy on a bi-weekly sample of computation problems.
• Utilizing the 8 best teaching practices, with a focus on questioning and discourse. - Monthly math planning meeting will include dedicated time for development of using questioning and discourse in the classroom.	Daily (monthly)	80% of students will achieve an average of 80% on designated problem-solving questions.
• Plan and implement first pass instruction to represent adding/subtracting situations mathematically by selecting and applying appropriate representations and develop students ability to show flexibility in using various strategies.	Daily	80% of students will meet with. 80% accuracy on a bi-weekly sample of computation problems.

School Improvement Goal 4 Inclusion/Special Education		
4. By June 2027, 85% of students receiving special education services in the area of phonics/reading will meet 80% of grade level expectations OR meet their identified growth IEP reading phonics goal, as measured by: CCPA, Star Literacy and Star Reading aligned to their IEP goals		
Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
In addition to the specified strategic actions in each grade for first pass instruction: • Focus on the launch of Benchmark Advance (2nd Grade) to create curricular connections by aligning special ed and general ed planning time. • Access resources and collaborate with teammates to ensure all students can access the curriculum. (Weekly team meetings and WIGS) • Create dedicated time for special educators and related service providers to collaborate with general educators during team planning with admin accountability.	Weekly Weekly Weekly	Students will score 80% or identified score on Benchmark Advance assessments. Students will score 80% or identified score on grade level WIGs. Students will score 80% or identified score on grade level WIGs.