

Elmer Wolfe Elementary School

**School Improvement Plan
2018-2019**

School Vision / Mission
B-L-A-S-T

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

School Needs Assessment
<p>The EWE Instructional Leadership Team (ILT) met on 7/26/2018 to review school data, county data, and PARCC and create goals. The following data pieces were reviewed:</p> <ul style="list-style-type: none"> *All ELA County ELA data *2018 PARCC data (preliminary based on what was in the portal) *SRI data *Grades PreK-4 CBA data and Math Benchmark data *The achievement gap between FARMs and non-FARMs students over the grade levels *The achievement gap between Special Ed and non-Special Ed students over the grade levels <p>As a school, we have made significant gains in our primary ELA data. Our phonemic awareness and phonics skills in Pre-K, Kindergarten, first grade, and second grade have increased as shown by our DAPPA and CCPA scores. Our SRI scores and CBA scores for grades 2-5 still have not reached our expectations and have been inconsistent over the last few years. There has also been inconsistency with our math benchmark scores in grades 2-5.</p>



As we examined our data, we learned that there was less of a correlation between success on county benchmark assessments and the PARCC Assessment than we were hoping for. 61% of our 5th graders passed the CBA with 80% or above, yet only 52% met expectations on PARCC. This trend was true for each grade level, but was most obvious in 5th grade. Overall, PARCC scores have increased drastically (about 20% more of our intermediate students received a 4 or higher on PARCC), but we still lag behind in CCPS rankings for 3rd and 4th grade. We are missing the desegregated data that helped us focus our goals on specific areas of weakness and may adjust our plan as we learn more about how our students performed in specific sub-categories.

The ILT meets twice a month, at least one of those meetings each month is focused on grade level WIG data and progress monitoring. Each grade level team creates WIGs that align with our SIP. These goals are chosen based on grade level data on county and state assessments from the previous year. Each grade level meets weekly with the ELA Specialist and Math Resource Teacher to discuss formative and summative data for their WIGs. During these WIG meetings, resource specialists also provide teachers with strategies to implement during their weekly instruction to increase student achievement. Teams change their instructional strategies based on data collected triweekly (Focus of the WIG meeting rotates from reading, to math, to writing). The triweekly WIG data for reading, math, and writing is displayed publicly on a scoreboard in the main hallway of our building.

PARCC Assessment	PARCC 2017	PARCC 2018
ELA 3 rd	27%	41%
ELA 4 th	43%	40%
ELA 5 th	32%	52.1%
Written Expression 3 rd	20%	38%
Written Expression 4 th	40%	50%
Written Expression 5 th	14%	60%
Math 3 rd	43%	41%
Math 4 th	49%	45.7%
Math 5 th	38%	57.5%

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2019, the percent of students meeting grade level reading expectations will increase by 10 percentage points (see chart below) as measured by reading level, high frequency words, CCPA (grades Pre-K through 1), CBA and SRI (grades 2-5).

	Percent Meeting Expectations May 2017	Percent Meeting Expectations May 2018	Percent Meeting Expectations May 2019 Goal
Pre K	Letter ID 100%	Letter ID 94%	Letter ID >90%
K	Reading Level 90% CCPA Closed CVC 95% HFW 94%	Reading Level 92% CCPA Closed CVC 94% HFW 92%	Reading Level 96% CCPA Closed CVC 96% HFW 96%
1 st	Reading Level 82% CCPA through r-controlled 76% HFW 77%	Reading Level 76% CCPA through r-controlled 74% HFW 77%	Reading Level 87% CCPA through r-controlled 87% HFW 87%
2 nd	Reading Level N 83% CBA >80% 57% SRI >401 49%	Reading Level Q 68% CBA >80% 67% SRI >401 60%, >483 37%	Reading Level O, 78% CBA >80% 77% SRI >483 50%
3 rd	CBA >80% 49% SRI 65%	CBA >80% 44% SRI 59%	CBA >80% 54% SRI 69%
4 th	CBA >80% 47% SRI 73%	CBA >80% 46% SRI 70%	CBA >80% 56% SRI 77% (increase to at least CCPS County % passing)
5 th	CBA >80% 63% SRI 68%	CBA >80% 61% SRI 72%	CBA >80% 71% SRI 78% (increase to at least CCPS County % passing)



2. By June 2019, the percent of students meeting grade level expectations on the May Math End of Year assessment will increase by 10 percentage points (see chart below).

	Percent Meeting Expectations May 2017	Percent Meeting Expectations May 2018	Percent Meeting Expectations May 2019 Goal
Pre K	95%	100%	>90%
K	95%	98%	100%
1 st	85%	88%	95%
2 nd	62%	74%	84%
3 rd	72%	66%	77%
4 th	77%	79%	89%
5 th	76%	65%	76%

3. 90% of our students will earn at least a 2 in the areas of development of ideas and organization using the Carroll County rubric for informational writing.

	Percent with 2 or higher in Ideas and Organization using CCPS Informational Rubric May 2018	Percent with 2 or higher in Ideas and Organization using CCPS Informational Rubric May 2019
Pre K	94%	90%
K	97%	90%
1 st	80%	90%
2 nd	87%	90%
3 rd	79%	90%
4 th	54%	90%
5 th	81%	90%
Whole School	82%	90%



School Improvement Goal					
<p>1. By June 2019, the percent of students meeting grade level reading expectations will increase by 10 percentage points (see chart below) as measured by reading level, high frequency words, CCPA (grades Pre-K through 1), CBA and SRI (grades 2-5).</p>					
Strategic Actions	Time Line	Measures of Success / Desired Performance Level			
<p>1.1 Each grade level team will develop an ELA action plan based on current data to vertically support skills sets needed for meeting expectations on CCPS ELA assessments.</p>	<p>Beginning week of September 24th, teams will study student data triweekly and keep a scoreboard of student data and progress. Data will be shared with parents through the Home Access Center and team data binders. Meetings will continue to occur throughout the year.</p>	<p>Each team will meet their individual team goals to support increased performance on CCPS ELA assessments. At least 2 lead measures will be above grade level standards.</p> <p>2018-2019 WIGS</p> <p>By June 2019 students will increase the percent meeting grade level expectations on CCPS reading assessments from:</p>			
			Percent Meeting Expectations May 2018	Percent Meeting Expectations May 2019 Goal	Actual Percent Meeting Expectations May 2019
		Pre K	Letter ID 94%	Letter ID >90%	
		K	Reading Level 92% CCPA Closed CVC 94% HFW 92%	Reading Level 96% CCPA Closed CVC 96% HFW 96%	
		1 st	Reading Level 76% CCPA through r-controlled 74% HFW 77%	Reading Level 87% CCPA through r-controlled 87% HFW 87%	
		2 nd	Reading Level O 68% CBA >80% 67% SRI >401 60%, >483 37%	Reading Level O, 78% CBA >80% 77% SRI >483 50%	
		3 rd	CBA >80% 44% SRI 59%	CBA >80% 54% SRI 69%	
		4 th	CBA >80% 46% SRI 70%	CBA >80% 56% SRI 77% (increase to at least CCPS County % passing)	
		5 th	CBA >80% 61% SRI 72%	CBA >80% 71% SRI 78% (increase to at least CCPS County % passing)	



1.2 Funding will be secured from board, Title I and school funds to pay for professional development, instructional resources, technology, and tutoring to cover costs for resources to help teams meet their goals.

* Students in grades 2-5 will read on-line nonfiction texts, including but not limited to Wonders texts, ReadWorks, **Time for Kids** articles (paper and on-line) or **Kids Discover** articles (grade 5 only) and answer questions about these high level texts. Students will complete at least one lesson each week using these resources (reading the texts, meeting comprehension standards, and comparing texts). Students in grades 2-5 will also complete a written response every day tied to their whole group text/instruction.

Daily

*Instruction focused on **comparing texts** will happen a minimum of once a week. Students will create their own organizers to help them state their opinions, cite evidence, and explain their thinking.

Weekly

***40 Lexia licenses** will be used with our 2nd, 3rd and 4th grade students during 2018-2019 school year to supplement instruction. Special focus will be given to those who also have not passed areas of CCPA. Data will be gathered with Lexia usage, lessons provided by the ELA Specialist, as well as county data (SRI and CBA). Student growth will be monitored during tri-weekly WIG meetings.

Daily groups starting September 18, with weekly targeted minutes

***D camp** over the summer of 2019 will allow students who are reading on a "Level D" to have tutoring to maintain their levels. Student growth will be monitored during tri-weekly WIG meetings. Students will receive Title 1 intervention as needed based on reading assessment data.

Progress monitoring tri-weekly, Camp will be held for 2 weeks in Aug 2019

Research-based Intervention: Students will use the Green LLI kit. Through this intervention students will receive instruction on phonics,



vocabulary, sight words, reading fluency and comprehension, and written responses.

* **Multi-syllabic Camp** will allow students who didn't meet CCPA Grade 2 criteria, to receive tutoring over the 2019 summer months, in order to begin grade 3 on-grade level in the area of phonics. Student growth will be monitored during tri-weekly WIG meetings.

Research-based strategy: Students will participate in a Foundations Reteach intervention with WonderWorks Decodable Readers.

1.3 Professional development will be provided in the areas of ELA (decoding, comprehension, and writing).

Strategies from the following resources will be used for PD with teachers:

**Notice and Note and Reading Nonfiction: Notice and Note* by Kylee Beers and Robert Probst (Including strategies, organizers, and scaffolding to compare texts for a variety of reasons)

*Foundations

*Additional Phonics on-line resources

Tri-weekly progress monitoring, quarterly decisions about tutoring needs, Tutoring beginning April 2019-Aug 2019 Initial PD in October

Follow-up will occur during weekly planning meetings with the ELA Specialist



<p>1.4 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom.</p> <p>* Counseling interventions, school wide strategies, and targeted group mindfulness instruction will be offered to students based on teacher input and discipline data. Research-based strategy: Mind Up, Love and Logic Parent Nights,</p> <p>*Maintain a full time School Psychologist to support the social emotional and behavior needs of strategic students based on referral data, parent concerns, and student behaviors as concerns arise. The School Psychologist will pull small counseling groups, provide individual counseling, and communicate with targeted families.</p>	<p>*2018-2019 school year</p> <p>*Kindergarten will receive Mind-Up weekly throughout 2018-2019.</p> <p>First grade will receive Mind-Up monthly throughout 2018-2019.</p> <p>* Targeted yoga students will receive weekly services throughout 2018-2019.</p> <p>*Love and Logic begins September 26, 2018 through November 2018.</p>	
<p>1.5 Quarterly Data Meetings to examine data, evaluate interventions and create new ones, and to choose new first pass instructional techniques.</p>	<p>*Quarterly pacing meetings will happen for grades Pre-K through 5th grade.</p>	
<p>1.6 Use pacing documents during data meetings to set individualized goals and ensure students are on track to meet MYA and EOY expectations.</p>	<p>*Quarterly pacing meetings will happen for grades Pre-K through 5th grade.</p>	



School Improvement Goal					
By June 2019, the percent of students meeting grade level expectations on the May Math End of Year assessment will increase by 10 percentage points (see chart below).					
Strategic Actions	Time Line	Measures of Success / Desired Performance Level			
2.1 Each grade level team will develop a math action plan based on current data to vertically support skills sets needed for meeting expectations on CCPS May Math EOY assessment.	Beginning week of September 24 th , teams will study student data triweekly and keep a scoreboard of student data and progress. Data will be shared with parents through the Home Access Center and team data binders. Meetings will continue to occur throughout the year.	Each team will meet their individual team goals to support increased performance on May Math EOY. At least 2 lead measures will be above grade level standards. 2018-2019 WIGS			
		By June 2019 students will increase the percent meeting EOY grade level expectations from			
		Pre-K: >90%			
		K: 98%-100%			
		1st: 88%-95%			
		2nd: 74%- 84%			
		3rd: 66%-77%			
		4th: 79%-89%			
5th: 65-76%					
		Grade	May 2018	Jan 2019	May 2019
		Pre K	>90%		
		K	98%		
		1	88%		
		2	74%		
		3	66%		
		4	79%		
		5	65%		



2.2 Funding will be secured from board, Title I, and school funds to pay for professional development, instructional resources, technology, and tutoring to cover costs for resources to help teams meet their goals.

*Multiplication Camp will be offered to teach students we predict will struggle with learning facts going into Grade 3. This is a pre-teach opportunity for students to strengthen their foundation facts BEFORE the start of 3rd grade. Students will be selected based on data second grade teachers collect during a unit focused on multiplication foundation facts. Student growth will be monitored during through formative assessments. Research based strategy: A variety of strategies taken from the following texts:
-Mastering Basic Math Facts in Multiplication and Division by O'Connell and SanGiovanni
-Math in Practice Teaching 3rd Grade Math by Akers, O'Connell and SanGiovanni
-The Book of Facts Multiplication by Burnett, Irons, and Turton
-The Formative Five by Fennell, Kobett, and Wray

*Use of Dreambox in grades 2 and 3

2.3 Professional development will be provided in the areas of mathematics (including fluency and close reading for problem solving).

***Research based strategy:** A variety of strategies taken from the following texts:
-The Formative 5 by Fennell, Kobett, and Wray
-Mastering Basic Math Facts by O'Connell and SanGiovanni
-Math in Practice by O'Connell and SanGiovanni

Tri-weekly progress monitoring, quarterly decisions about tutoring needs, Tutoring beginning April 2019-Aug 2019

*Groups pulled daily, with weekly targeted minutes
Initial PD in October

Follow-up will occur during weekly planning meetings with the Math Specialist



<p>2.4 Implement PBIS initiatives and wellness activities to support cognitive functioning and time on-task in the classroom. *See Strategic Section 1.4</p> <p>2.5 Quarterly Data Meetings to examine data, evaluate interventions and create new ones, and to choose new first pass instructional techniques.</p> <p>2.6 Use pacing documents during data meetings to set individualized goals and ensure students are on track to meet MYA and EOY expectations.</p>	<p>*Quarterly pacing meetings will happen for grades Pre-K through 5th grade.</p> <p>*Quarterly pacing meetings will happen for grades Pre-K through 5th grade.</p>	
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<p>3.1 Each grade level team will develop a Writing action plan based on current data to vertically support skills sets needed for meeting expectations on CBA and PARCC assessments.</p> <table border="1" data-bbox="204 1381 670 1596"> <thead> <tr> <th></th> <th>PARCC 2017</th> <th>PARCC 2018</th> <th>PARCC 2019</th> </tr> </thead> <tbody> <tr> <td>Written Expression 3rd</td> <td>20%</td> <td>38%</td> <td></td> </tr> <tr> <td>Written Expression 4th</td> <td>40%</td> <td>50%</td> <td></td> </tr> <tr> <td>Written Expression 5th</td> <td>14%</td> <td>60%</td> <td></td> </tr> </tbody> </table>		PARCC 2017	PARCC 2018	PARCC 2019	Written Expression 3 rd	20%	38%		Written Expression 4 th	40%	50%		Written Expression 5 th	14%	60%		<p>Beginning week of September 24th, teams will study student data triweekly and keep a scoreboard of student data and progress. Data will be shared with parents through the Home Access Center and team data binders. Meetings will continue to occur throughout the year.</p>	<p>Each team will meet their individual team goals to support increased performance on CBA and PARCC in the area of writing. At least 2 lead measures will be above grade level standards. All teams have writing WIG: *Pre-K: 60% of our students will earn a 2 in the areas of development of ideas and organization using the Carroll County Kindergarten Quarter 1 rubric for informational writing. K-5: 90% of our students at each grade level will earn a 2 in the areas of development of ideas and organization using the Carroll County rubric for informational writing (for each grade level).</p> <table border="1" data-bbox="971 1570 1377 1948"> <thead> <tr> <th></th> <th>Percent with 2s or higher in Ideas and Organization May 2018</th> <th>Percent with 2 or higher in Ideas and Organization May 2019</th> </tr> </thead> <tbody> <tr> <td>Pre K</td> <td>94%</td> <td></td> </tr> <tr> <td>K</td> <td>97%</td> <td></td> </tr> <tr> <td>1st</td> <td>80%</td> <td></td> </tr> <tr> <td>2nd</td> <td>87%</td> <td></td> </tr> <tr> <td>3rd</td> <td>79%</td> <td></td> </tr> <tr> <td>4th</td> <td>54%</td> <td></td> </tr> <tr> <td>5th</td> <td>81%</td> <td></td> </tr> <tr> <td>Whole School</td> <td>82%</td> <td></td> </tr> </tbody> </table>			Percent with 2s or higher in Ideas and Organization May 2018	Percent with 2 or higher in Ideas and Organization May 2019	Pre K	94%		K	97%		1 st	80%		2 nd	87%		3 rd	79%		4 th	54%		5 th	81%		Whole School	82%	
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<p>3.2 Funding will be secured from board, Title I and school funds to pay for professional development, instructional resources, technology, and tutoring to cover costs for resources to help teams meet their goals.</p> <p>*Students in grades 2-5 will complete a written response every day tied to their whole group text/instruction.</p> <p>*Weekly instruction on text comparisons using Wonders and On-line texts.</p> <p>*Grades 3-5 will type at least one response on computers monthly. Additional mobile carts will be purchased so that every grade level has access to technology resources.</p> <p>*Student growth will be monitored during tri-weekly WIG meetings.</p>	<p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>Tri-weekly</p>	
<p>3.3 Professional development will be provided to ELA teachers as well as STEM teachers in grades 2-5 in the areas of informational writing (strategies for developing ideas and organization, as well as scoring written responses).</p> <p>The following will be resources used during PD:</p> <p>* <i>Reading Nonfiction: Notice and Note</i> by Kyleen Beers and Robert Probst (Including strategies, organizers, and scaffolding to compare texts)</p> <p>*The Unstoppable Writing Teacher by Cruz</p> <p>*Teaching Written Response to Text by Boyles</p>	<p>Initial PD in October</p> <p>Follow-up will occur during weekly planning meetings with the ELA Specialist</p>	