

William Winchester Elementary School

**School Improvement Plan
2021 -2022**

School Vision / Mission

WILLIAM WINCHESTER ELEMENTARY VISION

- The William Winchester family works together to educate the whole child to be independent thinkers for today and tomorrow.

WILLIAM WINCHESTER ELEMENTARY MISSION

- The mission of William Winchester Elementary is for students to demonstrate CARE behaviors: Caring, Accountability, Respect, Effort.;

WILLIAM WINCHESTER CORE VALUES



CARING



ACCOUNTABILITY



RESPECT



EFFORT

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas

Multiple Pathway Opportunities for Student Success

Prepare students to exit CCPS college, career, and community ready.

Improve the proficiency level of each student group in ELA and mathematics.

- Grade 3 Reading
- Middle School Algebra
- MCAP ELA Proficiency
- MCAP Math Proficiency

Provide access to a well-rounded, varied, and rigorous curriculum to all students.

- Under-represented Student Groups in High School Courses

Family and Community Partnerships

Demonstrate transparency, trust, and respect.

- Meaningful, informative, timely, respectful, two-way, and multimodal communication

Seek out, welcome, and engage parent and community volunteers to enhance achievement.

- Outreach to families



Partner with local government, businesses, and agencies to support learning.
<p>Successful Workforce</p> <p>Recruit and retain highly qualified and diverse employees reflective of our community.</p> <ul style="list-style-type: none"> ○ Recruit and retain <p>Provide professional and leadership development for effectiveness and cultural competence.</p> <ul style="list-style-type: none"> ○ Equitable opportunities for employee growth <p>Promote a culture of continuous improvement</p>
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <p>Establish a welcoming culture of diversity.</p> <ul style="list-style-type: none"> ○ Welcoming, diverse, respectful, and civil culture <p>Promote respect and civility.</p> <p>Collaborate internally and externally to support students' health and well-being.</p> <p>Provide safe and secure schools, facilities, and assets.</p> <ul style="list-style-type: none"> ○ Safe to Learn Act <p>Maintain modern schools, facilities, and resources that support the educational program.</p> <ul style="list-style-type: none"> ○ Facilities Condition Index (FCI)

School Needs Assessment		
ELA DATA FOR STUDENTS MEETING STANDARDS AT 80% OR GRADE LEVEL STANDARDS K-5 REFLECTING GRADE LEVEL READING AND WRITING SKILLS.		
ELA: (% is who met)		
Pre-k	Mid-year	End of Year
Uppercase Letter ID	75%	83%
Lowercase Letter ID	58%	75%



Rhyme Identification	83%	N/A
Rhyme Supply	N/A	67%
K		
	Mid-year	End of Year
Uppercase Letter ID	72%	81%
Lowercase Letter ID	69%	78%
Rhyme Supply	69%	71%
High Frequency Words	60%	68%
1st		
	Mid-year	End of Year
High Frequency Words	67%	63%
CCPA 2A CVC Closed Syllables	86%	92%
Assessed Reading Level	73%	72%
2nd		
	Mid-year	End of Year
Assessed Reading Level	66%	57%
Reading Inventory	90% (2/3 of students tested)	72%
3rd		
	Mid-year	End of Year
Assessed Reading Level	62%	70%
Reading Inventory	62%	62%
CBA	62%	46%
4th		
	Mid-year	End of Year
Reading Inventory	77%	74%



CBA	51%	64%
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5th	Mid-year	End of Year
Reading Inventory	79%	75%
CBA	76%	58%

MATH DATA FOR STUDENTS SCORING 80% OR ABOVE ON THE MATH MID-YEAR AND END OF YEAR ASSESSMENT.

Pre-K	January Benchmark Data	May Benchmark Data
Geometry	92	-
Counting and Cardinality	92	83
Operations and Algebraic Thinking	-	92
Measurement	-	100

K	January Benchmark Data	May Benchmark Data
Counting and Cardinality	91	68
Number and Operations in Base Ten	-	66
Operations & Algebraic Thinking	48	64
Measurement and Data	91	-
Geometry	-	67

1st	January Benchmark Data	May Benchmark Data
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Operations & Algebraic Thinking	82	71
Number and Operations in Base Ten	84	79
Geometry	-	92
Measurement and Data	-	82

2nd	January Benchmark Data	May Benchmark Data
Operations & Algebraic Thinking	41	66
Number and Operations in Base Ten	51	52
Measurement and Data	46	38
Geometry	-	52

3rd	January Benchmark Data	May Benchmark Data
Operations & Algebraic Thinking	30	57
Number and Operations in Base Ten	41	67
Measurement and Data	76	50
Fractions	74	71
Geometry	59	-

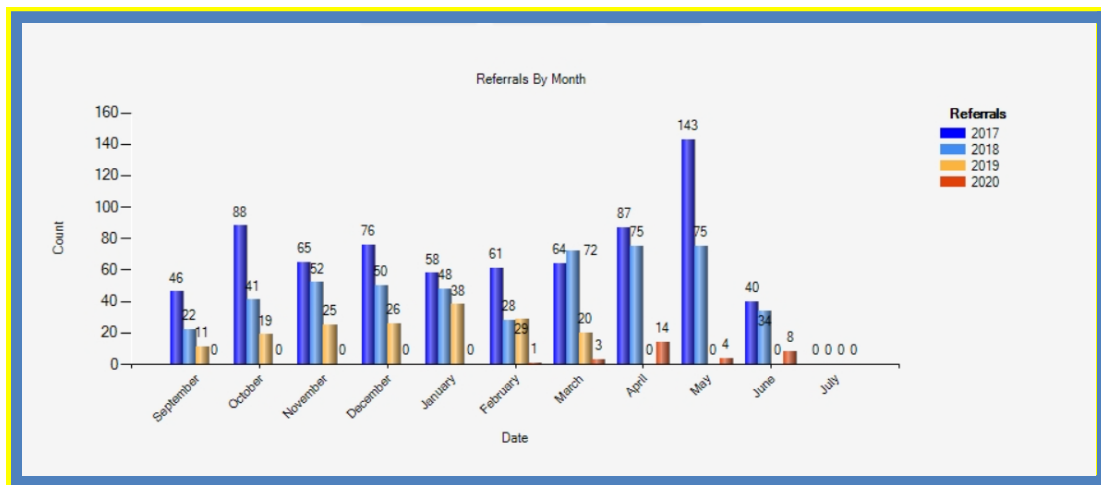
4th	January Benchmark Data	May Benchmark Data
Operations & Algebraic Thinking	39	76
Number and Operations in Base Ten	64	64



Measurement and Data	43	72
Number and Operations - Fractions	62	58
Geometry		67

5th	January Benchmark Data	May Benchmark Data
Geometry	83	-
Operations & Algebraic Thinking	86	-
Number and Operations in Base Ten	41	33
Measurement and Data	59	35
Number and Operations - Fractions		46

SCHOOL-WIDE BEHAVIORAL DATA FOR THE 2017-18, 2018-19, 2019-20, 2020-21 SCHOOL YEARS.





School Improvement Goals to Target Areas from Needs Assessment	
	1. STUDENTS K-5 WILL MEET OR EXCEED THE GRADE LEVEL COUNTY AVERAGE IN NUMBERS AND OPERATIONS IN BASE TEN AND OPERATIONS AND ALGEBRAIC THINKING.
	2. STUDENTS K-5 WILL DEMONSTRATE AN IMPROVEMENT WITH DEVELOPMENT OF IDEAS AND CLARITY WHEN RESPONDING TO TEXT DEPENDENT QUESTIONS. STUDENTS K-5 WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING 2 OR HIGHER ON THE CCPS WRITING RUBRICS.
	3. WITH INSTRUCTION IN THE ZONES OF REGULATION, STUDENTS WILL USE STRATEGIES TO SELF-MONITOR AND INCREASE RESPECTFUL BEHAVIOR IN ALL SETTINGS. EACH GRADE LEVEL WILL DECREASE THE NUMBER OF REFERRALS THAT OCCUR IN THE CLASSROOM SETTING BY 20%.
	4. STUDENTS K-5 WILL MEET OR EXCEED THE GRADE LEVEL COUNTY AVERAGE IN READING LEVEL.

School Improvement Goal		
MATH SCHOOL IMPROVEMENT GOAL		
1. STUDENTS K-5 WILL MEET OR EXCEED THE GRADE LEVEL COUNTY AVERAGE IN NUMBERS AND OPERATIONS IN BASE TEN AND OPERATIONS AND ALGEBRAIC THINKING WITH A GOAL OF 80% OR BETTER.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Deepen teacher content knowledge of math number concepts and problem solving at grade level <ul style="list-style-type: none"> Classroom Teachers will align first pass instruction and assessment to appropriate student needs Classroom Teachers will develop 1-2 specific goals (WIGS) and closely monitor at weekly meetings to increase academic success. Goals will differ by grade level and will be 	2x a week Weekly Planning Monthly PD (See attached PD calendar)	<ul style="list-style-type: none"> Increased academic success as measured by weekly formative assessments and summative mathematics assessments i.e. unit assessments, Mid-Year and End of Year CCPS benchmark assessments, MCAP proficiency. Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary. Teachers will share updates on identified students monthly through data meetings with the Mathematics Resource Teacher to monitor student growth toward desired performance levels - including an instructional plan at



<p>developed by the end of the first quarter.</p> <ul style="list-style-type: none">● Incorporation of Number Talks and Fraction Number Talks (3-5) at least twice a week● By developing rich math tasks/problems, problem structures and multi-step problems during quarterly collaborative planning● Provide professional development on how to use math manipulatives (rekenreks, place value discs, Digi blocks, and base ten blocks) effectively to build number concepts● Administration will provide time for cross grade level collaborative planning● Data Meetings including the entire grade level team, specialists, ESOL, special education and special areas meet bi-weekly.● Concrete-Pictorial-Abstract - using manipulatives● Professional development on intervention groups● Purposeful use of technology	<p>Bi-weekly & Bi-weekly data meetings</p> <p>Quarterly</p> <p>Bi-weekly</p>	<p>each data meeting and EOY expectations.</p> <ul style="list-style-type: none">● Grade level data will be shared quarterly at SIT meetings to determine the % of students meeting the CCPS 80% standard on CCPS assessments.● Professional Development on Formative Assessments (see PD calendar)
<p>1.2</p> <p>Classroom teachers will communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement.</p> <ul style="list-style-type: none">● Utilize flexible grouping in small groups● Use CCPS unit and formative assessments to provide	<p>This should occur with all math assessments that are scored</p>	



<p>student with digital or written feedback</p> <ul style="list-style-type: none"> • Purposeful intervention groups by teachers and instructional assistants. • Purposeful use of technology <p>1.3 Increase student effort, engagement and accountability</p> <ul style="list-style-type: none"> • Teachers communicate student progress • Address attendance issues through progressive steps including communication from teachers, counselor, admin, ppw at SST meetings • Team Leaders will offer opportunities for Community Involvement/Engagement by inviting parent representatives to School Improvement Team Meetings (ILT Meetings) • Mentors • PDS School – McDaniel and CCPS • Purposeful use of technology 	<p>bi-weekly</p> <p>As needed <small>(when dropping below desired attendance rate)</small></p> <p>Monthly</p>	<p>Improve attendance to 90% or greater.</p> <p>Increase parent involvement from zero.</p> <p>Increase adult to student ratio</p>
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School Improvement Goal		
<p>WRITING SCHOOL IMPROVEMENT GOAL</p> <p>2. STUDENTS K-5 WILL DEMONSTRATE AN IMPROVEMENT WITH DEVELOPMENT OF IDEAS AND CLARITY WHEN RESPONDING TO TEXT DEPENDENT QUESTIONS WITH A GOAL OF 80% OF STUDENTS K-5 WILL INCREASE THE PERCENTAGE (FROM INDIVIDUAL BASELINE) OF STUDENTS SCORING 2 OR HIGHER ON THE CCPS WRITING RUBRICS.</p>		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas</p>		<ul style="list-style-type: none"> • Increased academic success as measured by formative and summative assessments, including but not limited to, CBA, writing prompts, specific written



<ul style="list-style-type: none"> • Teachers will align first pass instruction and assessment to appropriate student needs • Data Meetings including the entire grade level team, specialists, ESOL, special education and special areas meet bi-weekly. • Professional development with ELA Specialist and primary interventionist (see PD calendar) • Teach specific strategies for test taking (unpacking the prompt). • Effectively grouping students for flexible groups and intervention groups • Teachers will develop 1-2 specific goals (WIGS) and closely monitor at weekly meetings to increase academic success. Goals will differ by grade level and will be developed by the end of the first quarter. 	<p>weekly at minimum</p> <p>Bi-weekly</p>	<p>responses and Wonders Weekly Assessments resource.</p> <ul style="list-style-type: none"> • Students will achieve appropriate grade level expectations based on student writing rubric. <ul style="list-style-type: none"> ◦ Begin assessing skills with one literary source per ELA specialist. • Teachers will share updates on identified students monthly through data meetings with the ELA specialist to monitor student growth toward desired performance levels - including an instructional plan at each data meeting and EOY expectations. • Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.
<p>2.2</p> <p>Explicit instruction on synthesizing information from multiple sources to answer text-dependent questions.</p> <ul style="list-style-type: none"> • Professional Development for strategies for citing relevant text evidence • Teachers will use gradual release model increase complexity of writing. • Incorporate instruction on synthesizing paired passages • Effectively grouping students for flexible groups and intervention groups 	<p>Daily</p>	<p>Develop explanations, gradually move from 0/1 to 2 (grade level expectation) on rubric based on individual student scores.</p>



<ul style="list-style-type: none"> ● Cross grade-level meetings <p>2.3 Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement</p> <ul style="list-style-type: none"> ● Utilize flexible grouping ● Use CCPS rubrics and other formative assessments to show progress in relation to their goal ● Concise, timely teacher feedback on writing assignments either digitally, in writing or in a student/teacher conference ● Purposeful intervention groups based on individual student baseline data 	<p>Quarterly</p> <p>This should occur with most scored assignments</p>	<p>At quarterly cross-grade level meetings, communicate necessary grade level skills to move to the next grade at EOY</p> <p>Based on individual student baseline, goal setting with teacher to monitor academic progress.</p>
<p>2.4 Increase student effort, engagement and accountability.</p> <ul style="list-style-type: none"> ● Address attendance issues through communication from teachers, counselor, admin, ppw using attendance protocol at SST meetings ● Community engagement through One School, One Book ● Mentors ● PDS School – McDaniel and CCPS 	<p>by-weekly</p>	<p>Improve attendance to 90% or greater.</p>



School Improvement Goal		
BEHAVIOR SCHOOL IMPROVEMENT GOAL		
3. WITH INSTRUCTION IN THE ZONES OF REGULATION, STUDENTS WILL USE STRATEGIES TO SELF-MONITOR AND INCREASE RESPECTFUL BEHAVIOR IN ALL SETTINGS. EACH GRADE LEVEL WILL DECREASE THE NUMBER OF REFERRALS THAT OCCUR IN THE CLASSROOM SETTING BY 20%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Explicitly teach Zones of Regulation</p> <ul style="list-style-type: none"> ● Utilize Teacher Resource Packet provided by School Counselor to address school specific behaviors (i.e. elopement/classroom disruption) as monitored by decrease in referrals in those areas. ● Professional Development (I.E. Morning Meeting and PD plan) 	<p>Monthly by school counselor and Daily by staff</p>	<ul style="list-style-type: none"> ● Monitoring referral counts weekly at SST - including PPW, admin, counselor, school psychologist and behavior support. ● Want to see at least a 20% decrease for the entire year, which means we will expect a 20% decrease by grade level by month ● Specific data collection in Support Room by decreasing level and frequency of non preferred behaviors.
<p>3.2 Teach and review PBIS behavior expectations</p> <ul style="list-style-type: none"> ● Second Step Curriculum used PreK- 2 ● CARE behaviors (Caring, Accountability, Respect, and Effort.) *Specific focus on respect, classroom disruption, physical contact appropriate responses and tone, self-regulatory skills ● Use Zones of Regulation ● Teachers will reinforce behavior expectations daily at morning meeting sessions. 	<p>Daily</p> <p>Monthly by school counselor and Daily by staff</p>	
<p>3.3</p>		



<p>Provide behavior interventions to red/yellow zone students</p> <ul style="list-style-type: none"> • Check in and Check out program with an adult when in the school building • Calming Corner when in the school building • Frequently monitoring behavior data (SST PBIS, team data meetings) • Utilize progression of intervention document • Utilize tiers of intervention to support learning behaviors • Meetings with school counselor <p>3.4</p> <p>Increase student effort, engagement and accountability.</p> <ul style="list-style-type: none"> • Classroom teachers will hold Morning Meetings in each homeroom. • Address attendance issues through communication from teachers, counselor, admin, ppw using attendance protocol at SST meetings 	<p>Daily AM and PM</p> <p>Bi-weekly</p> <p>As needed</p> <p>Bi-weekly at SST Meetings</p>	<p>Improve attendance to 90% or greater.</p>
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School Improvement Goal		
<p>READING SCHOOL IMPROVEMENT GOAL</p> <p>4. STUDENTS K-5 WILL MEET OR EXCEED THE GRADE LEVEL COUNTY AVERAGE IN READING LEVEL WITH A GOAL OF 80% OF STUDENTS READING ON GRADE LEVEL.</p>		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
4.1		<ul style="list-style-type: none"> • Based on individual student baseline, increase academic



<p>Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas.</p> <ul style="list-style-type: none"> ● Align first pass instruction and assessment to appropriate student needs ● Teachers will develop 1-2 specific goals (WIGS) and closely monitor at weekly meetings to increase academic success. Goals will differ by grade level and will be developed by the end of the first quarter. ● ELA Specialist will teach specific strategies for test taking (unpacking the prompt) as indicated on the PD calendar. ● Classroom teachers will effectively group students for flexible groups and intervention groups ● Data Meetings including the entire grade level team, specialists, ESOL, special education and special areas meet bi-weekly. ● Professional development with ELA Resource and primary interventionist 	<p>Daily</p> <p>Bi-Weekly Data Meetings</p> <p>see PD calendar</p> <p>Daily</p> <p>bi-weekly</p> <p>see PD calendar</p>	<p>success as measured by CCPA, PLA, DAPPA, and CBA.</p> <ul style="list-style-type: none"> ● Increased fluency/reading level as measured by increasing mastery of sight words assessed in primary grades and intermediate grades as necessary. ● Increased academic success as measured by formative and summative assessments, including but not limited to, CBA, writing prompts, specific written responses and Wonders Weekly Assessments resource to demonstrate comprehension of grade level text. ● Teachers will share updates on identified students monthly through data meetings with the ELA specialist to monitor student growth toward desired performance levels - including an instructional plan at each data meeting and EOY expectations. ● Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.
<p>4.2</p> <p>Explicit instruction on synthesizing information from multiple sources to answer text-dependent questions.</p> <ul style="list-style-type: none"> ● Professional Development Strategies for identifying relevant text evidence (see PD calendar). ● Incorporate instruction on synthesizing paired passages 	<p>every two weeks at minimum</p>	



<ul style="list-style-type: none">● Effectively grouping students for flexible groups and intervention groups		
<p>4.3</p> <p>Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement..</p> <ul style="list-style-type: none">● Teachers will utilize flexible grouping based on classroom performance.● Teachers will use CCPS rubrics and other formative assessments to demonstrate level of growth toward individual student goals based on individual student baseline.● Concise, timely teacher feedback on writing assignments either digitally, in writing or in a student/teacher conference.● Teacher planned, purposeful intervention groups based on student baseline data.	<p>This should occur with most scored assignments (approximately 3x per week)</p>	
<p>4.5 Increase student effort, engagement and accountability.</p> <ul style="list-style-type: none">● Address attendance issues through progressive steps including communication from teachers, counselor, admin, ppw at SST meetings● Community Involvement/Engagement through One School, One Book● Mentors● PDS School – McDaniel & CCPS	<p>Bi-weekly</p>	<p>Improve attendance to 90% or greater.</p>