

# Winfield Elementary School School Improvement Plan 2022-2023

School Vision / Mission
<p><b>Winfield Elementary School Vision:</b> To develop diverse, high achieving lifelong learners who are productive members of the community.</p> <p><b>Winfield Elementary School Mission:</b>            What: <b>Communicate</b> expectations to all stakeholders            How: <b>Collaborate</b> to provide meaningful and rigorous instruction            Why: <b>Cultivate</b> diverse, lifelong learners</p>

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none"> <li>Prepare students to exit CCPS college, career, and community ready</li> <li>Improve the proficiency level of each student group in ELA and mathematics (elementary is bolded).               <ul style="list-style-type: none"> <li>○ <b>Grade 3 Reading</b></li> <li>○ Middle School Algebra</li> <li>○ <b>MCAP ELA Proficiency</b></li> <li>○ <b>MCAP Math Proficiency</b></li> </ul> </li> <li>➤ Provide access to a well-rounded, varied, and rigorous curriculum to all students.               <ul style="list-style-type: none"> <li>○ Under-represented Student Groups in High School Courses</li> </ul> </li> </ul>
<p>Family and Community Partnerships</p> <ul style="list-style-type: none"> <li>Demonstrate transparency, trust, and respect.               <ul style="list-style-type: none"> <li>○ Meaningful, informative, timely, respectful, two-way, and multimodal communication</li> </ul> </li> <li>Seek out, welcome, and engage parent and community volunteers to enhance achievement.               <ul style="list-style-type: none"> <li>○ Outreach to families</li> </ul> </li> <li>Partner with local government, businesses, and agencies to support learning.</li> </ul>
<p>Successful Workforce</p> <ul style="list-style-type: none"> <li>Recruit and retain highly qualified and diverse employees reflective of our community.               <ul style="list-style-type: none"> <li>○ Recruit and retain</li> </ul> </li> <li>Provide professional and leadership development for effectiveness and cultural competence.               <ul style="list-style-type: none"> <li>○ Equitable opportunities for employee growth</li> </ul> </li> <li>Promote a culture of continuous improvement</li> </ul>
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <ul style="list-style-type: none"> <li>Establish a welcoming culture of diversity.               <ul style="list-style-type: none"> <li>○ Welcoming, diverse, respectful, and civil culture</li> </ul> </li> <li>Promote respect and civility.</li> <li>Collaborate internally and externally to support students' health and well-being.</li> <li>Provide safe and secure schools, facilities, and assets.               <ul style="list-style-type: none"> <li>○ Safe to Learn Act</li> </ul> </li> <li>Maintain modern schools, facilities, and resources that support the educational program.               <ul style="list-style-type: none"> <li>○ Facilities Condition Index (FCI)</li> </ul> </li> </ul>

### School Needs Assessment

**Goal 1:** In ELA in PreK during the 2021-2022 school year, 79% and 79% (respectively) of the students met the county standard for uppercase letter identification and lowercase letter identification. 94% of the students met the county standards for concepts of print. Therefore, we will continue to focus on letter identification as well as identification of print concepts in order to meet end of year expectations. In ELA in K during the 2021-2022 school year, 87% of the students met the grade level expectation for reading level. In grade 1, 63% met the grade level expectation for reading level. This data indicates the need to focus on increasing the percentage of students reading on-grade level. As text levels increase, students need to read with fluency, accuracy and to comprehend literary and informational text. In grades 2-5 the percentage of students meeting the grade level expectation on RI was as follows: Grade 2: 75%, Grade 3: 70%, Grade 4: 79%, and Grade 5: 72%. The last MCAP data is from 2018-2019. For MCAP, in grade 3: 64% met or exceeded expectations, in grade 4: 59% met or exceeded expectations and in grade 5: 64% met or exceeded expectations. Overall, 22.7% of our students were in the approaching range for MCAP. We will continue to focus on improving RI scores in order to accelerate reading comprehension and improve MCAP scores. MCAP data for 2021-2022 is forthcoming.

**Goal 2:** In ELA, in the area of writing, in K during the 2021-2022 school year, 60% of students met the county standard for HSIW. HSIW is a precursor to writing. By the end of K, students are expected to master HSIW. During the 2021-2022 school year, 76% of our first grade students mastered HSIW. We will continue to focus on writing in K and 1<sup>st</sup> grade by developing and organizing ideas, writing with clarity, and improving grammar and mechanics. In grades 2-5, the percentage of students meeting the 80% expectation on the Spring CBA % passing writing expectations was as follows: Grade 2: (Literary: 17%, Informational: 52%\*, Opinion: 39%), Grade 3: (Literary: 72%\*, Informational: 78%, Opinion: 77%), Grade 4: (Literary: 60%\*, Informational: 54%, Opinion: 63%), Grade 5: (Literary: 54%\*, Informational: 60%, Opinion: 59%) \* indicates the mean from Fall and Spring. We will continue to improve overall writing percentages through direct instruction of all writing types in Grades 3-5.

**Goal 3:** In math, in PreK-Grade 5 the following percentage of students met 80% or greater on the EYA benchmark for 2021-2022 school year: PreK: 91%, K: 92%, Grade 1: 87%, Grade 2: 77%, Grade 3: 88%, Grade 4: 73%, Grade 5: 86%. For the CCPS EYA 2022 mathematics assessment only critical content standards were assessed. As a result, the data only reflects the most critical standards and is therefore not a direct comparison to previous or future CCPS EYA mathematics assessments. This needs to be taken into consideration when goal setting for the 22-23 school-year. MYA data will be used in addition to EYA data when goal setting. The last MCAP data is from 2018-2019. For MCAP in grade 3: 75% of students met or exceeded, while 21% were approaching. In grade 4: 67% of students met or exceeded standards, while 26% were approaching. In grade 5: 68% of students met or exceeded the standard, while 18% were approaching. We will continue to need to increase the percentage of students scoring 80% or better on county assessments and state assessments and will do this by focusing on moving each student group forward on band growth. We need to increase focus on teaching reasoning and number sense. MCAP data for 2021-2022 is forthcoming.

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

**By June 2023, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter ID and Concepts of Print in PreK, Assessed Reading Level in grades K-1 and Reading Inventory score that is on-grade level or greater in grades 2-5, will increase as follows:**

Grade	Spring 2022 ELA Data (% meeting on-grade Level)	Spring 2023 ELA Goal (% meeting on-grade Level)
<b>PreK</b>	Letter ID (Uppercase) 79% Letter ID (Lowercase) 79% Concepts of Print 94%	Letter ID (Uppercase) 90% Letter ID (Lowercase) 90% Concepts of Print 100%
<b>K</b>	Reading Level 87%	Reading Level 90%
<b>1</b>	Reading Level 63%	Reading Level 87%
<b>2</b>	RI 75%	RI 80%
<b>3</b>	RI 70%	RI 80%
<b>4</b>	RI 79%	RI 80%
<b>5</b>	RI 72%	RI 80%

**By June 2023, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by the end of year HSIW assessment in grades K-1 and the Spring CBA writing score of 80% or greater in grades 2-5, will increase as follows:**

Grade	Spring 2022 ELA Data (% meeting 80%)	Spring 2023 ELA Goal (% meeting 80%)
<b>K</b>	HSIW 60%	HSIW 80%
<b>1</b>	HSIW 76%	HSIW 80%
<b>2</b>	CBA writing (Literary: 17%, Informational: 52%*, Opinion: 39%)	CBA writing (Literary: 70%, Informational: 70%*, Opinion: 70%)
<b>3</b>	CBA writing (Literary: 72%*, Informational: 78%, Opinion: 77%)	CBA writing (Literary: 75%*, Informational: 80%, Opinion: 80%)
<b>4</b>	CBA writing (Literary: 60%*, Informational: 54%, Opinion: 63%)	CBA writing (Literary: 70%*, Informational: 70%, Opinion: 70%)
<b>5</b>	CBA writing (Literary: 54%*, Informational: 60%, Opinion: 59%)	CBA writing (Literary: 70%*, Informational: 70%, Opinion: 70%)

\*Data represents the mean score compiled from writing on CBA 1 and CBA 2.

**By June of 2023, the percentage of students meeting or exceeding grade level math expectations, as measured by the end of the year Math Benchmark Assessment, will increase as follows:**

Grade	January 2022 MYA Data (% meeting 80%)	Spring 2022 EYA Data (% meeting 80%) **CRITICAL CONTENT	Spring 2023 EYA Goal (% meeting 80%) EOY target based on increase from average of MYA and EOY from 2022
<b>PreK</b>	90%	91%	92% or greater
<b>K</b>	85%	92%	88% or greater
<b>1</b>	80%	87%	88% or greater
<b>2</b>	76%	77%	80% or greater
<b>3</b>	72%	88%	85% or greater
<b>4</b>	66%	73%	81% or greater
<b>5</b>	56%	86%	80% or greater

For the CCPS EYA 2022 mathematics assessment only critical content standards were assessed. As a result, the data only reflects the most critical standards and is therefore not a direct comparison to previous or future CCPS EYA mathematics assessments. When setting targets for EYA 2023, the team utilized both MYA and EYA data since the EYA data contained all content standards.

Teachers will use the band growth chart to closely monitor student progress and increase the percent of students in the 80% band.

May 2022 Benchmark score **Pre K and Kindergarten will use the Jan. 2022 score as baseline. Students scoring 80% or greater should maintain while those scoring in another band should increase a band.	May 2023 Benchmark Score Goal
<b>80 - 100%</b>	<b>Maintain or exceed</b>
<b>70 -79% (approaching)</b>	<b>80% or greater</b>
<b>60 – 69%</b>	<b>75% or greater</b>
<b>Below 60%</b>	<b>70% or greater</b>

## ELA School Improvement Goal

**By June 2023, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter ID and Concepts of Print in PreK, Assessed Reading Level in grades K-1 and Reading Inventory score that is on-grade level or greater in grades 2-5, will increase as follows:**

Grade	Spring 2022 ELA Data (% meeting on-grade Level)	Spring 2023 ELA Goal (% meeting on-grade Level)
<b>PreK</b>	Letter ID (Uppercase) 79% Letter ID (Lowercase) 79% Concepts of Print 94%	Letter ID (Uppercase) 90% Letter ID (Lowercase) 90% Concepts of Print 100%
<b>K</b>	Reading Level 87%	Reading Level 90%
<b>1</b>	Reading Level 63%	Reading Level 87%
<b>2</b>	RI 75%	RI 80%
<b>3</b>	RI 70%	RI 80%
<b>4</b>	RI 79%	RI 80%
<b>5</b>	RI 72%	RI 80%

Strategic Actions (Timeline)	Measures of Success / Desired Performance Level																					
<p><b>Collaborative planning to support best practices in reading instruction (weekly)</b></p> <ul style="list-style-type: none"> <li>All grades: analyze and implement strategies that align with the Science of Reading and are outlined in <u>Shifting the Balance</u></li> <li>Primary grades: focus on HFW and Reading Levels</li> <li>Intermediate grades: focus on level, comprehension and responding to text</li> </ul> <p><b>Professional Development for all grades: (monthly)</b></p> <ul style="list-style-type: none"> <li>Improve close reading strategies, using rigorous online reading tasks when appropriate, to read independently, answer text-dependent questions - including selective responses (with Part A/Part B), and written responses.</li> <li>Continue daily instruction of high frequency words and high frequency words aligned with Wonders and the science of reading</li> <li>Continue direct word-study instruction aligned with <i>Fundations</i> as well as Greek and Latin Roots and the science of reading</li> <li>The staff will empower students through strategic goal setting and progress monitoring (e.g. CBA, RI, Reading Level)</li> <li>Administration will conduct weekly walkthroughs focused on MQI model and SIT goals</li> <li>Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students</li> </ul> <p><b>Lessons modeled/co-taught by ELA resource, general educators, special educators, AA, and/or ESOL teacher.</b></p> <ul style="list-style-type: none"> <li>Use of curriculum resources including Wonders and <i>FUNDations</i></li> <li>Aligned with the Science of Reading.</li> </ul> <p><b>Utilize the WIN Intervention Plan</b></p> <ul style="list-style-type: none"> <li>Twice a week, teachers will provide Tier 1 interventions for students identified based on data from the previous year (additional small group)</li> <li>Support staff will provide additional Tier 2 interventions for identified students</li> <li>Hold monthly collaborative data meetings with General Educators and Special Educators to plan and review: students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and supports in place for ELL students.</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>Assessments (as appropriate) identified during monthly data meetings (3x a month on-line reading assessments)</li> <li>Collaborative planning meetings with Reading Specialist weekly</li> <li>Data meetings (monthly) &amp; walkthroughs (weekly)</li> </ul> <p style="text-align: center;"><b>Percentage of Students performing AT/ABOVE STANDARD: ASSESSED READING LEVEL (K-1)/RI (2<sup>nd</sup> -5<sup>th</sup>) during Winter Testing Window</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td><b>Kdg.</b></td> <td>87%</td> <td></td> </tr> <tr> <td><b>1<sup>st</sup></b></td> <td>63%</td> <td></td> </tr> <tr> <td><b>2<sup>nd</sup></b></td> <td>75%</td> <td></td> </tr> <tr> <td><b>3<sup>rd</sup></b></td> <td>70%</td> <td></td> </tr> <tr> <td><b>4<sup>th</sup></b></td> <td>79%</td> <td></td> </tr> <tr> <td><b>5<sup>th</sup></b></td> <td>72%</td> <td></td> </tr> </tbody> </table> <p>Teachers in the primary grades will collect running record data (informal during guided reading) for students prior to data meetings. This will help to monitor student growth of 1 year for on-grade level students and 1.5 years for below grade level students.</p>	Grade	2022	2023	<b>Kdg.</b>	87%		<b>1<sup>st</sup></b>	63%		<b>2<sup>nd</sup></b>	75%		<b>3<sup>rd</sup></b>	70%		<b>4<sup>th</sup></b>	79%		<b>5<sup>th</sup></b>	72%	
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## Writing School Improvement Goal

**By June 2023, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by the end of year HSIW assessment in grades K-1 and the Spring CBA writing score of 80% or greater in grades 2-5, will increase as follows:**

Grade	Spring 2022 ELA Data (% meeting 80%)	Spring 2023 ELA Goal (% meeting 80%)
<b>K</b>	HSIW 60%	HSIW 80%
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### Strategic Actions (Timeline)

**Collaborative planning to support best practices in writing instruction (weekly)**

- Primary grades: focus on HSIW
- Intermediate grades: focus on comprehension and responding to text (digitally and on paper)

**Professional Development for all grades: (monthly)**

- Develop response exemplars, find paired text, and utilize CCPS 10 point writing rubrics within team and across grade levels
- Continue to support students with effective, well-organized use of State Cite Explain when responding to text (**assessed at least weekly**) Use Weekly Wonders Assessments for a resource as appropriate
- Increase the use of common rubrics (10 point) for writing responses with students, including self assessment, during first pass instruction
- The staff will empower students through strategic goal setting and progress monitoring (e.g. CBA, writing rubric expectations)
- Explicit instruction of rubric components for literary, informational, and opinion writing tasks
- Administration will conduct weekly walk-throughs focused on MQI model and SIT goals
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

**Lessons modeled/co-taught by ELA resource, gen. ed., special educators, G&T and/or ESOL teacher.**

**Use of curriculum resources including: (daily)**

Framing Your Thoughts (K-2) Report Form (3-5)

**Utilize the WIN Intervention Plan**

- Twice a week, teachers will provide Tier 1 interventions for students identified based on data discussed at data meetings
- Support staff will provide additional Tier 2 interventions for identified students (Framing Your Thoughts/Report Form)
- Hold monthly collaborative data meetings with General Educators and Special Educators to plan and review: students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and supports in place for ELL students.

### Measures of Success / Desired Performance Level

**Progress Monitoring:**

- Assessments (as appropriate) identified during monthly data meetings (At least weekly use of state-cite-explain). Teachers will do on-line writing tasks at least 3 times a month
- Collaborative planning meetings with Reading Specialist
- Data meetings (monthly) & walkthroughs (weekly)

**Percentage of Students performing AT/ABOVE STANDARD:**

**Hearing Sounds in Words: (Winter Testing Window)**

Grade	2022	2023
<b>Kdg.</b>	60%	
<b>1<sup>st</sup> Grade</b>	76%	

**CBA (% at or above)**

Grade	2018	2019	2021	2022
<b>2<sup>nd</sup> Grade</b>	68.9%	78%	75%	
<b>3<sup>rd</sup> Grade</b>	57.5%	68.1%	80%	
<b>4<sup>th</sup> Grade</b>	45.6%	57.5%	75%	
<b>5<sup>th</sup> Grade</b>	60.5%	64%	85%	

- Teachers in grades 2-5 will use weekly writing assessments to monitor student growth. Students need to be scoring a 8 out of 10 on the CCPS writing rubrics in order to demonstrate grade level mastery, which is a predictor of 80% on the CBA written responses for narrative, opinion, and informational writing.

## Math School Improvement Goal

**By June of 2023, the percentage of students meeting or exceeding grade level math expectations, as measured by the end of the year Math Benchmark Assessment, will increase as follows:**

Grade	January 2022 MYA Data (% meeting 80%)	Spring 2022 EYA Data (% meeting 80%) **CRITICAL CONTENT	Spring 2023 EYA Goal (% meeting 80%) EOY target based on increase from average of MYA and EOY from 2022
PreK	90%	91%	92% or greater
K	85%	92%	88% or greater
1	80%	87%	88% or greater
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4	66%	73%	81% or greater
5	56%	86%	80% or greater

For the CCPS EYA 2022 mathematics assessment only critical content standards were assessed. As a result, the data only reflects the most critical standards and is therefore not a direct comparison to previous or future CCPS EYA mathematics assessments. When setting targets for EYA 2023, the team utilized both MYA and EYA data since the EYA data contained all content standards.

Strategic Actions (Timeline)	Measures of Success / Desired Performance Level																																		
<ul style="list-style-type: none"> <li>To build reasoning, teachers will provide purposeful opportunities for students to make sense of and solve word problems (Using visual models, number bonds, while encouraging <b>productive struggle</b>) (<b>at least 3 times a week</b>)</li> <li>To build number sense, teachers will complete a number talk with their class (hook or closure) (<b>at least 2 times a week</b>).</li> <li>Following data meetings, lessons will be modeled/co-taught by Math resource, general educator, special educator, AA teacher and/or ESOL teacher (as needed).</li> <li>On-going professional development on: planning Tier 1 interventions, using math tasks, utilizing technology to support instruction and utilizing independent time to improve fact fluency.</li> <li>The staff will empower students through strategic goal setting and progress monitoring for content standards and fact fluency (monthly).</li> <li>Hold monthly collaborative data meetings with general educators and special educators to plan and review: students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students (monthly).</li> <li>Twice a week, teachers will provide Tier 1 interventions for students identified based on data (weekly).</li> <li>Support staff will provide additional Tier 2 interventions for identified students (4-6 week long interventions). (Bridges and The Number Sense Intervention)</li> <li>Teachers will provide opportunities for students to do their math problem solving and explanations on the computer.</li> <li>Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.</li> <li>Administration will conduct weekly walkthroughs focused on MQI model and SIT goals.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p style="text-align: center;"><b>MYA % meeting 80%</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>21-22 MYA/EYA</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>PreK</td> <td>90%/91%</td> <td></td> </tr> <tr> <td>K</td> <td>85%/92%</td> <td></td> </tr> <tr> <td>1</td> <td>80%/87%</td> <td></td> </tr> <tr> <td>2</td> <td>76%/77%</td> <td></td> </tr> <tr> <td>3</td> <td>72%/88%</td> <td></td> </tr> <tr> <td>4</td> <td>66%/73%</td> <td></td> </tr> <tr> <td>5</td> <td>56%/86%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Formative and Unit Assessments (as appropriate) determined monthly during data meetings</li> <li>Planning meetings with MRT (Focused on developing reasoning and number sense plans)</li> <li>Monthly Data/Planning Meetings</li> <li>January and May Benchmark scores will be used to monitor students for band growth</li> <li>Teachers will use the band growth chart to closely monitor student progress and increase the percent of students in the 80% band</li> </ul> <p style="text-align: center;"><b>Band Growth Expectations</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>May 2021 Benchmark score **Pre K and Kindergarten will use Jan. 2022 score</th> <th>May 2022 Benchmark Score Goal</th> </tr> </thead> <tbody> <tr> <td>80 - 100%</td> <td>Maintain or exceed</td> </tr> <tr> <td>70 -79% (approaching)</td> <td>80% or greater</td> </tr> <tr> <td>60 – 69%</td> <td>75% or greater</td> </tr> <tr> <td>Below 60%</td> <td>70% or greater</td> </tr> </tbody> </table>	Grade	21-22 MYA/EYA	22-23	PreK	90%/91%		K	85%/92%		1	80%/87%		2	76%/77%		3	72%/88%		4	66%/73%		5	56%/86%		May 2021 Benchmark score **Pre K and Kindergarten will use Jan. 2022 score	May 2022 Benchmark Score Goal	80 - 100%	Maintain or exceed	70 -79% (approaching)	80% or greater	60 – 69%	75% or greater	Below 60%	70% or greater
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