

# Westminster Elementary School

## School Improvement Plan 2022-2023

### School Vision / Mission

**Vision:** A community of mindful and motivated lifelong learners

**Mission:** To provide a nurturing school environment where students are inspired to take risks, problem solve, and respect others.

### 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.

#### Successful Workforce

- Recruit and retain highly qualified and diverse employees reflective of our community.
  - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
  - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

#### Safe, Secure, Healthy, and Modern Learning Environment

- Establish a welcoming culture of diversity.
  - Welcoming, diverse, respectful, and civil culture
- Promote respect and civility.
- Collaborate internally and externally to support students' health and well-being.
- Provide safe and secure schools, facilities, and assets.
  - Safe to Learn Act
- Maintain modern schools, facilities, and resources that support the educational program.
  - Facilities Condition Index (FCI)

**School Needs Assessment - Math**

Trend data from 2018-2022 EOY assessments indicates that:

Students in Pre-K and K demonstrate consistent mastery of math concepts. Specific analysis of content standards in these grades reveals the percentage of students meeting or exceeding standard, 80% or higher, typically meets or exceeds CCPS percentages with an overall trend average of 90% meeting or exceeding standard.

The overall trend average of students in grades 1-5 meeting or exceeding 80% on the EOY math assessment is Less than 80% with an increase in the number of students not meeting standard in grades 4 and 5.

**Percent of Students Meeting Standard(80%) on Math EOY Assessment**

	Pre-K		K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES	CCPS	WES
2018	86	95	92	91	87	86	82	90	72	82	74	85	65	81
2019	95	100	88	90	88	80	82	86	75	72	75	57	69	61
2021	88	79	82	88	81	56	70	63	72	71	66	51	56	42
2022	90	95	89	91	86	79	77	61	74	77	74	67	59	37

**School Needs Assessment - ELA**

**PreK-5 ELA Trend Data:**

<b>Grade</b>	<b>Percent Meeting Expectations Mid Year 2020</b>	<b>Percent Meeting Expectations May 2021</b>	<b>Percent Meeting Expectations May 2022</b>
PreK	Letter ID – 89%	Letter ID (upper) - 79% Letter ID (lower) - 79%	Letter ID (upper) - 63% Letter ID (lower) - 53%
K	Reading Level- 85%	Reading Level – 73% HFW - 74% HSIW - 62% CCPA (closed syllables) - n/a	Reading Level – 80% HFW – 73% HSIW – 78% CCPA (closed syllables) – 73%
1	Reading Level – 75% HFW – 83%	Reading Level – 51% CCPA (r-controlled) – n/a CCPA (2-syllable closed) – n/a HFW – 57%	Reading Level – 59% CCPA (r-controlled) – 81% CCPA (2-syllable closed) – 78% HFW – 63%
2	Reading Level – 81% SRI – 66% CBA – 44%	Reading Level – 46% RI – 67% CBA – 76%	Reading Level – 44% RI – 64% CBA – 66%
3	SRI – 77% CBA – 48%	RI – 70% CBA – 46%	RI – 72% CBA - Opin: 39%   Lit: 37%
4	SRI – 72% CBA – 21%	RI - 63% CBA – 52%	RI – 65% CBA - Opin: 35%   Lit: 52%
5	SRI – 77% CBA – 58%	RI – 64% CBA - 56%	RI – 63% CBA - Opin: 42%   Lit: 33%

**CBA Writing Data**

	<b>Fall 2021 CBA - Narrative Writing</b> Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	<b>End of Year 2022 CBA Data</b> Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric
<b>Grade 3</b>	21%	<b>Opinion: 51%</b> <b>Literary: 43%</b>
<b>Grade 4</b>	41%	<b>Opinion: 40%</b> <b>Literary: 41%</b>
<b>Grade 5</b>	46%	<b>Opinion: 61%</b> <b>Literary: 60%</b>

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

1. By June 2022, the percentage of students meeting or exceeding 80% will increase by the determined grade level target as measured by the CCPS End of the Year Math Assessment. (see chart under goal 1)
2. By June 2023, the percent of students meeting grade level reading expectations will increase by the determined goal (see chart under Goal #2) as measured by reading level, high frequency words, CCPA (grades Pre-K through 1), CBA and RI (grades 2-5).
3. By June 2023, each grade level will meet their grade-specific writing goal on the Spring CBA.

**School Improvement Goal #1: Math**

By June 2023, the percentage of students meeting 80% or better in the area of numbers in base ten will increase by the determined goal as measured by the CCPS End of the Year Math Assessment.

EOY Math Benchmark % of Students Meeting Standard (80%)

	<b>CCPS 2022</b>	<b>WES 2022</b>	<b>WES 2023 Target</b>
<i>Pre-K</i>	90%	95%	<b>95%</b>
<i>Kindergarten</i>	89%	91%	<b>95%</b>
<i>Grade 1</i>	86%	79%	<b>85%</b>
<i>Grade 2</i>	77%	61%	<b>95%</b>
<i>Grade 3</i>	74%	77%	<b>75%</b>
<i>Grade 4</i>	74%	67%	<b>77%</b>
<i>Grade 5</i>	59%	37%	<b>70%</b>

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p><b>1.1</b> Grade-level teachers will meet with the math specialist during Team Meetings to:</p> <ul style="list-style-type: none"> <li>○ identify students who not meeting grade level expectations and determine appropriate interventions</li> <li>○ analyze county wide formative and summative assessments to monitor progress of these students and determine next steps for instruction</li> <li>○ identify and plan for prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Team Meetings September-June</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson plans and instructional practices reflect proactive and reflective planning</li> <li>● Increased percentage of students meeting 80% standard on grade level CCPS unit assessments.</li> <li>● Decreased number of students identified for intervention groups.</li> </ul>
<p><b>1.2</b> Create and monitor <b>SLOs and WIGS</b> that support goals on the School Improvement Plan.</p>	<ul style="list-style-type: none"> <li>● September/October: Collaborative data analysis and creation of SLOS and WIGS</li> <li>● Monitoring: monthly</li> </ul>	<ul style="list-style-type: none"> <li>● Increased percentage of students meeting 80% standard on CCPS grade level unit assessments.</li> </ul>
<p><b>1.3</b> All K-5 teachers will be provided with grade level Professional Learning for the Bridges Intervention Program.</p>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Bridges progress monitoring assessments</li> <li>● Increased percentage of students meeting 80% standard on grade level CCPS unit assessments.</li> </ul>
<p><b>1.4</b> Teachers in grade 1- 5 will utilize student- focused error analysis practices as a formative follow up to grade level unit assessments.</p>	<ul style="list-style-type: none"> <li>● Following CCPS unit assessments September-June</li> </ul>	<ul style="list-style-type: none"> <li>● Increased percentage of students meeting 80% standard on grade level CCPS unit assessments.</li> <li>● Increased percentage of students meeting 80% standard on CCPS MYA assessments.</li> </ul>
<p><b>1.4</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.</p>	<p>Sept-June</p>	<p>-teacher survey</p>

### School Improvement Goal #2: ELA

By June 2023, the percent of students meeting grade level reading expectations will increase by the determined goal (see chart below) as measured by reading level, high frequency words, CCPA (grades Pre-K through 2), CBA and RI (grades 2-5).

Grade	Percent Meeting Expectations May 2021	Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2023 - GOAL
PreK	Letter ID (upper) - 79% Letter ID (lower) - 79%	Letter ID (upper) - 63% Letter ID (lower) - 53%	Letter ID (upper) - 80% Letter ID (lower) - 80%
K	Reading Level – 73% HFW - 74% HSIW - 62% CCPA (closed syllables) - n/a	Reading Level – 80% HFW – 73% HSIW – 78% CCPA (closed syllables) – 73%	Reading Level – 85% HFW – 78% HSIW – 83% CCPA (closed syllables) – 78%
1	Reading Level – 51% CCPA (r-controlled) – n/a CCPA (2-syllable closed) – n/a HFW – 57%	Reading Level – 59% CCPA (r-controlled) – 81% CCPA (2-syllable closed) – 78% HFW – 63%	Reading Level – 85% CCPA (r-controlled) – 78% CCPA (2-syllable closed) – 78% HFW – 78%
2	Reading Level – 46% RI – 67% CBA – 76%	Reading Level – 44% RI – 64% CBA – 66%	Reading Level – 64% RI – 64% CBA – 64%
3	RI – 70% CBA – 46%	RI – 72% CBA - Opin: 39%   Lit: 37%	RI – 49% CBA – 71%
4	RI - 63% CBA – 52%	RI – 65% CBA - Opin: 35%   Lit: 52%	RI – 77% CBA – 43%
5	RI – 64% CBA - 56%	RI – 63% CBA - Opin: 42%   Lit: 33%	RI – 70% CBA – 49%

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<b>2.1</b> Professional development using the text <b><u>The Next Step Forward in Guided Reading</u></b> , focused on enhancing small group instruction practices and components.	<ul style="list-style-type: none"> <li>Introduction of text to all staff, beginning of the year</li> <li>Grade-level teams *including special education* will receive a ½ day professional development with ELA specialist to delve into the text (end of Sept. or early October)</li> <li>Follow-up discussions during collaborative planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Assessed Reading Level</li> <li>Fall &amp; Spring CBA</li> <li>Response to text formative assessments (<u>Wonders</u> or teacher generated)</li> </ul>
<b>2.2</b> Create and monitor <b>SLOs and WIGS</b> that support goals on the School Improvement Plan.	<ul style="list-style-type: none"> <li>September/October: Collaborative data analysis and creation of SLOS and WIGS</li> <li>Monitoring: monthly</li> </ul>	<ul style="list-style-type: none"> <li>Assessed Reading Level</li> <li>FUNDations assessments</li> <li>Fall &amp; Spring CBA</li> </ul>
<b>2.3</b> Identify students not meeting grade level expectations on county assessments and determine appropriate <b>interventions</b> . ELA specialist and classroom teachers (general education and special education) will	weekly at Kidtalk meetings	<ul style="list-style-type: none"> <li>Grade-level Excel/Sheets document with individual student data</li> </ul>

collaborate with the <b>AEL tutor</b> and <b>primary interventionist</b> .		<ul style="list-style-type: none"> <li>Progress of interventions</li> </ul>
<b>2.4</b> PreK-Grade 3 teachers will increase the use of Targeted Phonics with the use of <b>FUNdations</b> . FUNdations assessments will be given and analyzed to determine next steps for instruction.	daily instruction & monthly assessments	<ul style="list-style-type: none"> <li>FUNdations assessments</li> <li>Assessed Reading Level (application of phonics to reading)</li> <li>CCPA scores</li> </ul>
<b>2.5</b> Enhance student <b>independent</b> learning opportunities, incorporating available <b>technology</b> (Freckle, Lexia for identified students). Teachers will use formative data within the programs to target student needs during small group instruction.	<ul style="list-style-type: none"> <li>August 2022: Introductory PD on Freckle</li> <li>Follow-up discussions about the programs, as well as instructional implications, will happen during team meetings throughout the school year (1 time/month).</li> </ul>	<ul style="list-style-type: none"> <li>Fall &amp; Spring CBA</li> <li>Electronic student responses to text</li> </ul>
<b>2.6</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.	September-June	teacher survey

### School Improvement Goal #3: ELA (Writing)

By June 2023, each grade level meet their grade-specific writing goal on the Spring CBA as detailed below:

	<b>Fall 2021 CBA - Narrative Writing</b> Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	<b>End of Year 2022 CBA Data</b> Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	<b>End of Year 2023 GOAL</b> Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric
<b>Grade 3</b>	21%	Opin: 51% Lit: 43%	<b>Opin: 51%</b> <b>Lit: 43%</b>
<b>Grade 4</b>	41%	Opin: 40% Lit: 41%	<b>Opin: 55%</b> <b>Lit: 48%</b>
<b>Grade 5</b>	46%	Opin: 61% Lit: 60%	<b>Opin: 45%</b> <b>Lit: 46%</b>

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<b>3.1</b> Incorporate classroom structures to include: <ul style="list-style-type: none"> <li>Teacher <b>models the writing process</b> using mini lessons geared towards student need</li> <li>Teacher <b>conferencing</b> with students by need</li> </ul>	September-June Daily/ Weekly	<ul style="list-style-type: none"> <li>Fall &amp; Spring CBA</li> <li>Completed student writing assignments (narrative, opinion, information)</li> <li>Writing Portfolios</li> </ul>
<b>3.2</b> Grade 2-5 teachers will incorporate CBA practice/text dependent writing prompts and increase opportunities for students to participate in rigorous <b>on-line writing tasks</b> to respond to reading (ex. Performance Matters practice CBA assessments).	September-June 2 times/month	<ul style="list-style-type: none"> <li>Fall &amp; Spring CBA</li> <li>Electronic student responses to text</li> <li>Formative assessments for response to text (<u>Wonders</u> or teacher generated)</li> </ul>

<p><b>3.3</b> Increase the use of common <b>rubrics</b> for writing responses with students, including group/peer assessments activities and self-assessment, during first pass instruction.</p>	<p>September-June Weekly</p>	<ul style="list-style-type: none"> <li>● Fall &amp; Spring CBA</li> <li>● Completed student writing assignments (narrative, opinion, information)</li> </ul>
<p><b>3.4</b> Ensure that teachers demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach ALL students.</p>	<p>September-June</p>	<p>teacher survey</p>