Westminster Elementary School
School Improvement Plan
2023-2024

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 2019-2023 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
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
2023	88	75	89	93	92	95	75	75	62	46	66	59	69	57

Students Meeting Standard by Content Domain

|	PK	K	1	2	3	4	5
WES/CCPS	75/88	93/89	95/92	75/75	46/62	59/66	57/69
CC	70/88	92/86					
OA	95/84	82/81	85/74	50/52	60/74	67/68	-
G		73/79	91/85	72/76	73/72	55/60	88/86
MD			94/92	82/73	31/47	61/61	36/56
NBT		82/75	92/91	67/74	34/50	65/63	52/66
NF					63/72	45/56	50/62

School Needs Assessment - ELA

PreK-5 ELA Trend Data:

Grade	Percent Meeting Expectations May 2021	Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2023
PreK	Letter ID (upper) - 79% Letter ID (lower) - 79%	Letter ID (upper) - 63% Letter ID (lower) - 53%	**Letter ID (upper): 90%** (county: 88%) **Letter ID (lower): 85%** (county: 87%)
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%** (county: 85%) **HFW: 85%** (county: 86%) **HSIW: 80%** (county: 75%) **CCPA (closed syll.): 84%** (county: 83%)
1	Reading Level: 51% CCPA (closed syllables w/ blends): CCPA (v-e): n/a CCPA (2-syllable closed): n/a HFW – 57%	Reading Level – 59% CCPA (closed syllables w/ blends): CCPA (v-e): n/a CCPA (2-syllable closed) – 78% HFW – 63%	**Reading Level: 68%** (county: 76%) **CCPA (closed syll. w/ blends): 88%** (county: 91%) **CCPA (v-e): 85%** (county: 87%) **CCPA (2-syll. closed): 76%** (county: 76%) **HFW: 55%** (county: 70%)
2	Reading Level – 46% RI – 67% CBA – 76%	Reading Level – 44% RI – 64% CBA – 66%	**Reading Level: 56%** (county: 71%) **CCPA (2-syll., all types): 81%** (county: 63%) **RI: 68%** (county: 69%) **CBA (Opin.): 83% avg.** (county: 82% avg.) **CBA (Lit.): 79% avg.** (county: 82% avg.)
3	Reading Level – 67% RI – 70% CBA – 46%	Reading Level – 81% RI – 72% CBA - Opin: 39% | Lit: 37%	**Reading Level: 74%** (county: 81%) **RI: 67%** (county: 68%) **CBA (Opin): 69% avg.** (county: 75% avg.) **CBA (Lit): 67% avg.** (county: 76% avg.)
4	RI - 63% CBA –52%	RI – 65% CBA - Opin: 35% | Lit: 52%	**RI: 66%** (county: 73%) **CBA (Opin): 73% avg.** (county: 73% avg.) **CBA (Lit): 79% avg.** (county: 78% avg.)
5	RI – 64% CBA - 56%	RI – 63% CBA - Opin: 42% | Lit: 33%	**RI: 63%** (county: 76%) **CBA (Opin): 74% avg.** (county: 76% avg.) **CBA (Lit): 73% avg.** (county: 77% avg.)

WES - Reading Level Trend Data

WES - CBA Averages

Legend: ■ EOY 2023 Opin. ■ EOY 2023 Lit.
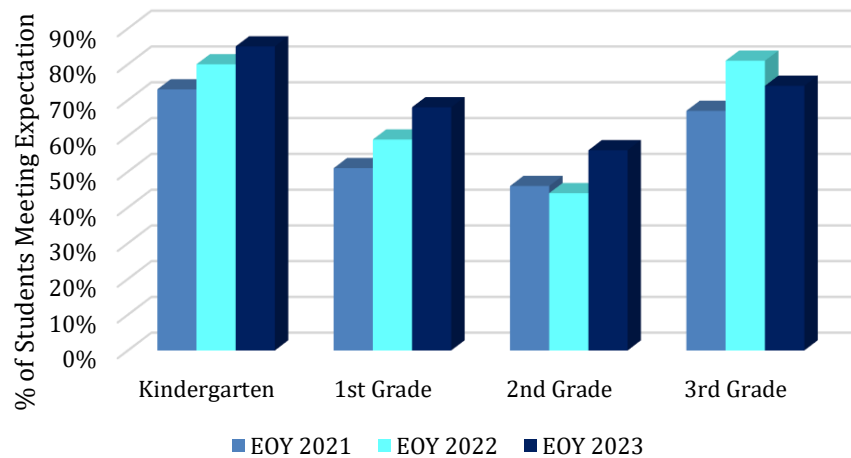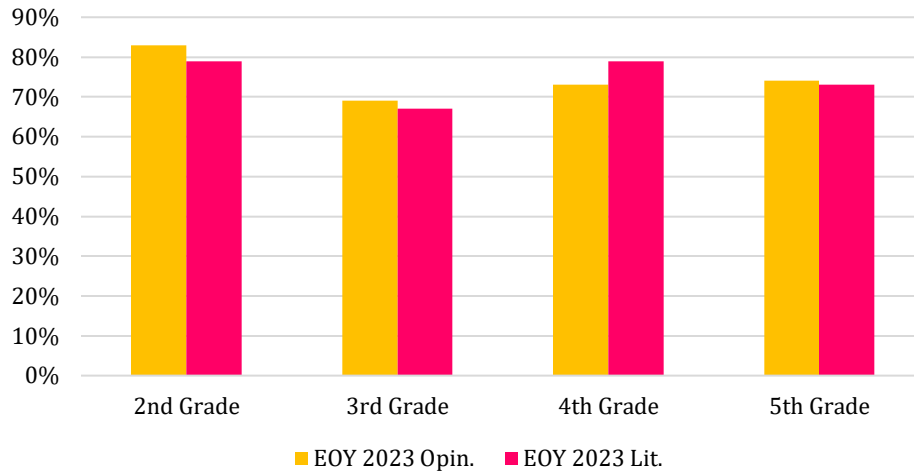
CBA Writing Data

	Fall 2021 CBA - Narrative Writing Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	**End of Year 2022 CBA Data** Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	**End of Year 2023 CBA Data** Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric
Grade 2	n/a (old rubric was used)	n/a (old rubric was used)	Opin: 74% Lit: 53%
Grade 3	21%	Opin: 51% Lit: 43%	Opin: 65% Lit: 61%
Grade 4	41%	Opin: 40% Lit: 41%	Opin: 75% Lit: 63%
Grade 5	46%	Opin: 61% Lit: 60%	Opin: 75% Lit: 63%

School Improvement Goals to Target Areas from Needs Assessment
1. MATH: By June 2024, 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. READING: By June 2024, the percent of students meeting grade level reading expectations will increase by the determined goal as measured by reading level, high frequency words, CCPA (grades Pre-K though 2), CBA and RI (grades 2-5) AND/OR meet county averages. 3. WRITING: By June 2024, each grade level will meet their grade-specific writing goal on the Spring Opinion & Literary CBAs. 4. EQUITY: We will reduce the number of discipline referrals for our FARMS students.

School Improvement Goal #1: Math

By June 2024, the percentage of students meeting 80% or better 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%)

	CCPS 2022	WES 2022	MYA 2023		WES EOY 2023 Target	EOY 2023		WES EOY 2024 Target
			CCPS	WES		CCPS	WES	
Pre-K	90%	95%	92%	80%	95%	88%	75%	90%
Kindergarten	89%	91%	86%	90%	95%	89%	93%	95%
Grade 1	86%	79%	87%	89%	85%	92%	95%	95%
Grade 2	77%	61%	70%	70%	80%	75%	75%	80%
Grade 3	74%	77%	64%	49%	75%	62%	46%	63%
Grade 4	74%	67%	62%	58%	77%	66%	59%	70%
Grade 5	59%	37%	67%	50%	70%	69%	56%	68%

Mean Scores

EOY 2023	PK	K	1	2	3	4	5
WES	86	92	94	84	72	79	78
CCPS	91	91	92	85	79	80	83

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Grade-level teachers will meet with the math specialist during Team Meetings to: ○ Analyze student data and weekly progress to determine appropriate instructional shifts/ next steps/ interventions ○ identify and plan for prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide instruction	● Weekly team Meetings September-June	● Lesson plans and instructional practices reflect proactive and reflective planning ● Increased percentage of students meeting 80% standard on grade level CCPS unit assessments. ● Increased percentage of students meeting intervention goals.

1.2 Grade-level teachers will meet with the math specialist/Mentor Teacher/Primary or Intermediate Interventionist to: ○ Analyze classroom and assessment data to identify tier 2/3 intervention needs. ○ Develop intervention plans and SMART goals with the MRT/Mentor Teacher.	● Fall/Winter/Spring at the beginning/end of intervention cycles	● 80% of students receiving interventions will meet the SMART goal at the end of the intervention window. ● 100% of students not meeting with success during progress monitoring will have the intervention modified.
1.3 Create and monitor **SLOs and WIGS** that support goals on the School Improvement Plan.	September/October: Collaborative data analysis and creation of SLOS and WIGS ● Monitoring: monthly	● 100% of teacher mathematics SLOs and WIGS will align to the SIP. ● WIG progress will be shared at data meetings and strategies will be discussed in order to meet the goals established. ● WIG Progress will be posted via a scoreboard monthly
1.4 All K-5 teachers will be provided with grade level Professional Learning for targeted domain(s). Pre-K CC/OA K- CC/OA 1st- OA 2nd-OA/NBT 3rd-OA/NBT 4th-OA/NF 5th- NBT/NF	● Fall/Winter /Spring PD sessions ● Monthly monitoring during grade level planning	● Increased percentage of students meeting 80% standard on targeted domain specific assessment items. ● Evidence of instructional practices within daily lessons. ●

1.5 Teachers in grade 1- 5 will utilize student- focused error analysis practices as a formative follow up to grade level unit assessments.
● MRT provided introduction/review of error analysis practices with follow-up as needed
	● August/September- Initial review of error analysis practices with MRT
	● Follow up to CCPS unit assessments September-June
		● Increased percentage of students meeting 80% standard on grade level CCPS unit assessments.
		● Increased percentage of students meeting 80% standard on CCPS MYA assessments.
		  ○ PK ≥ 90
		  ○ K ≥ 95
		  ○ Gr1 ≥ 92
		  ○ Gr2 ≥ 75
		  ○ Gr3 ≥ 60
		  ○ Gr4 ≥ 70
		  ○ Gr5 ≥ 60

School Improvement Goal #2: ELA (Reading)

By June 2024, 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 though 2), CBA and RI (grades 2-5) AND/OR meet county averages.

Grade	Percent Meeting Expectations May 2021	Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2023	End of Year 2024 - GOAL
PreK	Letter ID (upper) - 79% Letter ID (lower) - 79%	Letter ID (upper) - 63% Letter ID (lower) - 53%	**Letter ID (upper): 90%** (county: 88%) **Letter ID (lower): 85%** (county: 87%)	**Letter ID (upper): 90%** **Letter ID (lower): 85%**
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%** (county: 85%) **HFW: 85%** (county: 86%) **HSIW: 80%** (county: 75%) **CCPA (closed syll.): 84%** (county: 83%)	**Reading Level: 88%** **HFW: 88%** **HSIW: 83%** **CCPA (closed syllables): 87%**
1	Reading Level: 51% CCPA (v-e): n/a CCPA (2-syllable closed): n/a HFW – 57%	Reading Level – 59% CCPA (v-e): n/a CCPA (2-syllable closed) – 78% HFW – 63%	**Reading Level: 68%** (county: 76%) **CCPA (closed syll. w/ blends): 88%** (county: 91%) **CCPA (v-e): 85%** (county: 87%) **CCPA (2-syll. closed): 76%** (county: 76%) **HFW: 55%** (county: 70%)	**Reading Level: 71%** **CCPA (closed syll. w/ blends): 91%** **CCPA (v-e): 88%** **CCPA (2-syll. closed): 79%** **HFW: 58%**
2	Reading Level – 46% RI – 67% CBA – 76%	Reading Level – 44% RI – 64% CBA – 66%	**Reading Level: 56%** (county: 71%) **CCPA (2-syll., all types): 81%** (county: 63%) **RI: 68%** (county: 69%) **CBA (Opin.): 83% avg.** (county: 82% avg.) **CBA (Lit.): 79% avg.** (county: 82% avg.)	**Reading Level: 59%** **CCPA (2-syll., all types): 84%** **RI: 71%** **CBA (Opin.): 86% avg.** **CBA (Lit.): 82% avg.**
3	Reading Level – 67% RI – 70% CBA – 46%	Reading Level – 81% RI – 72% CBA - Opin: 39% | Lit: 37%	**Reading Level: 74%** (county: 81%) **RI: 67%** (county: 68%) **CBA (Opin): 69% avg.** (county: 75% avg.) **CBA (Lit): 67% avg.** (county: 76% avg.)	**Reading Level: 77%** **RI: 71%** **CBA (Opin): 73% avg.** **CBA (Lit): 70% avg.**
4	RI - 63% CBA –52%	RI – 65% CBA - Opin: 35% | Lit: 52%	**RI: 66%** (county: 73%) **CBA (Opin): 73% avg.** (county: 73% avg.) **CBA (Lit): 79% avg.** (county: 78% avg.)	**RI: 69%** **CBA (Opin): 76% avg.** **CBA (Lit): 82% avg.**
5	RI – 64% CBA - 56%	RI – 63% CBA - Opin: 42% | Lit: 33%	**RI: 63%** (county: 76%) **CBA (Opin): 74% avg.** (county: 76% avg.) **CBA (Lit): 73% avg.** (county: 77% avg.)	**RI: 66%** **CBA (Opin): 77% avg.** **CBA (Lit): 76% avg.**

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Professional development delving into best practices based on the science of reading, focused on enhancing Tier 1 instruction. The following texts will be used to guide professional development: • Shifting the Balance • Above the Fray • Choosing and Using Decodable Texts *and* resources from UFLI	• PD in the Fall – decodable texts focus; will use CCPA data to plan for implementation of decodable texts • grade-level and cross-grade level PD throughout the year based on need • Follow-up discussions during collaborative planning meetings	• Assessed Reading Level • Fall & Spring CBA • Response to text formative assessments (Wonders or teacher generated)
2.2 Create targeted SLO's to guide teaching toward the School Improvement Plan. Collaboratively monitor **SLOs and WIGS**.	• September/October: Collaborative data analysis and creation of SLOS and WIGS • Monitoring: monthly	• Assessed Reading Level • FUNdations assessments • Fall & Spring CBA

2.3 Identify students not meeting grade level expectations on county assessments and determine appropriate **interventions.** ELA specialist and classroom teachers (general education and special education) will collaborate with the **AEL tutor, Primary & Intermediate Interventionist, mentor teacher, LEAD tutor, and Title 1 teachers.** • Develop intervention plans and SMART goals with the ELA Specialist/mentor teacher.	• weekly at Kidtalk meetings • formal data will be used to guide intervention groups 3x/year (Fall, Winter, March/April)	• Grade-level Excel/Sheets document with individual student data • Progress of interventions, entered into IST OneNote
2.4 Teachers in grades K-3 will increase the use of Targeted Phonics with the use of **FUNdations**. FUNdations assessments will be given and analyzed to determine next steps for instruction which may include: additional whole group instruction, Fundations re-teach in small groups, Kidtalking specific students who continue to have trouble, and/or possible intervention with interventionist.	daily instruction & monthly assessments	• FUNdations assessments • Assessed Reading Level (application of phonics to reading) • CCPA scores
2.5 Enhance student **independent** learning opportunities, incorporating available **technology** (Freckle, Lexia for identified students). Teachers will use formative data within the programs to target student needs during small group instruction.	• Discussions about the programs, as well as instructional implications, will happen during team meetings throughout the school year (1 time/month).	• Fall & Spring CBA • Electronic student responses to text

School Improvement Goal #3: ELA (Writing)

By June 2024, each grade level (Grades 2-5) will meet their grade-specific writing goal on the Opinion and Literary Spring CBAs as detailed below:

	Fall 2021 CBA - Narrative Writing Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	**End of Year 2022 CBA Data** Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	**End of Year 2023 CBA Data** Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric	**End of Year 2024 CBA GOAL** Percentage of Students Scoring an 8/10 or higher on the CCPS writing rubric
Grade 2	n/a (old rubric was used)	n/a (old rubric was used)	Opin: 74% Lit: 53%	Opin: 77% Lit: 56%
Grade 3	21%	Opin: 51% Lit: 43%	Opin: 59% Lit: 37%	Opin: 62% Lit: 40%
Grade 4	41%	Opin: 40% Lit: 41%	Opin: 65% Lit: 61%	Opin: 68% Lit: 64%
Grade 5	46%	Opin: 61% Lit: 60%	Opin: 75% Lit: 63%	Opin: 78% Lit: 66%

Strategic Actions	**Timeline**	**Measures of Success / Desired Performance Level**
3.1 Incorporate classroom structures and strategies to include: - Teacher **models the writing process** using mini lessons geared towards student need (adressing the areas of literary, information, and opinion writing). - Teacher **conferencing** with students by need **Unlocking the Prompt** writing strategy	September-June Daily/ Weekly	- Fall & Spring CBA - Completed student writing assignments (narrative, opinion, information) - Writing Portfolios
3.2 Grade 2-5 teachers will incorporate CBA practice/text dependent writing prompts and increase opportunities for students to participate in rigorous **on-line writing tasks** to respond to reading (ex. Performance Matters practice CBA assessments).	September-June 2 times/month	- Fall & Spring CBA - Electronic student responses to text - Formative assessments for response to text (Wonders or teacher generated)
3.3 Increase the use of common **rubrics** for writing responses with students, including group/peer assessments activities and self-assessment, during first pass instruction.	September-June Weekly	- Fall & Spring CBA - Completed student writing assignments (narrative, opinion, information)
3.4 There will be **collaboration** between gen. ed. and special teachers, as well as humanities and STEM teachers (Grades 3-5), about teaching writing and using common rubrics.	September-June monthly	Fall & Spring CBA

School Improvement Goal #4: Equity

By June 2024 the number of FARMS students' referrals will decrease through the implementation of collaborative professional development focused on the effects of trauma.

	Total # of Students	FARMS Students		Non-FARMS Students	
Number of Students at WES	559	253	45%	306	55%
Major Referrals	203	180	89%	23	11%
Minor Referrals	236	187	79%	49	21%
Forms Completed for Bullying Incidents**	4	2	50%	2	50%

**While a total of four bullying forms were completed,
two of the incidents were determined to be unfounded after investigation.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
4.1 All staff will review the PBIS policies as well as the expected disciplinary actions used at WES. The guidance counselor will provide resources for the school that are consistent amongst grade levels. • Staff will implement consistent use of disciplinary actions such as "stop and thinks", use of a "cool down" spot, color system (preK-1st), and referrals. • Students will clearly understand the expectations for all parts of their school day.	August Staff meeting	We will reduce the overall number of major referrals from FARMS students from 89% to 70%. We will reduce the overall number of minor referrals from FARMS students from 79% to 60%.
4.2 Professional development allowing our staff knowledge of and strategies for academically and emotionally supporting students dealing with trauma. • We will implement the use of the second step curriculum across all grade levels after a whole-staff training.	Staff Meetings: • Nov 1st • January 10th • March 6th	We will reduce the overall number of major referrals from FARMS students from 89% to 70%. We will reduce the overall number of minor referrals from FARMS students from 79% to 60%.
4.3 Staff will continue to look at discipline data with staff stakeholders such as behavioral support staff, teachers, administration, etc. We will also discuss behavior and discipline at the team level and use of tier one and tier two strategies and POI documentation.	• Monthly SST meetings • Monthly PBIS committee meetings • Weekly grade level kid-talk meetings	We will reduce the overall number of major referrals from FARMS students from 89% to 70%. We will reduce the overall number of minor referrals from FARMS students from 79% to 60%.