

Westminster Elementary School

School Improvement Plan

2024-2025

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

Table 1 MCAP Performance-Math

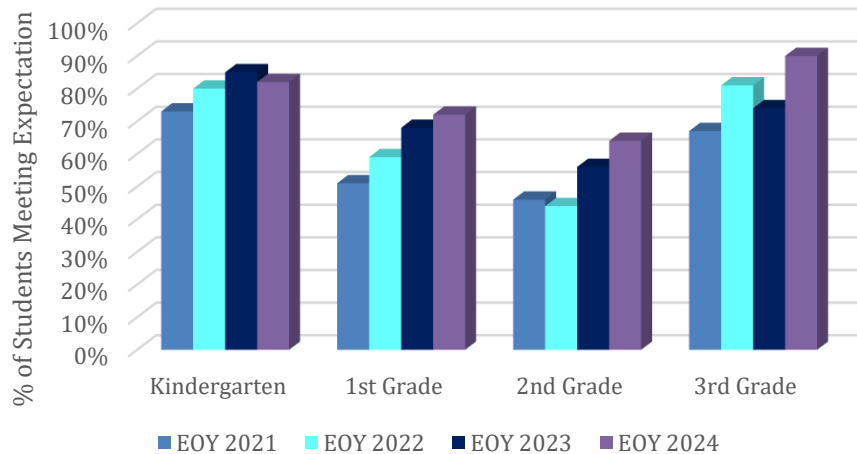
% of students scoring proficient or better	3 rd Grade	4 th Grade	5 th Grade
White	64%	39%	35%
Minority	50%	2%	13%
Farms	45%	21%	17%
Special Education	35%	23%	0%
All Students	65% (+15%)	34% (-9%)	31% (-8)
Male	61%	40%	32%
Female	69%	27%	29%

School Needs Assessment - ELA

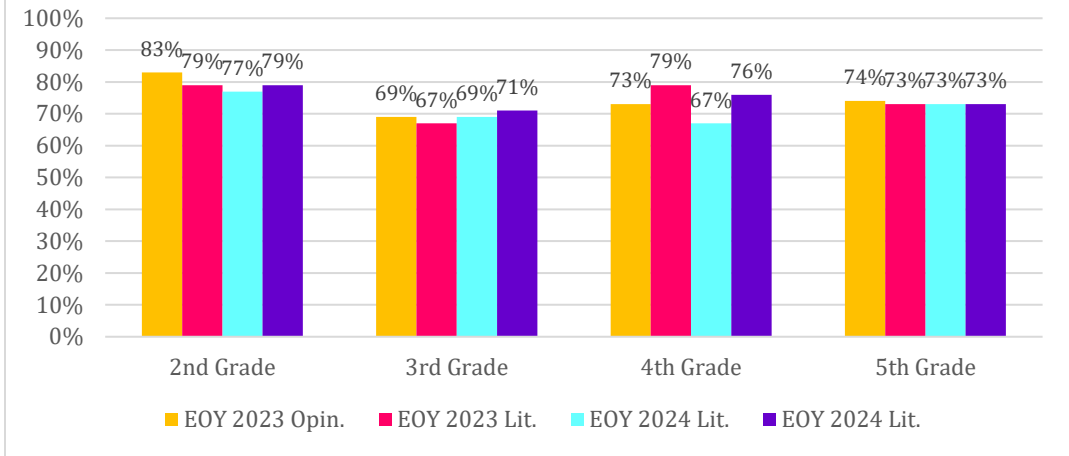
PreK-5 ELA Trend Data:

Grade	Percent Meeting Expectations May 2021	Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2023	Percent Meeting Expectations May 2024
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): 95% (county: 92%) Letter ID (lower): 95% (county: 91%)
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: 82% (county: 83%) HFW: 80% (county: 86%) HSIW: 78% (county: 73%) CCPA (closed syll.): 80% (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%)	Reading Level: 72% (county: 76%) CCPA (closed syll. w/ blends): 86% (county: 90%) CCPA (v-e): 78% (county: 85%) CCPA (2-syll. closed): 66% (county: 75%) HFW: 67% (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.)	Reading Level: 64% (county: 72%) CCPA (2-syll., all): 61% (county: 63%) RI: 64% (county: 71%) CBA (Opin.): 77% avg. (county: 81% avg.) CBA (Lit.): 78% avg. (county: 78% 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: 90% (county: 88%) RI: 70% (county: 70%) CBA (Opin): 69% avg. (county: 75% avg.) CBA (Lit): 71% avg. (county: 74% 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: 59% (county: 72%) CBA (Opin): 67% avg. (county: 72% avg.) CBA (Lit): 76% avg. (county: 79% 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: 74% (county: 75%) CBA (Opin): 73% avg. (county: 76% avg.) CBA (Lit): 73% avg. (county: 77% avg.)

WES - Reading Level Trend Data



WES - CBA Averages



CBA Writing Data

	Fall 2021 CBA - Narrative Writing % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2022 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2023 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2024 CBA Data % of Students Scoring 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: 62% Lit: 55%
Grade 3	21%	Opin: 51% Lit: 43%	Opin: 65% Lit: 61%	Opin: 55% Lit: 52%
Grade 4	41%	Opin: 40% Lit: 41%	Opin: 75% Lit: 63%	Opin: 48% Lit: 51%
Grade 5	46%	Opin: 61% Lit: 60%	Opin: 75% Lit: 63%	Opin: 78% Lit: 74%

Table 1 MCAP Performance-ELA

% of students scoring proficient or better	3 rd Grade	4 th Grade	5 th Grade
White	57%	55%	46%
Minority	60%	45%	28%
Farms	46%	42%	25%
Special Education	10%	20%	0%
All Students	60 (+10%)	51% (-8%)	42% (same)
Male	47%	34%	56%
Female	55%	48%	63%

School Improvement Goals

- MATH:** By June 2025, 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)
- READING:** By June 2024, the percent of students meeting grade level reading expectations will increase by the determined goal as measured by Acadience, high frequency words, CCPA (grades Pre-K though 2), CBA and MAP (grades 2-5) AND/OR meet county averages.
- WRITING:** By June 2025, each grade level will meet their grade-specific writing goal on the Spring Opinion & Literary CBAs.
- EQUITY:** By June 2025, the percentage of FARMS students scoring proficient on ELA county assessments and Math benchmark data will be within 10% of our non-FARMS population scores.

School Improvement Goal #1: Math

By June 2025, 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.

Percent Mtg.	CCPS 2024 EOY	WES 2024 EOY	CCPS 2025 EOY	WES 2025 EOY Target
Pre-K	92	95		95
Kindergarten	89	89		95
Grade 1	89	89		95
Grade 2	74	60		80
Grade 3	65	66		70
Grade 4	66	55		73
Grade 5	70	43		68

Mean Scores 2024 EOY

EOY 2024	PK	K	1	2	3	4	5
WES	92	91	91	79	79	75	73
CCPS	92	91	91	84	79	81	83

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>1.1 Grade-level teachers will meet with the math specialist during Team Meetings to:</p> <ul style="list-style-type: none"> Analyze student data and weekly progress to determine appropriate instructional shifts/ next steps/ interventions using formative and summative data identify and plan for prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide instruction 	<ul style="list-style-type: none"> Weekly team Meetings September-June Monthly data meetings connected to current curriculum September-May 	<ul style="list-style-type: none"> Lesson plans and instructional practices reflect proactive and reflective planning First pass instruction demonstrates quality and current best practices. Increased percentage of students meeting 80% standard on grade level CCPS unit assessments. Increased percentage of students meeting intervention goals. Increased percentage of students meeting curriculum formative and summative assessments.
<p>1.2 Grade-level teachers will meet with the math specialist/Mentor Teacher/Title 1 Teachers/Interventionists</p> <ul style="list-style-type: none"> Analyze classroom and assessment data to identify tier 2/3 intervention needs. Develop intervention plans and SMART goals with the MRT/Mentor Teacher. 	<ul style="list-style-type: none"> Fall/Winter/Spring at the beginning/end of intervention cycles Daily flexible small groups 	<ul style="list-style-type: none"> 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.
<p>1.3 Conduct monthly data meetings with Administration, special education case manager, and MRT.</p> <ul style="list-style-type: none"> Monitor student progress on assessments/concept attainment. Identify needs and develop a plan to address them. Set a SMART goal for the next meeting to monitor progress. 	<ul style="list-style-type: none"> Monthly monitoring at data meetings and kid talk Sept./Oct.: Collaborative data analysis and creation of SLOS and WIGS based on current curriculum Student conferencing, charting and goal 	<ul style="list-style-type: none"> All students not meeting their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching.

	setting before and after assessments.	
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>1.4 All K-5 teachers will be provided with grade level Professional Development:</p> <ul style="list-style-type: none"> • Modeling and Reasoning • Daily Routines • Thinking Classroom • IA Training 	<ul style="list-style-type: none"> • Fall/Winter /Spring PD sessions • Monthly data monitoring during grade level planning • Administrative walk-throughs to monitor implementation 	<ul style="list-style-type: none"> • Increased percentage of students meeting 80% standard on targeted domain specific assessment items. • Evidence of instructional practices within daily lessons.
<p>1.5 Instruction will include identified best practices.</p> <ul style="list-style-type: none"> • Number Talks twice a week • Consistent Language/Strategy • Weekly Schoology Assignment using work mats (2nd-5th) and student monitored accountability • Calculator Instruction when applicable • Math Tasks-every two weeks • Spiral Review weekly • Manipulatives used at all levels • Data Chats-twice a week • Assigned computer tasks to match daily assignment (3rd-5th) • Student conferencing after each summative assessment to target reteach areas and set goals for 	<ul style="list-style-type: none"> • Monthly SIT meetings • Weekly collaborative planning • MRT and mentor to co-teach and/or model lessons • Administrative walk-throughs to monitor implementation 	<ul style="list-style-type: none"> • Students meeting 80% will meet or exceed the goals established for the EOY. • Increased performance on summative assessments.

School Improvement Goal #2: ELA (Reading)

By June 2025, the percent of students meeting grade level reading expectations will increase by the determined goal (see chart below) as measured by Acadience, high frequency words, CCPA (grades Pre-K though 2), CBA and MAP (grades 2-5) AND/OR meet county averages.

Grade	% Meeting Expectations May 2021	% Meeting Expectations May 2022	% Meeting Expectations May 2023	% Meeting Expectations May 2024	END OF YEAR 2025 READING 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): 95% (county: 92%) Letter ID (lower): 95% (county: 91%)	Letter ID (upper): 90% Letter ID (lower): 90%
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: 82% (county: 83%) HFW: 80% (county: 86%) HSIW: 78% (county: 73%) CCPA (closed syll.): 80% (county: 83%)	Acadience: TBD* Updated HFW: 85% HSIW: 80% CCPA (closed syll.): 83%
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: 72% (county: 76%) CCPA (closed syll. w/ blends): 86% (county: 90%) CCPA (v-e): 78% (county: 85%) CCPA (2-syll. closed): 66% (county: 75%) HFW: 67% (county: 70%)	Acadience: TBD* CCPA (closed syll. w/ digraphs): 95% CCPA (closed syll. w/ blends): 90% CCPA (v-e): 85% CCPA (2-syll. closed): 75% Updated HFW: 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.)	Reading Level: 64% (county: 72%) CCPA (2-syll., all): 61% (county: 63%) RI: 64% (county: 71%) CBA (Opin.): 77% avg. (county: 81% avg.) CBA (Lit.): 78% avg. (county: 78% avg.)	Acadience: TBD* MAP: TBD* CCPA (vowel digraphs): 88% CCPA (vowel diphthongs): 76% CCPA (2-syll., all): 65% CBA (Opin.): 80% CBA (Lit.): 80%
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: 90% (county: 88%) RI: 70% (county: 70%) CBA (Opin): 69% avg. (county: 75% avg.) CBA (Lit): 71% avg. (county: 74% avg.)	Acadience: TBD* MAP: TBD* CCPA (multi-syllabic): 86% CBA (Opin.): 72% CBA (Lit.): 74%
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: 59% (county: 72%) CBA (Opin): 67% avg. (county: 72% avg.) CBA (Lit): 76% avg. (county: 79% avg.)	MAP: TBD* CBA (Opin.): 71% CBA (Lit.): 76%
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: 74% (county: 75%) CBA (Opin): 73% avg. (county: 76% avg.) CBA (Lit): 73% avg. (county: 77% avg.)	MAP: TBD* CBA (Opin.): 70% CBA (Lit.): 76%

*Acadience and MAP will be given for the first time during the 2024-2025 school year. After the first administration of these assessments in the Fall of 2024, we will use the baseline data to create a goal.

Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
<p>2.1 Teachers will receive professional development aligned to the Science of Reading, focused on enhancing Tier 1 instruction. The following texts will be used to guide professional development:</p> <ul style="list-style-type: none"> • <u>Shifting the Balance</u> (K-2 and 3-5) • <u>Above the Fray</u> • <u>LETRs</u> 	<ul style="list-style-type: none"> • grade-level and cross-grade level PD throughout the year (ex. half days and faculty meetings) • follow-up discussions during collaborative planning meetings 	<ul style="list-style-type: none"> • Acadience • MAP • CCPA • Fall & Spring CBA
Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
<p>2.2: PHONOLOGICAL AWARENESS Teachers will increase opportunities for phonological awareness practice with students. This will include:</p> <ul style="list-style-type: none"> • Foundations letter identification, letter formation, and letter sound instruction and practice • Heggerty whole group instruction, practice in small groups as needed for reteach and/or extension • The use of Elkonin/sound boxes (orthographic mapping) 	<ul style="list-style-type: none"> • Daily instruction in Pre-K, Kindergarten and as needed for students who have not met mastery 	<ul style="list-style-type: none"> • Acadience • Application to CCPA
<p>2.3: PHONICS 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, Foundations re-teach and use of decodable texts in small groups, Kidtalking specific students who continue to have trouble, and/or possible intervention with interventionist.</p>	<ul style="list-style-type: none"> • daily instruction & monthly assessments • Matrix for Foundations units to be completed after each assessment 	<ul style="list-style-type: none"> • FUNdations assessments • Acadience & MAP (application of phonics to reading) • CCPA scores
<p>2.4: BUILDING KNOWLEDGE AND VOCABULARY Teachers will help students to build background knowledge and expand their vocabulary through the use of paired texts (ex. Wonders themes in each week), vocabulary mapping, and the use of the “Instructional Routine to Introduce a Word” from LETRs.</p>	<ul style="list-style-type: none"> • Daily instruction 	<ul style="list-style-type: none"> • Acadience and MAP • Fall & Spring CBA • Weekly Wonders Assessments
<p>2.5: COMPREHENSION Teachers will utilize the Comprehension Planning Checklist from LETRs when planning whole group and small group ELA instruction. Graphic organizers will be utilized to set a purpose for reading and organize thinking. Intermediate students will move towards creating organizers on their own.</p>	<ul style="list-style-type: none"> • Daily instruction 	<ul style="list-style-type: none"> • Acadience and MAP • Fall & Spring CBA • Weekly Wonders Assessments
<p>2.6 Progress Monitoring Teachers will create targeted monthly goals based on current curriculum to inform teachers about student needs, and allow students to graph and set personal growth goals. Collaboratively monitor SLOs and WIGS.</p>	<ul style="list-style-type: none"> • Sept./Oct.: Collaborative data analysis and creation of SLOS and WIGS based on current curriculum • Monitoring: monthly • Student conferencing, charting and goal setting before and after assessments. 	<ul style="list-style-type: none"> • Acadience & MAP • FUNdations assessments • Fall & Spring CBA • Weekly Wonders Assessments

<p>2.7 Identify students not meeting grade level expectations on formative and county assessments to determine appropriate small group instruction and 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 to develop appropriate monthly goals, intervention plans, and SMART goals.</p>	<ul style="list-style-type: none"> • monthly data meetings • weekly Kidtalk meetings • Title 1 Meetings - formal data will be used to guide Title 1 and Comp. Ed. intervention groups 3x/year (Fall, Winter, End of Year) 	<ul style="list-style-type: none"> • Monthly goals (for each class) shared at data meetings • Grade-level Excel/Sheets document with individual student data • Progress of interventions, entered into IST OneNote
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School Improvement Goal #3: ELA (Writing)

By June 2025, 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 % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2022 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2023 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	End of Year 2024 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric	END OF YEAR 2025 WRITING GOAL % of Students Scoring 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: 62% Lit: 55%	Opin: 65% Lit: 58%
Grade 3	21%	Opin: 51% Lit: 43%	Opin: 65% Lit: 61%	Opin: 55% Lit: 52%	Opin: 58% Lit: 55%
Grade 4	41%	Opin: 40% Lit: 41%	Opin: 75% Lit: 63%	Opin: 48% Lit: 51%	Opin: 55% Lit: 52%
Grade 5	46%	Opin: 61% Lit: 60%	Opin: 75% Lit: 63%	Opin: 78% Lit: 74%	Opin: 50% Lit: 53%

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>3.1 Incorporate classroom structures and strategies to include:</p> <ul style="list-style-type: none"> • Teacher models the writing process using mini lessons geared towards student need (addressing the areas of literary, information, and opinion writing). • ELA Specialist or Mentor will co-teach lessons with teachers struggling to fit in the writing block or certain concepts • Graphic organizers will be used to organize thinking and set the purpose for writing. • Teacher conferencing with students by need in small groups or individualized 	<p>September-June</p> <p>Daily modeling of teacher directed lessons</p> <p>Bi-weekly flexible groups</p> <p>Weekly administrator walk-throughs</p>	<ul style="list-style-type: none"> • Fall & Spring CBA • Completed student writing assignments (narrative, opinion, information)

<ul style="list-style-type: none"> Address student writing needs during flexible small group instruction. 		
<p>3.2 Grade 3-5 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, assignments in Schoology).</p> <ul style="list-style-type: none"> Formative weekly assessments for response to text (<u>Wonders</u> or teacher generated) 	September-June weekly	<ul style="list-style-type: none"> Fall & Spring CBA Electronic student responses to text
<p>3.3 Increase the use of common rubrics for writing responses with students, including CCPS rubrics and student-friendly rubrics, during first pass instruction.</p>	September-June Weekly	<ul style="list-style-type: none"> Fall & Spring CBA Completed student writing assignments (narrative, opinion, information)
<p>3.4 Monthly collaboration between gen. ed. and special teachers, as well as humanities and STEM teachers (Grades 3-5), and special areas teachers, about teaching writing and using common rubrics.</p>	September-June monthly	<ul style="list-style-type: none"> Fall & Spring CBA

School Improvement Goal #4: Equity

By June 2025, the percentage of female FARMS students scoring proficient on Math benchmark data will be within 10% of our non-FARMS population scores.

Student Population	#	% of the population
Total	568	100%
Male	283	49.82%
Female	285	50.17%
White	372	65.49%
Black/AA	40	7.04%
Asian/PI	26	4.58%
Hispanic	77	13.55%
Multi-race	49	8.62%
Hawaiian	3	0.52%
American Indian	1	0.17%
FARMS	241	42.42%
Non-FARMS	327	57.57%
ESOL	26	4.58%
Special Education	98	17.25%
504 Plan	25	4.4%
GT & Adv. Acad.	61	10.73%
Female FARMS	130	22.88%

