

**William Winchester Elementary School
School Improvement Plan
2024- 2025**

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



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

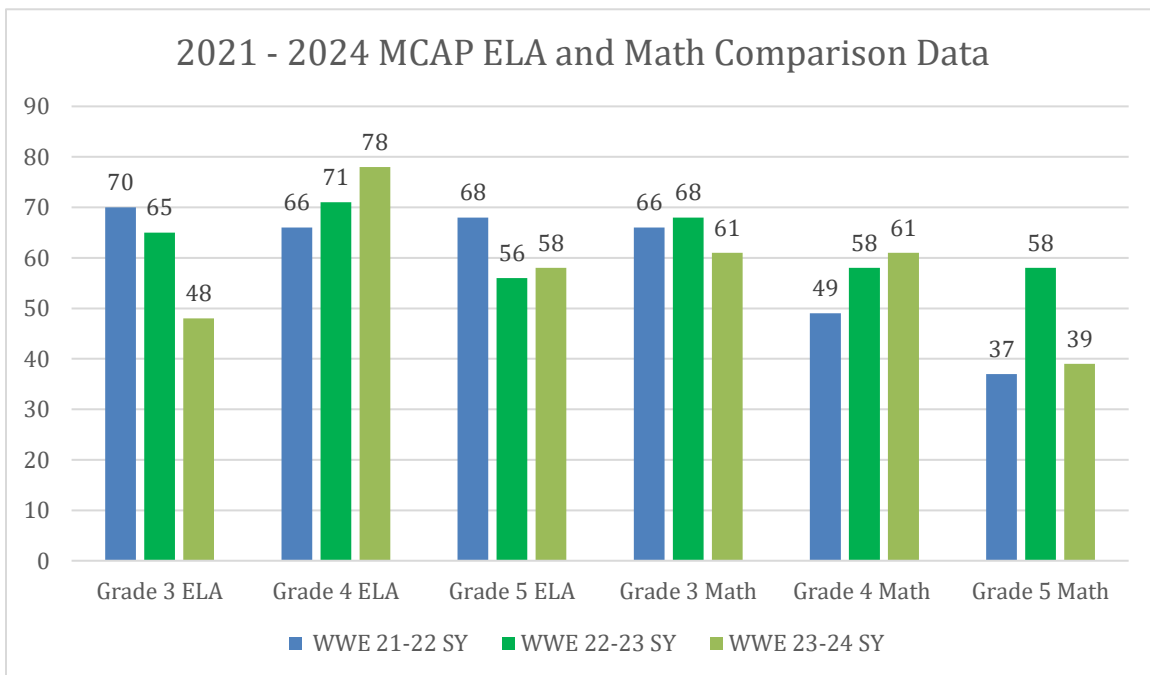
- Recruit and retain highly qualified and diverse employees reflective of our community.
 - Recruit and retain



- Provide professional and leadership development for effectiveness and cultural competence.
 - Equitable opportunities for employee growth
- Promote a culture of continuous improvement.
- 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

2021 – 2024 ELA AND MATH COMPARISON DATA (% proficient)





ELA DATA FOR STUDENTS MEETING GRADE LEVEL STANDARDS IN READING AND WRITING SKILLS

Acadience	September 2024 (Baseline)	Goal- May 2025
K		70%
1 st		70%
2 nd		70%
3 rd		70%

Pre-K	January 2024	May 2024	May 2025 Goal
Uppercase Letter ID	75%	90%	90%
Lowercase Letter ID	70%	90%	90%

Kindergarten	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
Hearing Sounds in Words	72%	67%	--	75%
Written Response	--	--		80%

Grade 1	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
Hearing Sounds in Words	78%	92%	--	90%
Written Response	--	--		80%

Grade 2	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
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Reading Inventory/RIT Score (MAP)	77%	74%		70%
CBA Selected Response	51%	69%	--	75%
CBA Written Response	71%	59%	--	70%

Grade 3	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
Reading Inventory/RIT Score (MAP)	67%	58%		70%
CBA Selected Response	31%	30%	--	70%
CBA Written Response	25%	26%	--	70%

Grade 4	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
Reading Inventory/RIT Score (MAP)	80%	75%		70%
CBA Selected Response	34%	73%	--	50%
CBA Written Response	49%	64%	--	40%

Grade 5	January 2024	May 2024	September 2024 (baseline)	Goal May 2025
Reading Inventory/RIT Score (MAP)	72%	68%		70%
CBA Selected Response	48%	48%	--	80%
CBA Written Response	52%	60%	--	75%

MATH DATA FOR STUDENTS MEETING STANDARDS AT 80% ON THE MID-YEAR AND END-OF-YEAR ASSESSMENTS

2023-2024 Math Benchmark Assessment Percentage of Students Meeting Proficiency			
Grade Level	January 2024	May 2024	Goal – May 2025



PreK	95	100	100
Kindergarten	81	90	90
1	72	75	80
2	71	69	75
3	36	51	60
4	59	68	56*
5	51	52	60

*Goal based upon previous grade level EOY proficiency data.

STUDENTS WITH DISABILITIES MID YEAR AND END OF YEAR MATH BENCHMARK COMPARISON DATA - % PROFICIENT (May 2025 goals determined from cohort data)

Grade Level	January 2024	May 2024	Goal – May 2025
PreK	1/4 = 25%	4/4 = 100%	100%
Kindergarten	6/10 = 60%	7/10 = 70%	80%
1	4/15 = 27%	4/15 = 27%	70%
2	4/16 = 25%	5/16 = 31%	33%
3	*	*	*
4	1/6 = 16%	2/6 = 33%	40%
5	*	*	*

School Improvement Goals to Target Areas from Needs Assessment

1. By June 2025, the percentage of students meeting or exceeding grade level county expectations will increase from 67% to 70% on the Math End-of-Year Assessment.
2. By June 2025, 80% of students in grades K-5 will score 80% or better on the CCPS writing rubric when responding to text dependent questions in writing.
3. By June 2025, 70% of students will meet grade level expectations for Acadience (K-3) and/or MAP Growth (2-5).
4. 10% of students with disabilities in grades K-2 will meet grade level expectations for Acadience.
5. 10% of students with disabilities in grades 3-5 will improve their performance on the ELA/Math MCAP by one performance level.

School Improvement Goal

MATH SCHOOL IMPROVEMENT GOAL



1. By June 2025, the percentage of students meeting or exceeding grade level county expectations will increase from 67% to 70% on the Math End-of-Year Assessment.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>1.1 Grade-level math teachers will collaborate with the Math Resource Teacher, Interventionists, Mentor Teacher, ESOL Teachers, and Special Educators during team and data meetings to:</p> <ul style="list-style-type: none"> align first pass instruction and assessment to appropriate student needs. use formative data to identify students not meeting grade level expectations in order to guide instruction and develop appropriate interventions through Kid-Talking and/or SST. analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction including reteach, extension, or intervention. create and monitor WIGs and SLOs that support the School Improvement Plan math goal through data meetings. 	<p>Bi-weekly planning and data meetings Sept. - June</p>	<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. Kid-Talk documentation stored in shared drive; Intervention data documented in Staff Teams Grade level data will be shared at SIT meetings to determine the % of students meeting the CCPS 80% standard on CCPS assessments.
<p>1.2 During the anticipatory set or closure of mathematics lessons, teachers will facilitate math routines that foster reasoning and productive struggle.</p> <ul style="list-style-type: none"> Conduct number talks to help students make connections between numbers and operations. Utilize reasoning and modeling routines/tasks based on grades 3-5 Reasoning and Modeling standards and <u>Routines for Reasoning</u> to help students apply strategies to problem solving and build mathematical 	<p>Sept. - June</p>	<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. In grades 3-5, teachers will use the MCAP reasoning/modeling rubrics to score and monitor the progress of 3-point written responses on assessments.



representation and communication skills.		
<p>1.3 Classroom teachers will identify an area of focus and help students with strategic goal setting and progress monitoring.</p> <ul style="list-style-type: none"> • Conduct student conferences to set academic goals and review gains. • Use student data folders as a tool to provide students with feedback on CCPS unit and formative assessments. • Utilize flexible grouping in small groups to address common needs. • Provide second-chance learning opportunities to target specific areas of need. 	Weekly and Monthly	<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. • Collaborative Planning with ELA Specialist and Math Resource Teacher • Data Meetings will be used to set and monitor goals
<p>1.4 Professional development will be provided addressing reasoning and modeling routines, fact fluency strategies, and developing consistent problem-solving language across grade levels.</p>	1 day per quarter for each grade level team	<ul style="list-style-type: none"> • Participants will complete a feedback and evaluation survey about each professional learning opportunity.

School Improvement Goal		
WRITING SCHOOL IMPROVEMENT GOAL		
<p>2. By June 2025, 80% of students in grades K-5 will score 80% or better on the CCPS writing rubric when responding to text dependent questions in writing.</p>		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Grade-level ELA teachers will meet with the ELA Specialist, Interventionists, Mentor Teacher, ESOL Teachers, and Special Educators during team and data meetings to:</p> <ul style="list-style-type: none"> • align first pass instruction and assessment to appropriate student needs. 	<p>Monthly Meetings Sept. - June</p>	<ul style="list-style-type: none"> • Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary. • Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.



<ul style="list-style-type: none">• use formative data to identify students not meeting grade level expectations in order to guide instruction and develop appropriate interventions through Kid-Talking and/or SST.• analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction and flexible groups based on need.• create and monitor WIGs and SLOs that support the School Improvement Plan Writing goal through data meetings.		<ul style="list-style-type: none">• Grade level data will be shared at SIT meetings to determine the % of students meeting the 80% on assessments.
<p>2.2 Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas</p> <ul style="list-style-type: none">• Teachers will use gradual release model increase complexity of writing.• Effectively grouping students for flexible groups and intervention groups• Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement• Use CCPS rubrics and other formative assessments to show progress in relation to their goal• Use data binders to communicate progress with students and parents• Concise, timely teacher feedback on writing assignments either digitally, in writing or in a student/teacher conference• Use consistent Restate, Answer, Cite Explain (RACE) response language and resources across grade levels	Daily	<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 responses, and Wonders Weekly Assessments resources.• Students will achieve appropriate grade level expectations based on student writing rubric.• Students will cite relevant text evidence and develop explanations to increase scores on the CCPS rubrics.



<p>2.3 Explicit instruction on synthesizing information from multiple sources to answer text-dependent questions.</p> <ul style="list-style-type: none"> Incorporate instruction on synthesizing paired passages from resources such as StoryWorks and Scholastic News 	<p>Bi-weekly as appropriate</p>	<ul style="list-style-type: none"> Wonders assessments with multiple texts Written responses and assignments with multiple texts from StoryWorks and Scholastic News CBA (Informational and Opinion)
<p>2.4 Professional development will be provided addressing unlocking the prompt, choosing relevant text evidence, synthesizing information from multiple texts, and data analysis.</p>	<p>Quarterly</p>	<ul style="list-style-type: none"> Participants will complete a feedback and evaluation survey about each professional learning opportunity.

<p align="center">School Improvement Goal</p>		
<p align="center">READING SCHOOL IMPROVEMENT GOAL</p>		
<p>3. By June 2025, 70% of students will meet grade level expectations for Acadience (K-3) and/or MAP Growth (2-5).</p>		
<p align="center">Strategic Actions</p>	<p align="center">Time Line</p>	<p align="center">Measures of Success / Desired Performance Level</p>
<p>3.1 Grade-level ELA teachers will meet with the ELA Specialist, Interventionists, Mentor Teacher, ESOL Teachers, and Special Educators during team and data meetings to:</p> <ul style="list-style-type: none"> align first pass instruction and assessment to appropriate student needs. use formative data to identify students not meeting grade level expectations in order to guide instruction and develop appropriate interventions through Kid-Talking and/or SST. analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction and flexible groups based on need. create and monitor WIGs and SLOs that support the School 	<p>Monthly meetings Sept. - June</p>	<ul style="list-style-type: none"> Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.



Improvement Plan reading goal through data meetings.		
<p>3.2 Integrate focused instruction to focus on mastering and applying grade level phonics skills.</p> <ul style="list-style-type: none">● Align first pass instruction and assessment to appropriate student needs● Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement.● Classroom teachers will effectively group students for flexible groups and intervention groups● Use data binders to communicate progress with students and parents	Daily	<ul style="list-style-type: none">● Based on individual student baseline, increase academic success as measured by CCPA, PLA, DAPPA, FUNdations assessments, and CBA.
<p>3.3 Explicit instruction on high frequency words to increase and apply in text.</p> <ul style="list-style-type: none">● Effectively grouping students for flexible groups and intervention groups● Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement.	Daily	<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.
<p>3.4 Professional development will be provided addressing:</p> <ul style="list-style-type: none">● strategies for teaching phonics and high frequency words based in the Science of Reading and data analysis.● Administration and use of new assessments to create groups and drive instruction.	Quarterly	<ul style="list-style-type: none">● Participants will complete a feedback and evaluation survey about each professional learning opportunity.



School Improvement Goal		
STUDENTS WITH DISABILITIES SCHOOL IMPROVEMENT GOAL		
<p>10% of students with disabilities in grades K-2 will meet grade level expectations for Acadience.</p> <p>10% of students with disabilities in grades 3-5 will improve their performance on the ELA MCAP by one performance level.</p> <p>10% of students with disabilities in grades 3-5 will improve their performance on the Math MCAP by one performance level.</p>		
<p>4.1 Special Education teachers will meet with the Special Education team/Instructional Consultants during collaborative planning times to:</p> <ul style="list-style-type: none"> • Collaborate with one another to create effective lessons that meet the needs of students with disabilities • analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction. 	<p>Quarterly</p>	<ul style="list-style-type: none"> • Increased academic success as measured by weekly formative assessments and summative mathematics and ELA assessments i.e., unit assessments, Mid-Year and End of Year CCPS benchmark assessments, assessed reading level, CBA, MCAP proficiency.
<p>4.2 Special education teachers will develop an understanding of the following research-based interventions to increase consistency and fidelity to improve student achievement.</p> <ul style="list-style-type: none"> • Wilson • Bridges • Heggerty • Lexia • Just Words • Framing Your Thoughts • 	<p>Weekly</p>	<ul style="list-style-type: none"> • Increase academic successes as measured by weekly formative/summative assessments for ELA and Math
<p>4.3 Special Education teachers will meet quarterly with the county special education consultant teachers.</p>	<p>Quarterly</p>	<ul style="list-style-type: none"> • Participants will complete a feedback and evaluation survey about each professional learning opportunity.