William Winchester Elementary School
School Improvement Plan
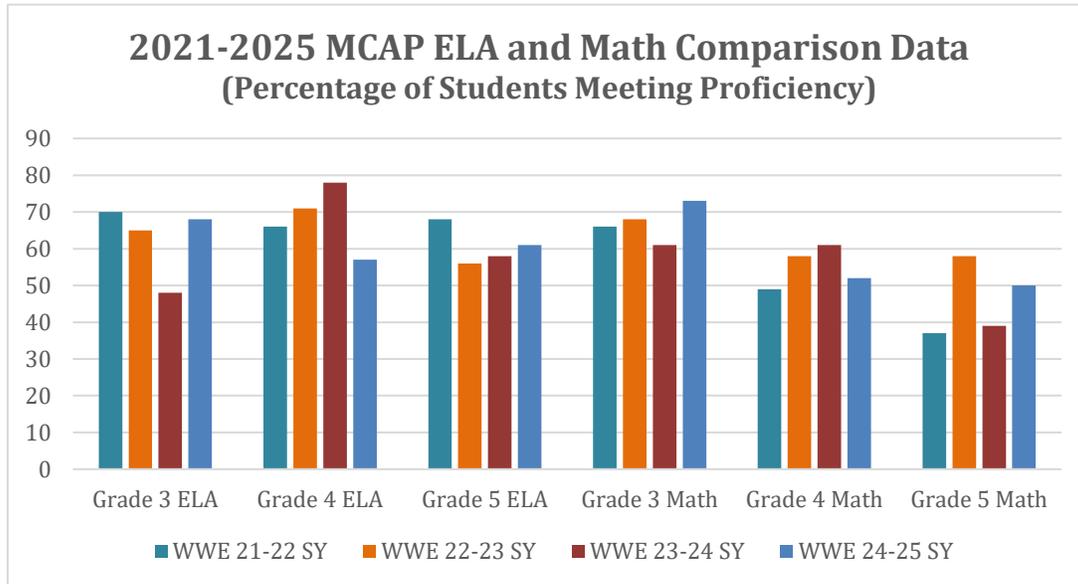**2025-2026**

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** ♥CARING   ACCOUNTABILITY   👍RESPECT   EFFORT

Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement ➢CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future. ➢CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future. Strengthen Productive Family & Community Partnerships ➢Communication between CCPS and the community demonstrates transparency, trust, and respect. ➢CCPS partners with local government, businesses, and agencies to support student learning. ➢CCPS will increase transparency in the public procurement process.
Develop and Support a Successful Workforce ➢CCPS recruits qualified candidates for all teacher positions. ➢CCPS supports staff to build the Blueprint for Maryland's Future career ladder. ➢CCPS recruits and retains diverse employees reflective of our student community. Provide a Secure, Healthy, & Modern Learning Environment ➢CCPS promotes a culture of school security to protect and educate our students. ➢CCPS maintains modern schools, facilities, and resources that support the educational program

2021 – 2025 ELA AND MATH COMPARISON DATA (% Proficient)

2021-2025 MCAP ELA and Math Comparison Data
(Percentage of Students Meeting Proficiency)

Legend: ■ WWE 21-22 SY ■ WWE 22-23 SY ■ WWE 23-24 SY ■ WWE 24-25 SY

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

Acadience	September 2024 (Baseline)	Goal May 2025	Actual May 2025	Goal May 2026
K	55%	70%	63%	68%
1st	54%	70%	68%	72%
2nd	61%	70%	54%	60%
3rd	75%	80%	64%	69%

Pre-K	January 2024	May 2024	May 2025 Goal	Actual May 2025	Goal May 2026
Uppercase Letter ID	75%	90%	90%	90%	90%
Lowercase Letter ID	70%	90%	90%	90%	90%

Kindergarten	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026

Hearing Sounds in Words	72%	67%	NA	75%	55%	60%
Written Response	NA	NA	0%	80%	60%	80%

Grade 1	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026
Hearing Sounds in Words	78%	92%	NA	90%	90%	95%
Written Response	NA		0%	80%	47%	55%

Grade 2	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026
Reading Inventory/RIT Score (MAP)	77%	74%	45%	70%	55%	60%
CBA Selected Response	51%	69%	NA	75%	79%	80%
CBA Written Response	71%	59%	NA	70%	60%	65%

Grade 3	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026
Reading Inventory/RIT Score (MAP)	67%	58%	68%	70%	63%	68%
CBA Selected Response	31%	30%	NA	70%	44%	50%
CBA Written Response	25%	26%	NA	70%	40%	70%

Grade 4	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026
Reading Inventory/RIT Score (MAP)	80%	75%	65%	70%	64%	69%
CBA Selected Response	34%	73%	NA	50%	59%	64%
CBA Written Response	49%	64%	NA	40%	60%	65%

Grade 5	January 2024	May 2024	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026

Reading Inventory/RIT Score (MAP)	72%	68%	76%	80%	67%	70%
CBA Selected Response	48%	48%	NA	80%	53%	58%
CBA Written Response	52%	60%	NA	75%	76%	76%

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

2024-2025 Math Benchmark Assessment Percentage of Students Meeting Proficiency			
Grade Level	**January 2025**	**May 2025**	**Goal – May 2026**
PreK	85%	89%	95%
Kindergarten	75%	79%	85%
1	81%	80%	85%
2	60%	63%	70%
3	48%	50%	60%
4	51%	64%	68%
5	48%	43%	50%

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 2026, the percentage of students meeting or exceeding grade level county expectations will increase from 63% to 68% on the Math End-of-Year Assessment.**
2. **By June 2026, the percentage of students in grades K-5 scoring 80% or better on the CCPS writing rubrics when responding to text dependent questions will increase from 59% to 63%.**

3. **By June 2026, the percentage of students meeting or exceeding expectations will increase from 61% to 65% for Acadience Composite (K-3) and 61% to 65% for MAP Growth (2-5).**

4. **15% 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 at least 10 – 15 points.**

School Improvement Goal
MATH SCHOOL IMPROVEMENT GOAL   1. **By June 2026, the percentage of students meeting or exceeding grade level county expectations will increase from 63% to 68% on the Math End-of-Year Assessment.**

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Grade-level math teachers will collaborate with the Math Resource Teacher, Interventionists, Mentor Teacher, ESOL Teachers, and Special Educators, and Title 1 teachers during team and data meetings to: • 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. • Title 1 assessment- identify Title 1 students using requisite data and documentations • 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.	Bi-weekly planning and data meetings Sept. - June	• 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.

1.2 During the anticipatory set or closure of mathematics lessons, teachers will facilitate math routines that foster reasoning and productive struggle and address targeted areas of student need that have been previously taught. • Utilize reasoning and modeling routines/tasks based on grades 3-5 Reasoning and Modeling standards, <u>Routines for Reasoning</u>, and <u>Day-by-Day Math Thinking Routines</u> to help students apply strategies to problem solving and build mathematical representation and communication skills. • Conduct number talks to help students make connections between numbers and operations. • Vocabulary - spiral review (i.e.- geometry, measurement and data)	Sept. - June	• 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.
1.3 Classroom teachers will identify an area of focus and help students with strategic goal setting and progress monitoring. • Conduct student conferences to set academic goals and review gains. • Use student data binders as a tool to provide students with feedback on CCPS unit and formative assessments and set academic goals. • Utilize flexible grouping in small groups to address common needs. • Provide second-chance learning opportunities to target specific areas of need. • Students will participate in a structured WIN (What I Need) time 3 days a week to focus on academic need.	Weekly and Monthly	• 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 • W.I.N data

1.4 Professional development will be provided addressing reasoning and modeling routines, fact fluency strategies, and developing consistent problem-solving language across grade levels. Math Resource Teacher will collaborate with grade level teams to provide co-teaching opportunities in the classroom.	Sept - June	● Participants will complete a feedback and evaluation survey about each professional learning opportunity.

School Improvement Goal
WRITING SCHOOL IMPROVEMENT GOAL 2. **By June 2026, the percentage of students scoring 80% or better on the CCPS writing rubrics when responding to text dependent questions will increase from 59% to 63%.**

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Grade-level ELA teachers will meet with the ELA Specialist, Interventionists, Title I teachers, Mentor Teacher, ESOL Teachers, and Special Educators during team and/or data meetings to: ● 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 Improvement Plan Writing goal through data meetings.	Monthly Meetings Sept. - June	● 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. ● Grade level data will be shared at SIT meetings to determine the % of students meeting the 80% on assessments.
2.2 Integrate focused comprehension instruction to unpack and break down	Daily	● Increased academic success as measured by formative and summative

questions and writing prompts in all content areas

- Teachers will use gradual release model to increase complexity of writing.
- Teachers will increase the amount of modeling and shared writing during whole group and small group instruction across all content areas, including special areas
- Students will orally rehearse responses before writing on paper
- Effectively grouping students for flexible groups and intervention groups using summative and formative assessments
- Use CCPS and Benchmark Advance rubrics and other formative assessments to help students analyze their progress, set goals, and measure progress through the use of data binders
- Concise, timely teacher feedback on writing assignments either digitally, in writing or in a student/teacher conference
- Use consistent Restate, Answer, Cite Explain (RACES) response language and resources across grade levels, interventions, and special areas
- Consistently markup questions across all grade levels in all content areas (including special areas) using symbols from Benchmark Advance
- Teachers will use anchor charts to support writing instruction that is consistent school wide.
- Teachers in grades 3-5 will collaborate with the media specialist to provide additional opportunities

assessments, including but not limited to,-Benchmark Advance writing prompts, specific written responses in special areas, and Benchmark Advance 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.

for writing and research to build background knowledge.		
2.3 Explicit instruction on synthesizing information from multiple sources to answer text-dependent questions. ● Incorporate instruction on synthesizing paired passages from resources in Benchmark Advance	Bi-weekly as appropriate	● Benchmark Advance weekly assessments ● Written responses and assignments with multiple texts from Benchmark Advance, Social Studies, and Science ● Benchmark Advance interim assessments and performance tasks
2.4 Professional development will be provided addressing unlocking the prompt, choosing relevant text evidence, synthesizing information from multiple texts, and data analysis.	Quarterly	● Participants will complete a feedback and evaluation survey about each professional learning opportunity.
2.5 Cross-curricular opportunities will be provided by special area teachers throughout the year. ● Students in grade 2 – 5 received writing journals for special area teachers to provide writing opportunities throughout the year.	Quarterly	● Monitor tracking sheet on the topics, grade, and teacher feedback for each special area.

School Improvement Goal
READING SCHOOL IMPROVEMENT GOAL 3. **By June 2026, the percentage of students meeting or exceeding expectations will increase from 61% to 65% for Acadience Composite (K-3) and 61% to 65% for MAP Growth (2-5).**

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Grade-level ELA teachers will meet with the ELA Specialist, Interventionists, Mentor Teacher, ESOL Teachers, Title I Teachers, and Special Educators during team and/or data meetings to: ● align first pass instruction and assessment to appropriate student needs.	Monthly meetings Sept. - June	● Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.

• 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 reading goal through data meetings.		
3.2 Integrate focused instruction on mastering and applying grade level phonics and vocabulary skills. ● Align first pass instruction and assessment to appropriate student needs ● Teachers will use consistent vocabulary to help students identify what a question is asking, develop their own response, and select a response that corresponds with their answer ● Teachers will use anchor charts from Benchmark Advance to help students comprehend text ● Teachers across content and special areas will use the CCPS vocabulary routine and increase the use of curriculum vocabulary throughout the unit ● Teachers will help students build knowledge across content areas ● Teachers will increase fluency practice (letters, sounds, blending; reading words, phrases, and sentences) to help students become automatic decoders	Daily	● Based on individual student baseline, increase academic success as measured by CCPA, PLA, DAPPA, FUNdations assessments, and Benchmark Advance assessments.

● Classroom teachers will effectively group students for flexible groups and intervention groups ● Use CCPA, HFW, Fundations assessments, and formative assessments to help students analyze their progress, set goals, and measure progress through the use of data binders		
3.3 Explicit instruction on high frequency words to increase and apply in text. • 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	● Increased fluency/reading level as measured by increasing mastery of sight words assessed in primary grades and intermediate grades as necessary.
3.4 Professional development will be provided addressing: • 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	● Participants will complete a feedback and evaluation survey about each professional learning opportunity.

School Improvement Goal
STUDENTS WITH DISABILITIES SCHOOL IMPROVEMENT GOAL
10% of students with disabilities in grades K-2 will meet grade level expectations for Acadience. **10% of students with disabilities in grades 3-5 will improve their performance on the ELA/Math MCAP by at least 10 – 15 points.**

4.1 Special Education teachers will meet with the Special Education team/Instructional	Quarterly	• Increased academic success as measured by weekly formative

Consultants during collaborative planning times to: • Collaborate with grade level teams on a monthly basis to create effective lessons that meet the needs of students with disabilities and work to close the achievement gap. • analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction. • Special educators will join quarterly professional learning with grade level teams, ELA specialists, and Math Resource teacher to build collaboration and create effective lessons and determine effective strategies.		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.
4.2 Special education teachers will develop an understanding of the following research-based interventions to increase consistency and fidelity to improve student achievement. • Wilson • Bridges • UFLI • Hand2Mind	Weekly	• Increase academic successes as measured by weekly formative/summative assessments for ELA and Math
4.3 Special Education teachers will meet quarterly with the county special education consultant teachers.	Quarterly	• Participants will complete a feedback and evaluation survey about each professional learning opportunity.
4.4 Special Education teachers will attend Monthly Data Meetings with administration and the resource team to track and monitor data.	Monthly	• Participants will track and monitor special education data and determine appropriate next steps and additional supports.