

# Westminster Elementary School

## School Improvement Plan 2025-2026

### 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 2023-26: 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
  - MCAP ELA Proficiency
  - MCAP Math Proficiency
- Provide access to a well-rounded, varied, and rigorous curriculum for 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 2019-2025 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
2024		95		89		89	75	60	62	66	66	55	69	43
2025	88	95	89	88	89	88	79	61	61	54	67	53	44	22

#### Students Meeting Standard by Content Domain

	PK	K	1	2	3	4	5
WES/CCPS	95/88	88/89	88/89	61/79	54/61	53/67	22/44
CC (Counting and Cardinality)	90/88	85/87					
OA (Operations and Algebraic Thinking)	95/80	91/88	70/68	47/68	68/75	46/66	-
G (Geometry)		87/79	82/82	86/90	54/49	50/62	37/56
MD (Measurement and Data)			87/92	56/73	42/54	45/55	31/57
NBT (Numbers and Operations in Base Ten)		78/74	86/88	51/67	54/60	75/71	-
NF (Numbers and Operations - Fractions)					55/55	73/66	23/39

**Table 1 MCAP Performance - Math**

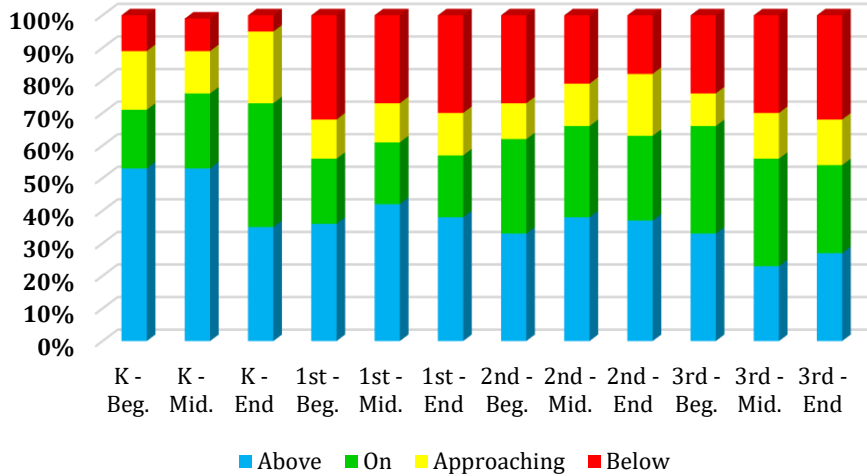
% of students scoring proficient or better	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
White	68.7%	53.0%	40.6%
Minority	44.8%	40.0%	18.9%
Farms	45.9%	34.2%	23.5%
Special Education	16.7%	21.1%	11.5%
<b>All Students</b>	<b>61.5%</b>	<b>48.1%</b>	<b>32.7%</b>
Male	67.4%	53.6%	39.2%
Female	56.0%	42.0%	26.0%

**School Needs Assessment - ELA**

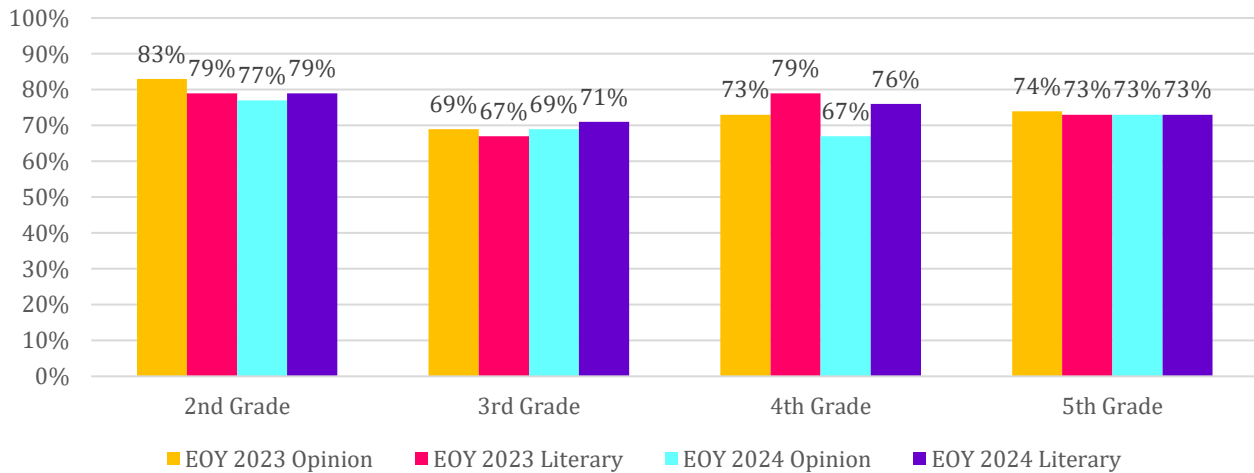
**PreK-5 ELA Trend Data**

Grade	Percent Meeting Expectations May 2022	Percent Meeting Expectations May 2023	Percent Meeting Expectations May 2024	Percent Meeting Expectations May 2025
PreK	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% (county: 93%) Letter ID (lower): 85% (county: 90%) Letter Sounds: 75% (county: 80%)
K	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: 73% (county: 76%) Updated HFW: 91% (county: 88%) HSIW: 85% (county: 72%) CCPA (closed syll.): 90% (county: 90%)
1	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%)	Acadience: 57% (county: 62%) CCPA (closed syll. w/ digraphs): 90% (county: 94%) CCPA (closed syll. w/ blends): 77% (county: 87%) CCPA (v-e): 76% (county: 82%) CCPA (2-syll. closed): 64% (county: 71%) Updated HFW: 63% (county: 68%)
2	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 (Opinion): 83% avg. (county: 82% avg.) CBA (Literary): 79% avg. (county: 82% avg.)	Reading Level: 64% (county: 72%) CCPA (2-syll., all): 61% (county: 63%) RI: 64% (county: 71%) CBA (Opinion): 77% avg. (county: 81% avg.) CBA (Literary): 78% avg. (county: 78% avg.)	Acadience: 63% (county: 65%) MAP: 37% (county: 49%) CCPA (vowel digraphs): 82% (county: 90%) CCPA (vowel diphthongs): 66% (county: 81%) CCPA (2-syll., all): 45% (county: 61%) CBA (Opinion): 73% (county: 81%) CBA (Lit.): 75% (county: 81%)
3	Reading Level – 81% RI – 72% CBA: Opinion: 39% Literary: 37%	Reading Level: 74% (county: 81%) RI: 67% (county: 68%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Literary): 67% avg. (county: 76% avg.)	Reading Level: 90% (county: 88%) RI: 70% (county: 70%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Lit): 71% avg. (county: 74% avg.)	Acadience: 54% (county: 67%) MAP: 42% (county: 52%) CCPA (multi-syllabic): 83% (county: 85%) CBA (Opinion): 70% (county: 75%) CBA (Lit.): 71% (county: 74%)
4	RI – 65% CBA: Opinion: 35% Literary: 52%	RI: 66% (county: 73%) CBA (Opinion): 73% avg. (county: 73% avg.) CBA (Literary): 79% avg. (county: 78% avg.)	RI: 59% (county: 72%) CBA (Opinion): 67% avg. (county: 72% avg.) CBA (Literary): 76% avg. (county: 79% avg.)	MAP: 56% (county: 53%) CBA (Opinion): 75% (county: 73%) CBA (Literary): 82% (county: 80%)
5	RI – 63% CBA: Opinion: 42% Literary: 33%	RI: 63% (county: 76%) CBA (Opinion): 74% avg. (county: 76% avg.) CBA (Literary): 73% avg. (county: 77% avg.)	RI: 74% (county: 75%) CBA (Opinion): 73% avg. (county: 76% avg.) CBA (Literary): 73% avg. (county: 77% avg.)	MAP: 40% (county: 46%) CBA (Opinion): 74% (county: 77%) CBA (Literary): 73% (county: 77%)

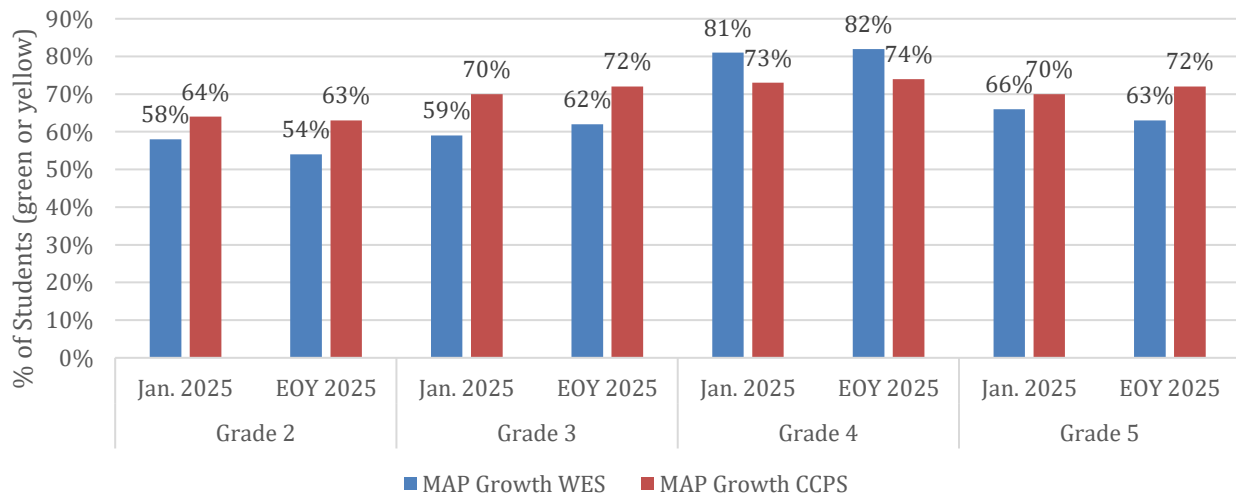
### Acadience Data - WES, 2024-2025



### WES - CBA Average Trend Data



### MAP Growth Data, 2024-2025



### CBA Writing Data

	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 CBA Data % of Students Scoring 8/10 or higher on the CCPS writing rubric
<b>Grade 2</b>	n/a (old rubric was used)	Opinion: 74% Literary: 53%	Opinion: 62% Literary: 55%	Opinion: 57% Literary: 59%
<b>Grade 3</b>	Opinion: 51% Literary: 43%	Opinion: 65% Literary: 61%	Opinion: 55% Literary: 52%	Opinion: 58% Literary: 52%
<b>Grade 4</b>	Opinion: 40% Literary: 41%	Opinion: 75% Literary: 63%	Opinion: 48% Literary: 51%	Opinion: 50% Literary: 49%
<b>Grade 5</b>	Opinion: 61% Literary: 60%	Opinion: 75% Literary: 63%	Opinion: 78% Literary: 74%	Opinion: 85% Literary: 70%

**Table 1 MCAP Performance - ELA**

% of students scoring proficient or better	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
White	64.2%	74.2%	51.6%
Minority	44.8%	70.0%	24.3%
Farms	43.2%	52.6%	33.3%
Special Education	8.3%	36.8%	15.4%
<b>All Students</b>	<b>58.3%</b>	<b>72.6%</b>	<b>41.6%</b>
Male	52.2%	71.4%	43.1%
Female	64.0%	74.0%	40.0%

### School Improvement Goals

1. **MATH:** By June 2026, 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 2026, 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), Benchmark Advance Assessments, and MAP (grades 2-5) AND/OR meet county averages.
3. **WRITING:** By June 2026, each grade level will meet their grade-specific writing goal on the end-of-year Benchmark Advance Performance Task writing.
4. **EQUITY:**
  - 80% of our K-3 ML students will increase fluency as measured by growth of one color band on their **Acadience Composite Score** from the Fall to End of Year administration of the assessment.
  - 80% of our ML students in Gr. 2-5 will demonstrate increased comprehension of text as measured by growth of one color band on their **MAP Growth RIT Score** from the Fall to End of Year administration of the assessment.

### School Improvement Goal #1: Math

By June 2026, the percentage of students meeting 80% or better will achieve their grade-specific 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	% in Yellow Zone	WES 2026 EOY Target
Pre-K	92	95	88	95	0	95
Kindergarten	89	89	89	88	1	90
Grade 1	89	89	89	88	3	90
Grade 2	74	60	79	61	10	80
Grade 3	65	66	61	54	14	70
Grade 4	66	55	67	53	24	70
Grade 5	70	43	44	22	19	70

#### Mean Scores 2025 EOY

EOY 2025	PK	K	1	2	3	4	5
WES	92	90	90	79	73	77	63
CCPS	91	91	91	85	78	81	72

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p><b>1.1</b> Grade-level teachers will meet with the math specialist weekly during math planning to:</p> <ul style="list-style-type: none"> <li>Analyze student data and weekly progress to determine appropriate instructional shifts/ next steps/ interventions using formative and summative data</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>Weekly team meetings September-June</li> <li>Monthly data meetings connected to current curriculum September-May</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans and instructional practices reflect proactive and reflective planning</li> <li>First pass instruction demonstrates quality and current best practices.</li> <li>Increased percentage of students meeting 80% standard on grade level CCPS unit assessments.</li> <li>Increased percentage of students meeting intervention goals.</li> <li>Increased percentage of students meeting curriculum formative and summative assessments.</li> </ul>
<p><b>1.2</b> Grade-level teachers will meet with the math specialist/Mentor Teacher/Title 1/ESOL teachers to:</p> <ul style="list-style-type: none"> <li>Analyze classroom and assessment data to identify tier 2/3 intervention needs.</li> <li>Develop intervention plans and SMART goals with the MRT/Mentor Teacher.</li> <li>Meet with ESOL teacher to discuss testing accommodations</li> <li>Meet with ESOL/interventionists to determine impact of interventions on academics (consider fragmentation of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Monthly monitoring at data meetings and kid talk.</li> <li>Sept./Oct.: Collaborative data analysis and creation of SLOS and WIGS based on current curriculum</li> <li>Student conferencing during small group with teacher or IA after assessments.</li> <li>Charting and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>All students who do not meet their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching.</li> </ul>

<p><b>1.3</b> Conduct monthly data meetings with Administration, special education case manager, Interventionist, and MRT/ESOL</p> <ul style="list-style-type: none"> <li>• Monitor student progress on assessments/concept attainment.</li> <li>• Identify needs and develop a plan to address them.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly monitoring at data meetings and kid talk</li> <li>• Sept./Oct.: Collaborative data analysis and creation of SLOS and WIGS based on current curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• All students not meeting their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching.</li> </ul>
<p><b>1.4</b> All K-5 teachers will be provided with grade level Professional Development:</p> <ul style="list-style-type: none"> <li>• Modeling and Reasoning</li> <li>• Daily Routines</li> <li>• Thinking Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly PD with all grade levels</li> <li>• Monthly data monitoring during grade level planning</li> <li>• Administrative walk-throughs to monitor implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students meeting 80% standard on targeted domain specific assessment items.</li> <li>• Evidence of instructional practices within daily lessons.</li> </ul>
<p><b>1.5</b> Instruction will include identified best practices.</p> <ul style="list-style-type: none"> <li>• All students present for consistent first pass instruction</li> <li>• Number Talks twice a week</li> <li>• Consistent Language/Strategy</li> <li>• Calculator Instruction when applicable</li> <li>• Math Tasks-monthly</li> <li>• Spiral Review weekly</li> <li>• Manipulatives used at all levels</li> <li>• Data Chats-twice a week</li> <li>• Collaboration after each summative assessment to target reteach areas and set goals.</li> <li>• Assessments scored and reported within 3-5 workdays.</li> <li>• Silent Table Math</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly SIT meetings</li> <li>• Weekly collaborative planning</li> <li>• MRT and mentor to co-teach and/or model lessons</li> <li>• Administrative walkthroughs to monitor implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Students meeting 80% will meet or exceed the goals established for the EOY.</li> <li>• Increased performance on summative assessments.</li> </ul>

**School Improvement Goal #2: ELA (Reading)**

By June 2026, 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 through 2), Benchmark Advance Assessments, and MAP (grades 2-5) AND/OR meet county averages.

Grade	% Meeting Expectations May 2023	% Meeting Expectations May 2024	% Meeting Expectations May 2025	END OF YEAR 2026 READING GOAL
<b>PreK</b>	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% (county: 93%) Letter ID (lower): 85% (county: 90%) Letter Sounds: 75% (county: 80%)	<b>Letter ID (upper): 95%</b> <b>Letter ID (lower): 90%</b> <b>Letter Sounds: 80%</b>
<b>K</b>	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: 73% (county: 76%) Updated HFW: 91% (county: 88%) HSIW: 85% (county: 72%) CCPA (closed syll.): 90% (county: 90%)	<b>Acadience: 75%</b> <b>Updated HFW: 93%</b> <b>HSIW: 85%</b> <b>CCPA (closed syll.): 93%</b>
<b>1</b>	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: 57% (county: 62%) CCPA (closed syll. w/ digraphs): 90% (county: 94%) CCPA (closed syll. w/ blends): 77% (county: 87%) CCPA (v-e): 76% (county: 82%) CCPA (2-syll. closed): 64% (county: 71%) Updated HFW: 63% (county: 68%)	<b>Acadience: 75%</b> <b>Meet or exceed county expectations for:</b> <ul style="list-style-type: none"> <li>• <b>CCPA (closed syll. w/ digraphs)</b></li> <li>• <b>CCPA (closed syll. w/ blends)</b></li> <li>• <b>CCPA (v-e)</b></li> <li>• <b>CCPA (2-syll. closed)</b></li> </ul> <b>Updated HFW: 66%</b>
<b>2</b>	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: 63% (county: 65%) MAP: 54% (county: 63%) CCPA (vowel digraphs): 82% (county: 90%) CCPA (vowel diphthongs): 66% (county: 81%) CCPA (2-syll., all): 45% (county: 61%) CBA (Opin.): 73% (county: 81%) CBA (Lit.): 75% (county: 81%)	<b>Acadience: 64%</b> <b>MAP: 58%</b> <b>CCPA (vowel digraphs): 85%</b> <b>CCPA (vowel diphthongs): 70%</b> <b>CCPA (2-syll., all): 68%</b>  <b>EOY Benchmark Advance Performance Assessment: meet or exceed county</b>
<b>3</b>	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: 54% (county: 67%) MAP: 62% (county: 72%) CCPA (multi-syllabic): 83% (county: 85%) CBA (Opin.): 70% (county: 75%) CBA (Lit.): 71% (county: 74%)	<b>Acadience: 65%</b> <b>MAP: 57%</b> <b>CCPA (multi-syllabic): 84%</b>  <b>EOY Benchmark Advance Performance Assessment: meet or exceed county</b>
<b>4</b>	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: 82% (county: 74%) CBA (Opin.): 75% (county: 73%) CBA (Lit.): 82% (county: 80%)	<b>MAP: 65%</b>  <b>EOY Benchmark Advance Performance Assessment: meet or exceed county</b>
<b>5</b>	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: 63% (county: 72%) CBA (Opin.): 74% (county: 77%) CBA (Lit.): 73% (county: 77%)	<b>MAP: 85%</b>  <b>EOY Benchmark Advance Performance Assessment: meet or exceed county</b>

Strategic Actions	Time Line	Measures of Success/ Desired Performance Level
<p><b>2.1: PROFESSIONAL DEVELOPMENT</b> Teachers will receive professional development aligned to the Science of Reading, focused on enhancing Tier 1 instruction.</p> <ul style="list-style-type: none"> <li>• The following texts will be used to guide professional development: <u>Shifting the Balance</u> &amp; <u>“Know Better, Do Better”</u></li> <li>• SUNY and AIMS Science of Reading courses</li> <li>• K-1 Science of Reading PD focused on whole and small group reading and writing</li> <li>• 2-5 Diving into Benchmark Advance PD: planning and writing focus</li> </ul>	<ul style="list-style-type: none"> <li>• grade-level and cross-grade PD throughout the year (ex. half days and faculty meetings)</li> <li>• one ½ day per teacher, per quarter, for PD and collaborative planning</li> <li>• follow-up discussions during collaborative planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience</li> <li>• Application to CCPA</li> </ul>

<p><b>2.2: PHONOLOGICAL AWARENESS</b> Teachers will increase opportunities for phonological awareness practice with students. This will include:</p> <ul style="list-style-type: none"> <li>• Foundations letter identification, letter formation, and letter sound instruction and practice</li> <li>• Heggerty whole group instruction as warm up- lead into Foundations lesson</li> <li>• The use of Elkonin/sound boxes (orthographic mapping) and University of Florida Literacy Institute (UFLI) for additional phonemic awareness practice and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily instruction in Pre-K, Kindergarten, First Grade and as needed for students who have not met mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience</li> <li>• Application to CCPA</li> </ul>
<p><b>2.3: PHONICS</b> Teachers in grades K-3 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 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. The following Science of Reading-based best practices will be implemented for instruction and student practice:</p> <ul style="list-style-type: none"> <li>• Use Elkonin/sound boxes (orthographic mapping)</li> <li>• Word chains for encoding and decoding (UFLI)</li> <li>• Use of decodables</li> </ul>	<ul style="list-style-type: none"> <li>• daily instruction &amp; monthly assessments</li> <li>• Matrix for Foundations units to be completed after each assessment</li> </ul>	<ul style="list-style-type: none"> <li>• FUNdations assessments</li> <li>• Acadience &amp; MAP (application of phonics to reading)</li> <li>• CCPA scores</li> </ul>
<p><b>2.4: BUILDING KNOWLEDGE AND VOCABULARY</b> Teachers will help students to build background knowledge and expand their vocabulary through the use of paired texts (ex. Wonders OR Benchmark Advance themes in each week), vocabulary mapping, and the use of a vocabulary instructional routine (ex. county routine and/or the “Instructional Routine to Introduce a Word” from LETRs).</p>	<ul style="list-style-type: none"> <li>• Acadience and MAP</li> <li>• Benchmark Assessments (new in '25-'26)</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience and MAP</li> <li>• Fall &amp; Spring CBA</li> </ul>
<p><b>2.5: COMPREHENSION</b> Grades K-1 will provide Tier 1 reading instruction, think-alouds, and modelling through Wonders. Teachers in Grades 2-5 will provide Tier 1 instruction through the Benchmark Advance Curriculum, utilizing anchor charts within the curriculum. Consistent school-wide 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"> <li>• Acadience and MAP</li> <li>• Benchmark Assessments (new in '25-'26)</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience and MAP</li> <li>• Fall &amp; Spring CBA</li> </ul>
<p><b>2.6: FLUENCY</b> Teachers will provide focused instruction to help build student fluency, including: the use of a fluency routine, repeated reading practice, and the integration of fluency strategies from Foundations or Benchmark Advance Dynamite Decodables.</p>	<ul style="list-style-type: none"> <li>• Acadience (K-3)</li> <li>• Acadience Oral Reading Fluency (ORF) progress monitoring assessments for identified students in interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience and MAP</li> </ul>
<p><b>2.7: PROGRESS MONITORING</b> 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. Teams and ILT will collaboratively monitor SLOs and WIGS.</p> <ul style="list-style-type: none"> <li>• Teachers will provide second chance learning opportunities for students (???)</li> <li>• Data Binders will be sent home ~once a month (with interim and report card)</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience and MAP</li> <li>• Benchmark Assessments (new in '25-'26)</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience &amp; MAP</li> <li>• FUNdations assessments</li> <li>• Fall &amp; Spring CBA</li> </ul>
<p><b>2.8: INTERVENTION</b> 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 &amp; Intermediate Interventionist, mentor teacher, LEAD tutor, and Title 1 teachers to develop appropriate monthly goals, intervention plans, and SMART goals. Paraprofessionals to provide grade level support during ELA blocks.</p>	<ul style="list-style-type: none"> <li>• Monthly goals (for each class) shared at data meetings</li> <li>• Grade-level Excel/Sheets document with individual student data</li> <li>• Progress of interventions, entered into IST OneNote</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly goals shared at data meetings</li> <li>• Grade-level Excel document with individual student data</li> <li>• Progress of interventions, entered into IST OneNote</li> </ul>

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

By June 2026, each grade level will meet their grade-specific writing goal on the end-of-year Benchmark Advance Performance Task writing.

	<b>End of Year 2023 CBA Data</b> % of Students Scoring 8/10 or higher on the CCPS writing rubric	<b>End of Year 2024 CBA Data</b> % of Students Scoring 8/10 or higher on the CCPS writing rubric	<b>End of Year 2025 CBA Data</b> % of Students Scoring 8/10 or higher on the CCPS writing rubric	<b>END OF YEAR 2026 WRITING GOAL</b> % of Students Scoring 8/10 or higher on the CCPS writing rubric
<b>Grade 2</b>	Opin: 74% Lit: 53%	Opin: 62% Lit: 55%	Opin: 57% Lit: 59%	<b>Informational: 60%</b>
<b>Grade 3</b>	Opin: 65% Lit: 61%	Opin: 55% Lit: 52%	Opin: 58% Lit: 52%	<b>Opin: 60%</b>
<b>Grade 4</b>	Opin: 75% Lit: 63%	Opin: 48% Lit: 51%	Opin: 50% Lit: 49%	<b>Opin: 60%</b>
<b>Grade 5</b>	Opin: 75% Lit: 63%	Opin: 78% Lit: 74%	Opin: 85% Lit: 70%	<b>Opin: 80%</b>

<b>Strategic Actions</b>	<b>Timeline</b>	<b>Measures of Success / Desired Performance Level</b>
<p><b>3.1</b> Incorporate classroom structures and strategies to include: Teacher <b>models the writing process</b> using mini lessons geared towards student need (addressing the areas of literary, information, and opinion writing).</p> <ul style="list-style-type: none"> <li>Meet with ESOL teachers to determine modifications/accommodations for assessments AND classwork</li> <li>ESOL services to be considered during ELA/SS</li> <li>ELA Specialist or Mentor will co-teach lessons with teachers struggling to fit in the writing block or certain concepts</li> <li><b>Graphic organizers</b> will be used to organize thinking and set the purpose for writing.</li> <li>Teacher <b>conferencing</b> with students by need in small groups or individualized</li> <li>Address student writing needs during flexible small group instruction.</li> </ul>	September-June <ul style="list-style-type: none"> <li>Daily modeling of teacher directed lessons</li> <li>Bi-weekly flexible groups</li> <li>Weekly administrator walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>Student writing projects</li> <li>Completed student writing on Benchmark Advance assessments or assignments (narrative, opinion, information)</li> </ul>
<p><b>3.2</b> Grade 3-5 teachers will expose students to <b>on-line writing tasks</b> to respond to reading or complete writing prompts that support learning through:</p> <ul style="list-style-type: none"> <li>the Benchmark Advance curriculum</li> <li>social studies concepts and tasks</li> <li>science</li> </ul>	September-June (monthly)	<ul style="list-style-type: none"> <li>Completed student writing on Benchmark Advance assessments or assignments</li> <li>Electronic student responses to text</li> </ul>
<p><b>3.3</b> Increase the use of common <b>rubrics</b> for writing responses with students (before and during writing), including CCPS rubrics and student-friendly rubrics, during first pass instruction.</p>	September-June (weekly)	<ul style="list-style-type: none"> <li>Completed student writing on Benchmark Advance assessments or assignments</li> <li>Completed student writing assignments (narrative, opinion, information)</li> </ul>
<p><b>3.4</b> Monthly <b>collaboration</b> between gen. ed. and special teachers, as well as humanities and STEM teachers, ESOL (Grades 3-5), and special areas teachers, about teaching writing and using common rubrics.</p> <ul style="list-style-type: none"> <li>Collaborate area of focus for writing during Tier 1 instruction (narrative, informational, opinion, response to text) AND common organizers that will be used.</li> </ul>	September-June (monthly)	<ul style="list-style-type: none"> <li>Completed student writing on Benchmark Advance assessments or assignments</li> </ul>

### School Improvement Goal #4: Equity

- 80% of our K-3 ML students will increase fluency as measured by growth of one color band on their **Acadience Composite Score** from the Fall to End of Year administration of the assessment.
- 80% of our ML students in Gr. 2-5 will demonstrate increased comprehension of text as measured by growth of one color band on their **MAP Growth** RIT score from the Fall to End of Year administration of the assessment.

#### 2025 End of Year Data

##### Acadience

21% of our ML students in K-3 met end of year expectation on the Acadience assessment. The breakdown of the percentage of students meeting the end of year expectation is as follows:

	Kinder.	Gr. 1	Gr. 2	Gr. 3
<b>All Students</b>	73%	57%	63%	54%
<b>ESOL</b>	14% (1/8 students)	25% (1/4 students)	33% (1/3 students)	25% (1/4 students)

##### MAP Growth

8% of our ML students in Grades 2-5 met end-of-year expectations on MAP Growth. The percentage of students meeting the end of year expectation is as follows:

	Gr. 2	Gr. 3	Gr. 4	Gr. 5
<b>All Students</b>	37%	42%	56%	40%
<b>ESOL</b>	0% (0/2 students)	0% (0/4 students)	33% (1/3 students)	0% (0/3 students)

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p><b>4.1</b> Student ELA and attendance data will be monitored throughout the school year.</p>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Monthly at data meetings</li> <li>• Data analysis after formal windows (October/Jan/EOY)</li> <li>• Weekly data discussion at Kid Talk meetings</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Weekly discussion of attendance at SST</li> <li>• Attendance communication via interpreter and/or classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance and <u>progress</u> on identified assessments (Acadience &amp; MAP Growth)</li> <li>• ML students will maintain the state standard for attendance of 94%</li> </ul>
<p><b>4.2</b> Equity liaisons will provide professional development to all staff that will support a diverse population.</p>	<p>Three times a year</p>	<ul style="list-style-type: none"> <li>• Teacher survey after professional development sessions</li> </ul>
<p><b>4.3</b> Stakeholders will plan and provide enrichment opportunities for designated families of ML students:</p> <ul style="list-style-type: none"> <li>• Talking Points</li> <li>• Monitoring Attendance</li> <li>• Title I Outreach/Events</li> <li>• ESOL Family Outreach/Events</li> </ul>	<p>Quarterly</p>	<ul style="list-style-type: none"> <li>• Family survey after Title 1 and ESOL Family Outreach/Events</li> </ul>
<p><b>4.4</b> ESOL teachers will provide professional learning opportunities for all staff.</p>	<p>Two times a year</p>	<ul style="list-style-type: none"> <li>• Teacher survey after professional development sessions</li> </ul>