

Winfield Elementary School School Improvement Plan 2026-2027

School Vision / Mission
Winfield Elementary School Vision: To develop diverse, high achieving lifelong learners who are productive members of the community. Winfield Elementary School Mission: What: Communicate expectations to all stakeholders How: Collaborate to provide meaningful and rigorous instruction Why: Cultivate diverse, lifelong learners

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.

School Needs Assessment

Goal 1: As our county continues to focus on structured literacy and shifts according to the Science of Reading, our primary grades' reading focus will be on phonics and fluency. In ELA in PreK during the 2025-2026 school year, 90% and 90% (respectively) of the students met the county standard for uppercase letter identification and lowercase letter identification. 90% met the expectation for producing accurate letter sounds. Therefore, we will focus on letter identification and letter sounds identification to meet end-of-year expectations for pre-k. During the 2025-2026 school year, in ELA (K-2), the percentage of students who met grade level expectations was determined by their Acadience Composite score. Those scores are as follows: Kindergarten: 63%, Grade 1: 66%, Grade 2: 71%. This upcoming school year, we will continue to utilize decodable texts and passages to support students in their reading fluency as measured by STAR Reading assessment. As text levels increase, students need to read with fluency, accuracy, and to comprehend literary and informational text. For grades 3-5, the percentage of students meeting the grade level expectation, determined by the MAP Achievement Percentile, is as follows: Grade 3: 83%, Grade 4: 77%, Grade 5: 76%. This upcoming school year, students will continue to focus on vocabulary and knowledge building. We will use STAR Reading Scaled Score as a measure of students' reading levels. For MCAP 2026, in grade 3: 67% met or exceeded expectations and 26% were in the approaching band, in grade 4: 64% met or exceeded expectations and 26% were in the approaching band in grade 5: 52% met or exceeded expectations and 37% were in the approaching band. We will continue to focus on improving students' Lexile levels to accelerate reading comprehension and improve MCAP scores.

Goal 2: In ELA, in the area of writing during the 2025-2026 school year, the following students met the county standard for FUNdations Unit Assessments: K: 75%, Grade 1: 83%, Grade 2: 91%. FUNdations assessments are used to assess students' encoding skills based on the phonics instruction they have received and align it to structured literacy. In 2025-2026, for grades 3-5, the percentage of students meeting the 80% expectation for writing on combined Benchmark Advance County writing assessments was as follows: Grade 3: 30%, Grade 4: 35%, Grade 5: 24%. We will continue to improve writing percentages through direct instruction of writing structure and writing strategies in grades 3-5 in ELA, as measured by the County Benchmark Advance Writing Assessments.

Goal 3: In math, in PreK-Grade 5 the following percentage of students met 80% or greater on the EYA benchmark for 2025-2026 school year: PreK: 82%, K: 92%, Grade 1: 86%, Grade 2: 85%, Grade 3: 67%, Grade 4: 71%, Grade 5: 38%. For MCAP 2026, in grade 3: 73% of students met or exceeded, while 19% were approaching. In grade 4: 52% of students met or exceeded standards, while 38% were approaching. In grade 5: 39% of students met or exceeded the standard, while 47% were approaching. We will continue to need to increase the percentage of students scoring 80% or better on county assessments and state assessments and will do this by focusing on moving each student group forward on band growth. MCAP data shows that students scored lower on assessment items that incorporated modeling and reasoning standards. Therefore, we need to increase focus on teaching reasoning and modeling strategies when instructing all other math content standards. Additionally, we need to strengthen student understanding of numeracy and overall number sense.

Goal 4: In ELA, Spring 2026 for grades K-5, the following percentage of special education students met the county expectation for CCPA: K: 38%, Grade 1: 26%, Grade 2: 20%, Grade 3: 28%, Grade 4: 47%, and Grade 5: 67%. Data indicates that in K through 3, an average of 28% of students in the Special Education student group met grade level expectations, which indicates students need for focused phonics instruction. We will focus on increasing the percentage of students in the Special Education student group who are meeting the grade level mastery expectation for the CCPA. In turn, this will increase overall reading ability. For ELA MCAP 2026 - in grade 3: 10% of special education students scored in level 3, while 63% scored a level 2, which is approaching. In grade 4: 4% of special education students scored in level 3, while 38% scored in level 2. In grade 5: 0% of special education students scored in level 3 or level 4, while 52% scored in level 2.

During the 2025-2026 school year, in grades K-5, the following percentage of special education students scored 80% or better on the EYA Math Benchmark: K: 50%, grade 1: 50%, grade 2: 14%, grade 3: 21%, grade 4: 7% and grade 5: 7%. In grade 3, 4 and 5, 0%, 15% and 0% of students scored between 70-79%, which is considered approaching standards. It is noted that we need to continue to provide differentiation and targeted tier 1 interventions to build numeracy, reasoning, and problem-solving skills to target students in this approaching band in the intermediate grades where a larger discrepancy exists. For Math MCAP 2026 - in grade 3: 26% of special education students scored in level 3, while 26% scored a level 2, which is approaching. In grade 4: 4% of special education students scored in level 3, while 42% scored in level 2. In grade 5: 0% of special education students scored in level 3 or level 4, while 44% scored in level 2.

School Improvement Goals to Target Areas from Needs Assessment

By June 2027, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter Recognition and Letter Sound Identification in Pre-K, STAR Early Literacy grade level expectation score in K-2, and STAR Reading Scaled Score that are on-grade level or greater in grades 3-5, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting on-grade Level)	Spring 2027 ELA Goal (% meeting on-grade Level)
PreK	86% - Uppercase Letter ID 86% - Lowercase Letter ID 86% - Letter Sounds	90% - Letter ID, Letter Sounds
K	64% - Acadience Composite Score	75% - STAR Early Literacy (meeting standard)
1	66% - Acadience Composite Score	70% - STAR Early Literacy (meeting standard)
2	70% - Acadience Composite Score	75% - STAR Early Literacy (meeting standard)
3	83% - MAP Growth (meeting standard)	88% - STAR Reading (meeting standard)
4	78% - MAP Growth (meeting standard)	83% - STAR Reading (meeting standard)
5	76% - MAP Growth (meeting standard)	80% - STAR Reading (meeting standard)

By June 2027, the percentage of students meeting or exceeding grade level writing expectations, as measured by *FUNDations* unit assessments (with scores of 80% or greater) in grades K-2 and Benchmark Advance Post Interim assessment (meeting county expectations) in grades 3-5, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting 80%)	Spring 2027 ELA Goal (% meeting 80%)
K	75%	80% - Foundations unit assessments
1	83%	85% - Foundations unit assessments
2	91%	90% - Foundations unit assessments
3	30%	80% - BA Post Interim assessment
4	35%	80% - BA Post Interim assessment
5	24%	80% - BA Post Interim assessment

By June of 2027, the percentage of students meeting or exceeding grade level math expectations, as measured by the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

Grade	January 2026 MYA Data (% meeting 80%)	Spring 2026 EYA Data (% meeting 80%)	Average of MYA and EYA scores	2027 Goal (Average of % meeting 80% in MYA and % meeting 80% on EYA)
PreK	90%	82%	86%	90% or greater
K	96%	92%	94%	93% or greater
1	71%	86%	79%	92% or greater
2	81%	85%	83%	88% or greater
3	52%	67%	60%	70% or greater
4	55%	71%	63%	70% or greater
5	35%	38%	37%	70% or greater

By June of 2027, the percentage of students in the special education student group meeting or exceeding math and reading expectations, as measured by the assessments listed below, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting mastery or 80%)	Spring 2027 ELA Goal (% at 80%)
K	38%	50%
1	26%	40%
2	20%	35%
3	28%	40%
4	47%	50%
5	67%	70%

Grade	2025-2026 % (% making MYA/EYA benchmarks)	2026-2027 Math Goal (% making 80% on Unit Test)
K		80% or greater
1		80% or greater
2		80% or greater
3		70% or greater

4		70% or greater
5		70% or greater

Reading School Improvement Goal

By June 2027, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter Recognition and Letter Sound Identification in Pre-K, Star Scaled Score in grades in K-2, and Star Scaled Score/Lexile levels that are on-grade level or greater in grades 3-5, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting on-grade Level)	Spring 2027 ELA Goal (% meeting on-grade Level)
PreK	90%	50%
K	63%	40%
1	66%	35%
2	71%	40%
3	83%	50%
4	77%	70%
5	76%	50%

Strategic Actions (Timeline)	Measures of Success / Desired Performance Level
Instruction: - Analyze and implement strategies that align with the Science of Reading and are outlined in <u>Shifting the Balance: K-2</u> in grades Pre-K - 2 and in <u>Shifting the Balance: 3-5</u> for grades 3 - 5. - The staff will empower students through strategic goal setting and progress monitoring (i.e. Star, Star CBM). Teachers will administer Benchmark Advance Weekly Assessments for formative data. - Continue explicit, systematic <i>FUNdations</i> instruction in grades K-3 and explicit word study and vocabulary instruction including Benchmark Advance Phonics Word Study in <i>grades 4-5</i>. - Teachers will provide focused instruction to build student fluency. For example, using instructional fluency routines such as repeated reading practice through echo, choral, and partner reading. - Utilize SRIPs in classrooms through strategic flex groupings for fluency, phonics, and comprehension goals - Teachers will implement differentiated fluency folders and fluency routine, including decodable and authentic texts, updated with Wonders, Benchmark Advance, and Foundations units. Primary Grades: - Utilize decodable texts from <i>Being a Reader</i>, <i>Dynamite Decodables</i>, and <i>FUNdations</i> to target student groups with multiple exposures to phonics patterns taught in <i>FUNdations</i>. - Professional Development with reading specialist using resources such as <i>7 Mighty Moves</i> and <i>Choosing and Using Decodable</i> texts to improve reading accuracy and fluency and on planning flexible small group lessons. - Continue daily instruction of high frequency words aligned with <i>FUNdations</i> and the Science of Reading including emphasis on orthographic mapping and utilization of multimodal approaches like <i>Snap Words</i>. - Grades Pre-K - 1 will implement phonemic awareness instruction through <i>Heggerty</i> daily. - Teachers will plan <i>Wonders</i> comprehension lessons using the LETRS Comprehension Planning Tool. Intermediate Grades: - Focus on increasing reading comprehension as measured by Star Reading Assessment through comprehension strategy instruction using the Benchmark Advance annotation routine in the text for close reading for literary and informational purposes.	Data Analysis and Intervention: - Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions (including SRIPs), advanced academics, students receiving special education services, and support in place for ELL students (monthly). - Highly qualified teachers will provide tier 2 instruction through Student Reading Intervention Plans (SRIP) using high quality materials. Support staff will provide additional Tier 2 interventions for identified students who do not have SRIPs (Parent meetings for SRIPs 2-3 times yearly). - Following data meetings, lessons will be modeled/co-taught by ELA Specialist, general educator, special educator, AA teacher and/or ESOL teacher (as needed). Progress Monitoring: - Assessments identified during monthly data meetings (At least 2x a month utilizing Benchmark Advance Weekly Assessments for grades 2-5) - Collaborative planning meetings to support best practices in structured literacy with ELA Specialist weekly - Data meetings (monthly) & kidtalking and walkthroughs (weekly) - Use Star CBM, Star reading, and high-quality intervention materials to monitor progress. Professional Development: - Utilize the <i>FUNdations</i> checklists and walkthrough forms to ensure fidelity of routines and procedures within the curriculum. - On-going professional development using <i>Choosing and Using Decodables</i> by Wiley Blevins, <i>7 Mighty Moves</i> by Lindsay Kemeny, <i>Know Better Do Better Comprehension</i> by Davis and Meredith Liben, and <i>The Fluency Development Lesson: Closing the Reading Gap</i> Professional Development book by Lynne Kulich et. al. - On-going countywide and school-based professional

• Flexible, small group reading lessons modeled/co-taught by ELA Specialist. • Utilize Benchmark Advance curricular resources in grades 2-5 for ELA instruction to build students' knowledge of content throughout literacy and informational units. • Improve reading proficiency using rigorous, online reading tasks when appropriate, to read independently, answer text-dependent questions - including selective responses (with Part A/Part B), and written responses. For example, Benchmark Advance Weekly Assessments and FRECKLE. • Teachers will utilize Benchmark Advance vocabulary resources to increase vocabulary acquisition and improve overall comprehension.	development on Benchmark Advance curriculum, Star Reading assessments. • Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals (specifically focused on FUNDations, decodable texts, and Science of Reading) to see professional development strategies in practice.
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Writing School Improvement Goal

By June 2027, the percentage of students meeting or exceeding grade level writing expectations, as measured by *FUNdations* unit assessments (with scores of 80% or greater) in grades K-2 and interim performance assessments (with score meeting county expectation) in grades 3-5, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting 80%)	Spring 2027 ELA Goal (% meeting 80%)
K	75%	80%
1	83%	85%
2	91%	90%
3	30%	80%
4	35%	80%
5	24%	80%

Strategic Actions (Timeline)

Instruction

Primary grades: focus on encoding and demonstrating application of phonics skills and patterns taught through *FUNdations* dictation and unit assessments.

Intermediate grades: focus on response-to-text writing as an application of comprehension of informational, opinion, and narrative with writing prompts that require the synthesis of multiple texts to respond.

- Teachers will explicitly teach students how to create and use countywide graphic organizers when planning writing.
- The staff will empower students through strategic goal setting and progress monitoring of students' written responses (e.g. Benchmark Advance Applying Understanding Prompts, writing rubric expectations).
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students. For example, using student selected writing prompts that involve cross-disciplinary content and real-world applications.

Professional Development

- On-going professional development in grades K-1 on encoding strategies through *FUNdations* and Choosing and Using Decodable Texts by Wiley Blevins, which incorporates dictation.
- On-going professional development on *Benchmark Advance* curriculum with a focus on writing text-based responses.
- Utilize Benchmark Advance Graphic Organizers and Student-friendly rubrics to explicitly teach components of grade level rubrics and expectations.
- Acquire and utilize paired SS texts and sources for knowledge building and planning writing to make a claim.
- Utilize CCPS 10-point writing rubrics within teams and across grade levels and develop exemplars.
- Continue instruction of *Unlocking the Prompt* as a pre-writing strategy when responding to prompts in all genres of writing.
- Continue to support students with effective, well-organized writing using Benchmark Advance plans, organizers, and student checklists.
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals to see professional development strategies in practice.

Measures of Success / Desired Performance Level

Data Analysis and Interventions

- Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students (monthly).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions).
- With flexible grouping, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Following data meetings, lessons will be modeled/co-taught by ELA Specialist, general educator, special educator, AA teacher and/or ESOL teacher (as needed).

Progress Monitoring

- Assessments identified during monthly data meetings (Teachers assess student writing in every Benchmark Advance Process Writing Unit.) Students need to score 80% on writing rubrics in order to demonstrate grade level mastery, which is a predictor of 80% on the written responses for narrative, opinion, and informational writing assessments.
- Weekly collaborative planning meetings with ELA Specialist
- Data meetings (monthly) & walkthroughs (weekly)

Math School Improvement Goal

By June of 2027, the percentage of students meeting or exceeding grade level math expectations, as measured by the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

	Jan 2026 MYA	May 2026 EYA	Average % of students passing	May 2027 Goal
PreK	90%	82%	86%	92% or greater
K	96%	92%	94%	93% or greater
1	71%	86%	79%	92% or greater
2	81%	85%	83%	88% or greater
3	52%	67%	60%	70% or greater
4	55%	71%	63%	70% or greater
5	35%	38%	37%	70% or greater

Strategic Actions (Timeline)

Measures of Success / Desired Performance Level

Instruction

- Teachers will utilize the Numeracy Development Framework and Math in Practice curriculum resource to plan 60 minutes of math with 30 minutes of supplemental instruction to include tier 2 and tier 3 interventions.
- Teachers will focus on reasoning routines quarterly (grades 2-5) with MRT co-teaching introduction lessons and teachers utilizing the strategy weekly in their instruction.
- The staff will empower students through strategic goal setting and progress monitoring for content standards and fact fluency (monthly).
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

Professional Development

- Create a shared understanding of how to use the MSDE modeling and reasoning rubrics for instruction and develop student-friendly rubrics to use in grades 2-5.
- MRT will provide PD on how to use formative data to plan purposeful small groups daily.
- Teachers will work together to create modeling tasks to utilize during instruction.
- Special education teachers will get professional development from MRT through co-teaching lessons.
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals (specifically focused on modeling and reasoning routines) to see professional development strategies in practice.
- Explore and address Numeracy Standards in grades PreK-5.

Data Analysis and Interventions

- Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students (monthly).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions) using Bridges, Number Sense and other Interventions developed by MRT and teacher.
- With flexible grouping, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Following data meetings, lessons will be modeled/co-taught by MRT, general educator, special educator, AA teacher and/or ESOL teacher (as needed).

Progress Monitoring MYA % meeting 80%

- Formative and Unit Assessments determined monthly during data meetings
- Planning meetings with MRT (Focused on numeracy, fluency, and developing reasoning and number sense routines)
- Monthly Data/Planning Meetings
- January and May Benchmark scores will be used to monitor students for band growth.

Achievement Gap School Improvement Goal

By June of 2027, the percentage of students in the Special Education student group will increase the percent meeting mastery on all grade level CCPA, as measured by the assessments listed below, will increase as follows:

Grade	Spring 2026 ELA Data (% meeting mastery on grade level CCPA expectations)	Spring 2027 ELA Goal (% meeting mastery on grade level CCPA expectations)
K	38%	50%
1	26%	40%
2	20%	35%
3	28%	40%
4	47%	50%
5	67%	70%

By June of 2027, 80% of students in the Special Education student group will increase their band growth in math (see below).

Grade	2025-2026 Number of students in each band (based on EYA)				Grade	2026-2027 EYA Goal (based on student data from year before)			
	Band 1	Band 2	Band 3	Band 4		Band 1 +10%	Band 2	Band 3	Band 4
K	9	1	0	10	1	9	0	1	10
1	9	1	0	10	2	9	0	1	10
2	9	0	1	5	3	7	2	0	6
3	13	2	0	4	4	12	1	3	4
4	17	2	4	2	5	14	3	2	6
5	20	5	0	2					

Strategic Actions (Timeline)		Measures of Success / Desired Performance Level	
ELA K-3 - Students in the Special Education student group in grades K-3 who did not meet the CCPA goal for their grade level in 2025-2026 will have a goal area outlined on their IEP targeting phonics. - ELA specialists, will collaborate, plan, and model with Special Education teachers using high quality interventions such as (Foundations Decodables, Fun in Focus, Foundations Targeted Instruction Resources, and SIPPS). ELA 4-5 - Students in the Special Education student group in grades 4-5 who have not mastered CCPA in the 2025-2026 will have a goal area outlined on their IEP targeting phonics. - ELA Specialist, will collaborate, plan and model with Special Education teachers using high quality interventions such as (Wilson, Just Words and SIPPS). - General Educators will utilize Steps to Advance to differentiate on grade level reading instruction. Providing a version of the grade level texts that are chunked or modified to reflect a lower Lexile. - Special education and general education teachers will directly teach and model Benchmark Annotation to targeted small groups to promote comprehension. - Utilize Benchmark Advance Fluency Intervention resources with students. Math - Second chance instruction and assessment will be offered after unit tests to students who do not make the 80% goal. - Special Education teachers will utilize the Bridges and Number Sense Interventions to build computation skills. - Special Education teachers will use graphic organizers to help students understand the computation process, and classroom teachers will utilize those organizers in whole group instruction.		Progress Monitoring: - Formative and Unit Assessments (as appropriate) determined monthly during data meetings - Planning meetings with MRT and ELA Specialist (Focused on NBT and Fraction standards and HFW and vocabulary development as monitored in Benchmark Advance weekly assessments) - Monthly Data/Planning Meetings with special education teachers to discuss all students on their case load. The focus will be on achievement toward computation math goals and reading phonics goals as well as student attendance and social emotional well-being - Specified unit tests, January, and May Benchmark scores will be used to monitor students for growth and adjust instruction. - Beginning, middle and end of year CCPA scores will be used to monitor student growth and adjust instruction. - Monthly Student Services Team meetings with PPW, administration, behavior support, nurse, attendance secretary, school counselor, and school psychologist to review attendance data for special education students, develop additional incentives, contact parents, and problem solve next steps.	

- Utilize the Building Fact Fluency program with 3rd-5th graders as a Tier 1 intervention (along with goal setting)
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

Attendance and Social Emotional Well-Being

- Attendance incentives with the school counselor, classroom teacher and special education case manager.
- Assign students staff mentors to promote social emotional wellness and increased attendance.
- Work with the PPW to increase parent communication with families with historically low attendance to identify barriers and work to provide support to alleviate those barriers.

May 2026 Score		May 2027 Score Goal
1	Below 60%	Increase 10% points
2	60% - 69%	75% or greater
3	70% - 79%	80% or greater
4	80% or greater	Maintain or exceed