

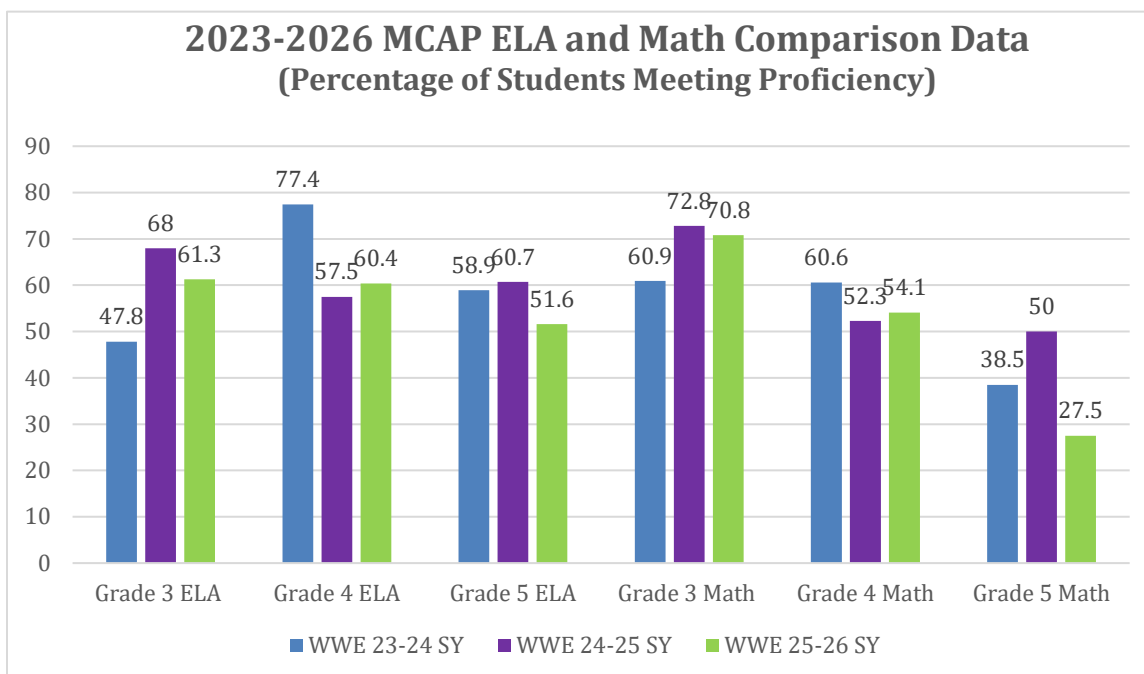
**William Winchester Elementary School
School Improvement Plan
2026-2027**

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

School Needs Assessment

2021 – 2026 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	Actual May 2025	Goal May 2026	Actual May 2026
K	55%	70%	63%	68%	71%
1 st	54%	70%	68%	72%	57%
2 nd	61%	70%	54%	60%	53%
3 rd	75%	80%	64%	69%	52%

Pre-K	May 2025 Goal	Actual May 2025	Actual May 2026	Goal May 2027
Uppercase Letter ID	90%	90%	100%	100%
Lowercase Letter ID	90%	90%	95%	100%

Kindergarten	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026	Actual May 2026	Goal May 2027
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Hearing Sounds in Words	NA	75%	55%	60%	80%	80%
Written Response	0%	80%	60%	80%	73%	80%

Grade 1	September 2024 (baseline)	Goal May 2025	Actual May 2025		Goal May 2026	Actual May 2026	Goal May 2027
Hearing Sounds in Words	NA	90%	90%		95%	77%	85%
Written Response	0%	80%	47%	55%	57%	70%	

Grade 2	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026	Actual May 2026	Goal May 2027
Reading Inventory/MAP Growth	45%	70%	55%	60%	54%	62%
Written Response	NA	70%	60%	65%	40%	65%

Grade 3	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026	Actual May 2026	Goal May 2027
Reading Inventory/MAP Growth	68%	70%	63%	68%	65%	70%
Written Response	NA	70%	40%	70%	36%	56%

Grade 4	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026	Actual May 2026	Goal May 2027
Reading Inventory/MAP Growth	65%	70%	64%	69%	72%	80%
Written Response	NA	40%	60%	65%	51%	60%

Grade 5	September 2024 (baseline)	Goal May 2025	Actual May 2025	Goal May 2026	Actual May 2026	Actual May 2027
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Reading Inventory/MAP Growth	76%	80%	67%	70%	62%	80%
Written Response	NA	75%	76%	76%	45%	65%

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

2026-2027 Math Benchmark Assessment Percentage of Students Meeting Proficiency			
Grade Level	January 2026	May 2026	Goal – May 2027
PreK	90%	90%	95%
Kindergarten	86%	87%	92%
1	66%	74%	90%
2	64%	65%	75%
3	38%	56%	65%
4	59%	64%	68%
5	43%	31%	65%

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

- By June 2027, the percentage of students meeting or exceeding grade level county expectations will increase from 63% to 70% on the Math End-of-Year Assessment.
- By June 2027, the percentage of students in grades PreK-5 scoring 80% or better on the CCPS writing rubrics when responding to text dependent questions will increase from 51% to 60%.

3. By June 2027, the percentage of students meeting or exceeding expectations will increase from 64% to 70% for Star Early Literacy/Star Reading in grades PreK-5.
4. 15% of students with disabilities in grades K-5 will meet grade level expectations for Star Early Literacy/Star Reading.
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 2027, the percentage of students meeting or exceeding grade level county expectations will increase from 63% to 70% 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 teacher 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 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. - Use the Numeracy Development Framework to align instruction planning and assessment for the	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.

most essential grade-level competencies • Create and monitor WIGs and SLOs that support the School Improvement Plan math goal through data meetings.		
1.2 All grade level math blocks (60-minute lesson + 30-minute supplemental instruction) will include high yield components: • Fact fluency and data analysis routines • Anticipatory set, lesson, and formative assessment • Targeted small group instruction (including daily cusp group instruction) • Independent engagement that promotes concept mastery, productive struggle, and procedural fluency • Reasoning and modeling practices	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 MSDE Reasoning and 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. • Students will participate in structured small groups 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

1.4 Professional development will be provided addressing: - Reasoning and modeling routines based on MSDE K-5 Reasoning and Modeling standards, <u>Routines for Reasoning</u>, and <u>Day-by-Day Math Thinking Routines</u> to apply learning to real world scenarios and build number sense, mathematical representation, and communication skills - Data and Statistics Domain: K-5: represent and interpret data; summarize data and draw conclusions; compare data visualizations - Fact fluency strategies and progress monitoring Math Resource Teacher will collaborate with grade level teams to provide modeling and co-teaching opportunities in the classroom.	Sept - June	Participants will complete a feedback and evaluation survey about each professional learning opportunity.
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School Improvement Goal		
WRITING SCHOOL IMPROVEMENT GOAL		
2. By June 2027, the percentage of students in grades PreK-5 scoring 80% or better on the CCPS writing rubrics when responding to text dependent questions will increase from 51% to 60%.		
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 teacher, 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 to guide instruction	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.

and plan appropriate interventions for the 30-minute intervention block. - Analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction and flexible groups during the 120-minute ELA instructional block. - Create and monitor WIGs and SLOs that support the School Improvement Plan Writing goal through data meetings.		
2.2 Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas - Teachers will use gradual release model to increase complexity of writing in both on-demand and process 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 in primary grades will orally rehearse responses before writing on paper - Effectively grouping students for flexible groups and intervention groups using summative and formative assessments, including exit passes in the curriculum - Use CCPS and Benchmark Advance rubrics and other formative assessments to help students analyze their progress, set goals, and measure progress using data binders - Concise, timely teacher feedback on writing assignments either digitally,	Daily	- Increased academic success as measured by formative and summative assessments, including but not limited to Benchmark Advance unit writing, on-demand 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.

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 model use of anchor charts and graphic organizers so students can utilize them independently throughout instruction. • Teachers in grades 3-5 will collaborate with the media specialist to provide additional opportunities 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 information from 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 assessment
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 2027, the percentage of students meeting or exceeding expectations will increase from 64% to 70% for Star Early Literacy/Star Reading in grades PreK-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 Teacher, and Special Educators during team and/or data meetings to: - align first pass instruction and assessment to appropriate student needs. - Use STAR CAT and CBM, Foundations, CCPA, and Benchmark Advance assessment data to identify students not meeting grade level expectations to guide instruction and develop appropriate interventions through Kid-Talking and/or SST. - Analyze STAR CAT and CBM, Foundations, CCPA, and Benchmark Advance assessment 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. - Wonders comprehension lessons (K-1) teachers will utilize the LETRS comprehension planning tool when planning comprehension instruction. - Classroom teachers will collaborate with the media specialist to select knowledge building texts that compliment/align to the curriculum and can be utilized within the classroom.	Monthly meetings Sept - June	Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.



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 ● Incorporate fluency folders to include letters, sounds, words, phrases, and passages both with controlled and authentic text. ● 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 and display anchor charts from Benchmark Advance to assist students with comprehending 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 implement fluency folder practice (letters, sounds, blending; reading words, phrases, sentences, and passages) to help students become automatic decoders and fluent readers ● Classroom teachers will effectively group students for flexible groups and intervention groups ● Use CCPA, HFW, Fundations, STAR, and Benchmark Advance assessments to help students analyze their progress, set goals, and measure progress using data binders	Daily	● Based on individual student baseline, increase academic success as measured by CCPA, PLA, DAPPA, FUNdations assessments, STAR CAT and CBMs, and Benchmark Advance assessments.
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3.3 Explicit instruction on high frequency words to increase and apply in text. - Effectively grouping students for flexible groups and intervention groups - Include HFW in fluency folders for practice - 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: - Administration and use of new assessments, and Renaissance data analytics and reports to create groups and drive instruction. - Research and evidence-based interventions to support student needs.	Quarterly	Participants will complete a feedback and evaluation survey about each professional learning opportunity.

School Improvement Goal		
STUDENTS WITH DISABILITIES SCHOOL IMPROVEMENT GOAL 15% of students with disabilities in grades K-2 will meet grade level expectations for Star Early Literacy/Star Reading in grades K-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.		
4.1 Special Education teachers will meet with the Special Education team/Instructional Consultants during collaborative planning times to: Collaborate with grade level teams monthly to create effective lessons that meet the needs of students with	Quarterly	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,

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 be given the opportunity to 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.		assessed reading level, CBA, MCAP proficiency.
4.2 Special education teachers will develop an understanding of the following evidence-based interventions to increase consistency and fidelity to improve student achievement. - Wilson - Bridges - UFLI - Hand2Mind - Steps to Advance - Fun in Focus	Weekly	Increase academic successes as measured by weekly formative/summative assessments for ELA and Math
4.3 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.
4.4 Special Education teacher will be provided with professional learning opportunities to collaborate/co-teach/co-plan with a general education teacher to assist in closing the achievement gap for students with disabilities.	Monthly	- 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. - Informal observations of collaborative lessons.