

Title I School Improvement Plan Components 2026-2027

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Describe the steps taken to ensure an effective targeted assistance program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.

Title I Targeted Assistance School Improvement Plan Components

TA Component #1: A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:

- ☐ What types of qualitative and quantitative data are being collected?
 - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
 - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- ☐ What are the strengths of students, teachers, school and community? What are their needs?
- ☐ What are the contributing factors to academic strengths and needs?
- ☐ How is the data being used by administration, teachers and parents to guide decisions and instruction?
- ☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- ☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Needs Analysis/SIT Goals

The William Winchester School Improvement Team met on 7/2026 to review school data, county data, and to create goals for our school improvement plan. The following data was reviewed by the team:

- County End of Year Data in ELA and Math
- Acadience Data
- MAP Growth Data
- ELA Comprehension Benchmark Assessment data
- May Math Benchmark data
- Farms and Students with Disabilities performance data in ELA and Math

Overall, when reviewing the school improvement goals from the 25-26 school year William Winchester made growth in some areas but did not meet all goals identified. In Kindergarten, 1st, 2nd and 3rd grade, we have performed below the county average in meeting proficiency when completing Acadience. As a school, we continue to focus on phonics instruction in primary grades to increase overall fluency and knowledge in the areas of phonics. When completing Map Growth in grades 3 – 5, William Winchester has consistently performed below the county average proficiency. As a school, comprehension is a focus and provides intentional interventions to students in need, along with providing school wide strategies. As a school, the team has also placed a focus on fact fluency/modeling and reasoning tasks through daily practice in order to build upon math computation and reasoning. Grade 5 particularly is an area of focus as we saw a large



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decline from 4th grade to 5th grade math proficiency. Specific goals have been set and monitored to address the areas of concern. Students with Disabilities did improve on overall Acadience performance in grades K-2.

The school improvement team/leadership team for William Winchester Elementary meets once a month to review the school improvement plan, identify goals, strategies and works to determine next steps to meet the needs of all students. Grade level team leaders are also given the opportunity to share WIG progress for their team and discuss specific school wide trends. Administration and grade level teams meet once a month during data meetings to review specific grade level goals and determine strategies to meet the needs of students. During this meeting, staff identify their "Wildly Important Goals", share data, and determine next steps. William Winchester tracks and monitors progress a data scoreboard.

During grade level data meetings and leadership team meetings, staff identify the need for additional support in writing, phonics, comprehension, reasoning/modeling, and specific skills pertaining to math instruction. As teams continue to progress monitor throughout the school year, adjustments are made regarding strategic actions, professional learning, resources, etc.

TA Component #2: A school-wide reform strategy that:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provided well rounded education; (1114(b)(7)(A)(ii);
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which **may** include (1114(b)(7)(A)(iii)
 - I. Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject**
 - II. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);**
 - III. Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.);**
 - IV. Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
 - V. Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;**
- d. *Delivery of Service (optional) - the services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.*
- e. *Dual Enrollment (optional)*

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- (1) *In General -A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards*
- (2) *Flexibility of funds- a Secondary school using funds received under this part for dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost of –*
- (A) *training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;*
- (B) *tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and*
- (C) *transportation to and from such program*
- f. *Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.*

Things to consider:

- ☐ How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?
- ☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- ☐ What evidence is being collected to demonstrate the effectiveness of reforms?

Needs Analysis/SIT Goals	Strategic Actions	Timeline	Measures of Success/Desired Performance Level
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.	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: <ul style="list-style-type: none"> align first pass instruction and assessment to appropriate student needs. Use formative data to identify students not meeting grade level expectations to guide 	Bi-weekly planning and data meetings Sept. - June	<ul style="list-style-type: none"> Increased academic success as measured by weekly formative assessments and summative mathematics assessments i.e., unit assessments, Mid-Year and End of Year CCPS benchmark assessments, MCAP proficiency. Kid-Talk documentation stored in shared drive; Intervention

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	<p>instruction and develop appropriate interventions through Kid-Talking and/or SST.</p> <ul style="list-style-type: none"> • 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 most essential grade-level competencies • Create and monitor WIGs and SLOs that support the School Improvement Plan math goal through data meetings. 		<p>data documented in Staff Teams</p> <p>Grade level data will be shared at SIT meetings to determine the % of students meeting the CCPS 80% standard on CCPS assessments.</p>
	1.2 All grade level math blocks (60-minute lesson + 30-minute supplemental instruction) will include high yield components:	Sept. - June	<ul style="list-style-type: none"> • Increased academic success as measured by weekly formative assessments and summative

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	<ul style="list-style-type: none"> • 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 		<p>mathematics assessments i.e., unit assessments, Mid-Year and End of Year CCPS benchmark assessments, MCAP proficiency.</p> <ul style="list-style-type: none"> • 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.
	<p>1.3 Classroom teachers will identify an area of focus and help students with strategic goal setting and progress monitoring.</p> <ul style="list-style-type: none"> • Conduct student conferences to set academic goals and review gains. • Use student data 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 	Weekly and Monthly	<ul style="list-style-type: none"> • Increased academic success as measured by weekly formative assessments and summative mathematics assessments, i.e., unit assessments, Mid-Year and End of Year CCPS benchmark assessments, MCAP proficiency. • Collaborative Planning with ELA Specialist and Math Resource Teacher • Data Meetings will be used to set and monitor goals

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	groups to focus on academic need.		
	<p>1.4 Professional development will be provided addressing:</p> <ul style="list-style-type: none"> 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 	Sept - June	<ul style="list-style-type: none"> Participants will complete a feedback and evaluation survey about each professional learning opportunity.

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	Math Resource Teacher will collaborate with grade level teams to provide modeling and co-teaching opportunities in the classroom.		
By June 2027, 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 51% to 60%.	<p>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:</p> <ul style="list-style-type: none"> Align first pass instruction and assessment to appropriate student needs. Use formative data to identify students not meeting grade level expectations to guide instruction 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. <p>Create and monitor WIGs and SLOs that support the</p>	Monthly Meetings Sept. - June	<ul style="list-style-type: none"> Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary. Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary. Grade level data will be shared at SIT meetings to determine the % of students meeting the 80% on assessments.

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	School Improvement Plan Writing goal through data meetings.		
	<p>2.2 Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas</p> <ul style="list-style-type: none"> Teachers will use gradual release model 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 	Daily	<ul style="list-style-type: none"> 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.

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	<p>passes in the curriculum</p> <ul style="list-style-type: none"> ● 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, 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 		
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	<p>charts and graphic organizers so students can utilize them independently throughout instruction.</p> <ul style="list-style-type: none"> Teachers in grades 3-5 will collaborate with the media specialist to provide additional opportunities for writing and research to build background knowledge. 		
	<p>2.3 Explicit instruction on synthesizing information from multiple sources to answer text-dependent questions.</p> <ul style="list-style-type: none"> Incorporate instruction on synthesizing information from paired passages from resources in Benchmark Advance 	Bi-weekly as appropriate	<ul style="list-style-type: none"> Benchmark Advance weekly assessments Written responses and assignments with multiple texts from Benchmark Advance, Social Studies, and Science Benchmark Advance interim assessment
	<p>2.4 Professional development will be provided addressing unlocking the prompt, choosing relevant text evidence, synthesizing information from multiple texts, and data analysis.</p>	Quarterly	<ul style="list-style-type: none"> Participants will complete a feedback and evaluation survey about each professional learning opportunity.

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	<p>2.5 Cross-curricular opportunities will be provided by special area teachers throughout the year.</p> <ul style="list-style-type: none"> Students in grade 2 – 5 received writing journals for special area teachers to provide writing opportunities throughout the year. 	Quarterly	<ul style="list-style-type: none"> Monitor tracking sheet on the topics, grade, and teacher feedback for each special area.
<p>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 K-5.</p>	<p>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:</p> <ul style="list-style-type: none"> align first pass instruction and assessment to appropriate student needs. Use STAR CAT and CBM, Fundations, 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. 	Monthly meetings Sept - June	<ul style="list-style-type: none"> Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.

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	<ul style="list-style-type: none"> 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. 		
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	<p>3.2 Integrate focused instruction on mastering and applying grade level phonics and vocabulary skills.</p> <ul style="list-style-type: none"> ● 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 	Daily	<ul style="list-style-type: none"> ● 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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	<p>routine and increase the use of curriculum vocabulary throughout the unit</p> <ul style="list-style-type: none"> 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, Foundations, STAR, and Benchmark Advance assessments to help students analyze their progress, set goals, and measure progress using data binders 		
	<p>3.3 Explicit instruction on high frequency words to increase and apply in text.</p> <ul style="list-style-type: none"> Effectively grouping students for flexible groups and intervention groups 	Daily	<ul style="list-style-type: none"> Increased fluency/reading level as measured by increasing mastery of sight words assessed in primary grades and

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	<ul style="list-style-type: none"> • 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. 		<p>intermediate grades as necessary.</p> <ul style="list-style-type: none"> •
	<p>3.4 Professional development will be provided addressing:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Participants will complete a feedback and evaluation survey about each professional learning opportunity. •
<p>15% of students with disabilities in grades K-2 will meet grade level expectations for Star Early Literacy/Star Reading in grades K-5.</p> <p>10% of students with disabilities in grades 3-5 will improve their</p>	<p>4.1 Special Education teachers will meet with the Special Education team/Instructional Consultants during collaborative planning times to:</p> <ul style="list-style-type: none"> • Collaborate with grade level teams monthly to create effective lessons that meet the 	Quarterly	<ul style="list-style-type: none"> • Increased academic success as measured by weekly formative assessments and summative mathematics and ELA assessments i.e., unit assessments, Mid-Year and End of Year CCPS benchmark

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<p>performance on the ELA/Math MCAP by at least 10 – 15 points.</p>	<p>needs of students with disabilities and work to close the achievement gap.</p> <ul style="list-style-type: none"> analyze formative, summative, and intervention data to monitor student progress and determine next steps for instruction. <p>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.</p>		<p>assessments, assessed reading level, CBA, MCAP proficiency.</p> <ul style="list-style-type: none">
	<p>4.2 Special education teachers will develop an understanding of the following evidence-based interventions to increase consistency and fidelity to improve student achievement.</p> <ul style="list-style-type: none"> Wilson Bridges UFLI Hand2Mind Steps to Advance <p>Fun in Focus</p>	Weekly	<ul style="list-style-type: none"> Increase academic successes as measured by weekly formative/summative assessments for ELA and Math
	<p>4.3 Special Education teachers will attend Monthly Data Meetings with administration and the resource team to track and monitor data.</p>	Monthly	<ul style="list-style-type: none"> Participants will track and monitor special education data and determine appropriate next steps and additional supports.

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	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	<ul style="list-style-type: none"> • Increased academic success as measured by weekly formative assessments and summative mathematics and ELA assessments i.e., unit assessments, Mid-Year and End of Year CCPS benchmark assessments, assessed reading level, CBA, MCAP proficiency. • Informal observations of collaborative lessons.
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TA Component #3: Parent and Community Involvement - the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

Things to consider:

- ☐ How will parents, families, and community members be involved in developing the targeted assistance plan?
- ☐ How will teachers, principals, and other school staff be involved in developing the targeted assistance plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
Reading, Math, and Writing	Title I Parent Engagement Nights throughout the year	100% of parents will complete the survey	Annually
Reading, Math and Writing	Summer Learning Opportunity will be offered to students providing support in Reading, Writing and Math using research/evidence-based strategies.	90% of students will show growth during the pre/posttest.	Two weeks during Summer Program

TA Component #4: Coordination with other Federal, State and local services, resources and programs - if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b) (5)

Things to consider:

- ☐ Identify all federal, state, and local programs and services.
- ☐ How are federal, state, and local resources blended to maximize the impact of the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time Line
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Equity Goal	Partner with local groups to provide services to students such as Mobile Dentist, Life Renewal, Advanced Behavioral Health, etc.	Increase the number of students participating in these programs	Annually
Reading	-Partner with the Carroll County Library to schedule book mobile visits for our Birth to 5 community. -WWE will also participate in the Battle of the Books Competition with 4 th and 5 th graders.	Increase the number of students participating in these programs	Annually

Additional notes: