

Westminster Elementary School
School Improvement Plan
2026-2027

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 2021-2026 EOY Assessments indicates that:

Students in Pre-K -1 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 2-5 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
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
2026	86	85	87	93	88	92	77	70	58	67	69	57	48	37

Students Meeting Standard by Content Domain- 2026

	PK	K	1	2	3	4	5
WES/CCPS	85/86	93/87	92/88	70/77	67/58	57/69	37/48
CC (Counting and Cardinality)	86/85	88/89					
OA (Operations and Algebraic Thinking)	82/85	91/85	75/69	55/64	76/74	64/69	60/65
G (Geometry)		82/80	84/83	92/91	-	49/62	61/62
MD (Measurement and Data)			92/92	62/74	65/55	59/60	38/58
NBT (Numbers and Operations in Base Ten)		85/74	92/87	56/69	67/60	83/71	-
NF (Numbers and Operations - Fractions)					48/54	61/68	30/44

Table 1 MCAP Performance – Math-2026

% of students scoring proficient or better	3 rd Grade	4 th Grade	5 th Grade
White	64.3%	57.8%	35.3%
Minority	61.9%	34.5%	22.5%
Farms	46.2%	54.5%	12.5%
Special Education	26.7%	16.7%	5.9%
All Students	63.5%	60.2%	30.6%
Male	60.6%	55.3%	33.3%
Female	66.7%	65.2%	27.5%

School Needs Assessment – ELA

PreK-2 ELA Trend Data

Grade	Percent Meeting Expectations May 23	Percent Meeting Expectations May 24	Percent Meeting Expectations May 25	Percent Meeting Expectations May 26
PreK	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%)	Letter ID (upper): 85% (county 91%) Letter ID (lower): 85% (county 89%) Letter Sounds: 85% (county 83%)
K	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%)	Acadience: 82% (county 76%) Letter Sounds: 96% (county 91%) Updated HFW: 87% (county 84%) HSIW: 78% (county 68%) CCPA (closed syll.): 90% (county 84%)
1	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%)	CCPA (2-syllables): 86% (county 84%) CCPA (multi-syllabic): 84% (county 83%)
2	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%)	Acadience: 62% (county 65%) MAP: 56% (county 68%) CCPA (vowel digraphs): 82% (county 86%) CCPA (vowel diphthongs): 73% (county 76%) CCPA (2-syll., all): 50% (county 59%) EOY Benchmark Advance Performance Assessment: 79% (county 78%)

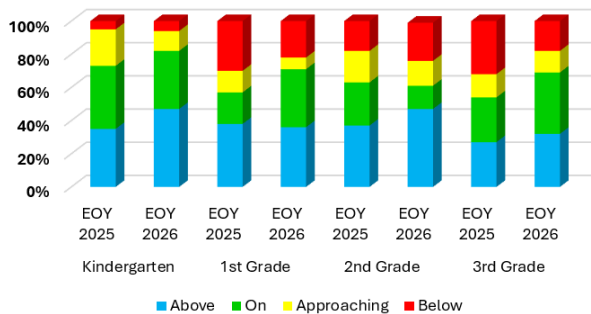
School Needs Assessment - ELA

3rd – 5th Grade ELA Trend Data

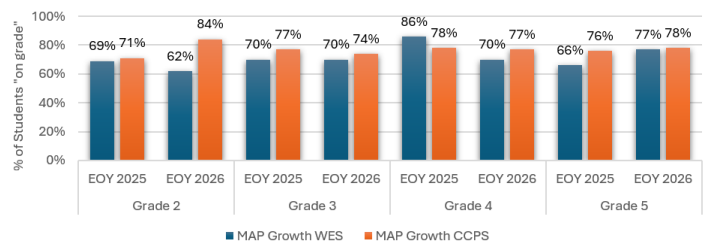
3	Reading Level: 74% (county: 81%) RI: 67% (county: 68%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Literary): 67% avg. (county: 76% avg.)	Reading Level: 90% (county: 88%) RI: 70% (county: 70%) CBA (Opinion): 69% avg. (county: 75% avg.) CBA (Lit): 71% avg. (county: 74% avg.)	Acadience: 54% (county: 67%) MAP: 42% (county: 52%) CCPA (multi-syllabic): 83% (county: 85%) CBA (Opinion): 70% (county: 75%) CBA (Lit.): 71% (county: 74%)	Acadience: 68% (county 68%) MAP: 70% (county 73%) CCPA (2-syllables): 86% (county 84%) CCPA (multi-syllabic): 84% (county 83%) EOY Benchmark Advance Performance Assessment: 49% (county = 56%)
4	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%)	MAP: 74% (county 78%) EOY Benchmark Advance Performance Assessment: 54% (county = 59%)
5	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%)	MAP: 78% (county 78%) EOY Benchmark Advance Performance Assessment: 59% (county = 64%)

School Needs Assessment - ELA

WES Acadience End of Year Trend Data



MAP Growth Trend Data - WES & CCPS Comparison



Writing Data

	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	End of Year 2026 Benchmark Post-Test Writing Data % of students meeting standard (gr. 2 – 12 pt. rubric, gr. 3-5 - 4 pt. rubric)
Grade 2	Opinion: 74% Literary: 53%	Opinion: 62% Literary: 55%	Opinion: 57% Literary: 59%	Informational: 57%
Grade 3	Opinion: 65% Literary: 61%	Opinion: 55% Literary: 52%	Opinion: 58% Literary: 52%	Opinion: 73%
Grade 4	Opinion: 75% Literary: 63%	Opinion: 48% Literary: 51%	Opinion: 50% Literary: 49%	Opinion: 42%
Grade 5	Opinion: 75% Literary: 63%	Opinion: 78% Literary: 74%	Opinion: 85% Literary: 70%	Opinion: 74%

Benchmark Advance Pre & Post Test – Average Writing Scores

	2nd Grade		3rd Grade		4th Grade		5th Grade	
	WES	County	WES	County	WES	County	WES	County
Pre-Assessment	38%	39.5%	30%	39.5%	41%	48.7%	45%	49.9%
Post-Assessment	70%	71.5%	52%	60.1%	62%	64%	73%	69.4%

Table 1 MCAP Performance – ELA-2026

% of students scoring proficient or better	3rd Grade	4th Grade	5th Grade
White	59.5%	57.8%	55.9%
Minority	47.6%	65.5%	52.5%
Farms	42.3%	54.5%	30%
Special Education	13.3%	16.7%	11.8%
All Students	55.6%	60.2%	54.6%
Male	45.5%	55.3%	49.1%
Female	66.7%	65.2%	60.8%

School Improvement Goals

MATH: By June 2027, 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)

READING: By June 2027, the percent of students meeting grade-level reading expectations will increase by the determined goal as measured by STAR Early Literacy and STAR Reading, High Frequency Words, CCPA (grades Pre-K through 2), Benchmark Advance Assessments, AND/OR meet county averages.

WRITING: By June 2027, each grade level will meet their grade-specific writing goal on the end-of-year Benchmark Advance Performance Task writing and/or meet the county average score for writing.

EQUITY: 80% of our ML students will increase their reading skills and comprehension as measured by growth on their STAR Early Literacy or STAR Reading assessment from the Fall to End of Year administration of the assessment.

School Improvement Goal #1: Math

By June 2027, 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.	WES 2024 EOY	WES 2025 EOY	WES 2026 EOY	WES 2026/2027 EOY Target
Pre-K	95	95	85	90 or meet county average
Kindergarten	89	88	93	90 or meet county average
Grade 1	89	88	92	90 or meet county average
Grade 2	60	61	70	80 or meet county average
Grade 3	66	54	67	70 or meet county average
Grade 4	55	53	57	70 or meet county average
Grade 5	43	22	37	70 or meet county average

Mean Scores 2026 EOY

EOY 2026	PK	K	1	2	3	4	5
WES	91	93	93	84	80	80	69
CCPS	91	91	91	85	77	82	74

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Planning and Instruction a. Grade-level Math teachers will meet with the MRT and Mentor Teacher weekly during math planning to: <ul style="list-style-type: none"> Plan for daily instruction, long range planning, and gathering of resources Identify and plan for intervention regarding prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide instruction b. Review and analyze peer to peer walkthrough data to determine what we are doing well and what we will continue to work on related to purposeful planning of Mathematics Curriculum, aligned explicit instruction and active student learning of math content.	<ul style="list-style-type: none"> Weekly team meetings September-June SIT meetings and staff professional learning Weekly administrator walk-throughs 	<ul style="list-style-type: none"> Lesson plans and instructional practices reflect proactive and reflective planning based on walkthrough data (through student lens). First pass instruction demonstrates quality and current best practices based on peer-to-peer walkthrough data (through student lens). Increased percentage of students meeting 80% standard on grade level CCPS unit assessments. Increased percentage of students meeting intervention goals. Increased percentage of students meeting curriculum formative and summative assessments.
1.2 Intervention a. Develop a before school math fact fluency intervention for identified 3 rd and 4 th graders b. Grade-level math teachers will meet regularly with the MRT/Mentor Teacher/Title 1 and Comp Ed interventionists/ESOL teacher to: <ul style="list-style-type: none"> Analyze classroom and assessment data to identify Tier 2/3 intervention needs. Develop intervention plans and SMART goals for identified students. 	<ul style="list-style-type: none"> Monthly monitoring at data meetings and Kid Talk Sept./Oct.: Collaborative data analysis and creation of WIGS and team SLOS based on assessment data and current curriculum expectations 	<ul style="list-style-type: none"> All students who do not meet their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention.

<ul style="list-style-type: none"> Review and discuss testing accommodations with General Education, ESOL and Special Ed Teachers to ensure classroom continuity based on student needs. Develop interventions, determine impact of interventions on academics (consider fragmentation of instruction). Adjust as needed Create reteach groups after assessment analysis Chart progress and set goals 	<ul style="list-style-type: none"> One ½ day per teacher, per quarter, for PD and collaborative planning 	
1.3 Data Analysis and Goal Setting a. Conduct monthly Math data meetings with administration, special education case managers and teachers, interventionists, MRT, ESOL Teacher, and Mentor Teacher to: <ul style="list-style-type: none"> Monitor student progress on formative assessments/concept attainment. Identify needs and develop a plan to address them before the next data meeting. Analyze student formative and summative data and weekly progress to determine appropriate instructional shifts/next steps for interventions 	<ul style="list-style-type: none"> Monthly monitoring at data meetings and kid talk focused on WIG goals/SLOs Sept./Oct.: Collaborative data analysis and creation of WIGS based on current curriculum SLOs uploaded for approval by November 13, 2026 	<ul style="list-style-type: none"> All students not meeting their SMART goal will receive a modified intervention and/or be provided with targeted assistance/reteaching. Data to be reviewed will be recorded in WES OneNote and/or Teams folder to reference as students are selected for intervention.
1.4 Professional Learning a. All K-5 teachers will be provided with grade level Math Professional Development on: <ul style="list-style-type: none"> Modeling and Reasoning Daily Math Routines New Math Standards (MSDE) 	<ul style="list-style-type: none"> Quarterly PD with all grade levels Monthly data monitoring during grade-level planning 	<ul style="list-style-type: none"> Increased percentage of students meeting 80% standard on targeted domain specific assessment items. Evidence of instructional practices within daily lessons using peer-to-peer walkthrough data Administrative walk-throughs to monitor implementation
1.5 Instruction a. Mathematics instruction will include identified best practices: <ul style="list-style-type: none"> All students present for consistent first pass instruction Number Talks/Data Chats Consistent Language/Strategies Calculator Instruction when applicable Math Tasks-monthly Spiral Review weekly Manipulatives used at all levels Touch math will be used with special education students 	<ul style="list-style-type: none"> Monthly SIT meetings Weekly collaborative planning MRT and mentor to co-teach and/or model lessons throughout the school year 	<ul style="list-style-type: none"> Students meeting 80% will meet or exceed the goals established for the EOY. Increased performance on summative assessments. Evidence of instructional practices within daily lessons using peer-to-peer walkthrough data Administrative walk-through data to monitor implementation
1.6 Assessment a. Consistent assessment practices implemented across grade levels: <ul style="list-style-type: none"> Assessments scored and reported within 3-5 workdays. Completed matrix within 5 workdays- link in One Note Collaboration after each summative assessment to target reteach areas and set goals Second chance tests given and scored within 3 weeks of original test date Reviews given and sent home prior to tests 1-5 Communicate test dates in bi-weekly newsletter 	<ul style="list-style-type: none"> Throughout the entire school year based on each unit's assessment data analysis 	<ul style="list-style-type: none"> Students meeting 80% will meet or exceed the goals established for the EOY. Increased performance on formative and summative assessments

School Improvement Goal #2: ELA (Reading)

By June 2027, the percent of students meeting grade-level reading expectations will increase by the determined goal as measured by STAR Early Literacy and STAR Reading, High Frequency Words, CCPA (grades Pre-K through 2) and Benchmark Advance Assessments AND/OR meet county averages.

Grade	% Meeting Expectations May 2024	% Meeting Expectations May 2025	% Meeting Expectations May 2026	END OF YEAR 2026/2027 READING GOAL
PreK	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%)	Letter ID (upper): 85% (county 91%) Letter ID (lower): 85% (county 89%) Letter Sounds: 85% (county 83%)	STAR Early Literacy: meet or exceed county expectations (baseline data) Letter ID (upper): 90% Letter ID (lower): 90% Letter Sounds: 85%
K	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%)	Acadience: 82% (county 76%) Letter Sounds: 96% (county 91%) Updated HFW: 87% (county 84%) HSIW: 78% (county 68%) CCPA (closed syll.): 90% (county 84%)	STAR Early Literacy: meet or exceed county expectations (baseline data) Updated HFW: 90% Fundations Dictation Sentence: 80% CCPA (closed syll.): 90%
1	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%)	Acadience: 72% (county 65%) CCPA (closed syll. w/ digraphs): 99% (county 94%) CCPA (closed syll. w/ blends): 91% (county 88%) CCPA (v-e): 85% (county 81%) CCPA (2-syll. closed): 78% (county 75%) Updated HFW: 70% (county 66%)	STAR Early Literacy: meet or exceed county expectations (baseline data) Meet or exceed county expectations for: 1. CCPA (closed syll. w/ digraphs) 2. CCPA (closed syll. w/ blends) 3. CCPA (v-e) 4. CCPA (2-syll. closed) Updated HFW: 80%
2	Reading Level: 64% (county: 72%) CCPA (2-syll., all): 61% (county: 63%) RI: 64% (county: 71%)	Acadience: 63% (county: 65%) MAP: 54% (county: 63%) CCPA (vowel digraphs): 82% (county: 90%) CCPA (vowel diphthongs): 66% (county: 81%)	Acadience: 62% (county 65%) MAP: 56% (county 68%) CCPA (vowel digraphs): 82% (county 86%)	STAR Early Literacy: meet or exceed county expectations (baseline data) CCPA (vowel digraphs): 85%

	CBA (Opin.): 77% avg. (county: 81% avg.) CBA (Lit.): 78% avg. (county: 78% avg.)	CCPA (2-syll., all): 45% (county: 61%) CBA (Opin.): 73% (county: 81%) CBA (Lit.): 75% (county: 81%)	CCPA (vowel diphthongs): 73% (county 76%) CCPA (2-syll., all): 50% (county 59%) EOY Benchmark Advance Performance Assessment: 79% (county 78%)	CCPA (vowel diphthongs): 75% CCPA (2-syll., all): 70% EOY Benchmark Advance Performance Assessment: meet or exceed county
3	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%)	Acadience: 68% (county 68%) MAP: 70% (county 73%) CCPA (2-syllables): 86% (county 84%) CCPA (multi-syllabic): 84% (county 83%) EOY Benchmark Advance Performance Assessment: 49% (county = 56%)	STAR Reading CAT: meet or exceed county expectations (baseline data) CCPA (2-syllables): 88% CCPA (multi-syllabic): 85% EOY Benchmark Advance Performance Assessment: meet or exceed county
4	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%)	MAP: 74% (county 78%) EOY Benchmark Advance Performance Assessment: 54% (county = 59%)	STAR Reading CAT: meet or exceed county expectations (baseline data) EOY Benchmark Advance Performance Assessment: meet or exceed county
5	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%)	MAP: 78% (county 78%) EOY Benchmark Advance Performance Assessment: 59% (county = 64%)	STAR Reading CAT: meet or exceed county expectations (baseline data) EOY Benchmark Advance Performance Assessment: meet or exceed county

ELA Strategic Actions	Timeline	Measures of Success/ Desired Performance Level
<p>2.1 Planning & Instruction</p> <p>a. Grade-level ELA teachers will meet with the ELA Specialist and other support staff (special ed teachers, interventionists, ESOL Teacher...) weekly during ELA planning to:</p> <ul style="list-style-type: none"> Plan for daily instruction, long-range planning, and gathering of resources. Identify and plan for intervention regarding prerequisite skills needed for students to be successful with grade-level curriculum using formative data to guide intervention. Review and analyze peer to peer walkthrough data to record what we are doing well and what we will continue to work on related to purposeful planning of ELA Curriculum-aligned explicit instruction and active student learning of ELA content. 	<ul style="list-style-type: none"> Weekly team meetings September-June Weekly administrator walk-throughs 	<ul style="list-style-type: none"> STAR Early Literacy (PreK - 2) STAR Reading CAT (3-5) Application to CCPA Benchmark Advance Performance Assessments WES Peer to Peer Walkthrough data analysis focusing on how students connect to the ELA curriculum and learning outcomes, as well as how they are engaged in their learning of ELA content (It's About Time). MCAP
<p>2.2 PHONOLOGICAL AWARENESS</p> <p>a. Teachers will increase opportunities for phonological awareness practice with students. This will include:</p> <ul style="list-style-type: none"> Foundations letter identification, letter formation, and letter sound instruction and practice. Heggerty whole group instruction as warm up- lead into Foundations lesson. 	<ul style="list-style-type: none"> Daily instruction in Pre-K, Kindergarten, First Grade and as needed for students who have not met mastery 	<ul style="list-style-type: none"> STAR Early Literacy Assessment Application to CCPA
<p>2.3 PHONICS</p> <p>a. Teachers in grades K-4 will increase targeted phonics instruction by explicitly teaching Wilson Language System's Foundations with integrity and fidelity.</p> <p>b. Students in Grade 4 will receive targeted phonics instruction during the WEN block as needed.</p> <p>c. Foundations unit assessments will be given and analyzed to determine next steps for instruction which may include:</p> <ul style="list-style-type: none"> Additional whole group instruction, Foundations re-teach groups (especially during WEN blocks) as well as the use of decodable texts in small groups for carry-over of learned skills. Kidtalking specific students who continue to have trouble, and/or possible intervention with interventionist. 	<ul style="list-style-type: none"> Daily instruction & monthly assessments Matrix for Foundations units to be completed after each assessment. 	<ul style="list-style-type: none"> Foundations assessments CCPA scores Star Early Literacy Assessment STAR Reading CAT Assessment
<p>2.4 BUILDING KNOWLEDGE AND VOCABULARY</p> <p>a. Teachers will help students to build background knowledge and expand their vocabulary through the use of:</p> <ul style="list-style-type: none"> Paired texts (ex. Wonders OR Benchmark Advance themes embedded 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). 	<ul style="list-style-type: none"> STAR Early Literacy & STAR Reading CAT – Fall, Winter, EOY Benchmark Assessments 	<ul style="list-style-type: none"> STAR Early Literacy/STAR Reading CAT Social Studies Informational Assessment (Fall and Spring) MCAP

<p>2.5 COMPREHENSION</p> <ul style="list-style-type: none"> a. Grades K-1 will provide Tier 1 reading instruction, think-alouds, and modeling through Wonders. b. The LETRs Comprehension Planning Checklist will be utilized as a planning tool to strengthen reading instruction. c. Teachers in Grades 2-5 will provide Tier 1 instruction through the Benchmark Advance Curriculum, modeling, and utilizing anchor charts within the curriculum. d. Teachers will utilize the consistent county-wide graphic organizers to set a purpose for reading and organizing student thinking in all areas. e. Intermediate students will move towards creating organizers on their own in all areas. 	<ul style="list-style-type: none"> • STAR Early Literacy & STAR Reading CAT – Fall, Winter, EOY • Benchmark Assessments 	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Reading CAT • Social Studies Informational Assessment (Fall and Spring) • MCAP
<p>2.6 FLUENCY</p> <ul style="list-style-type: none"> a. Teachers will provide focused instruction to help build student fluency, including: <ul style="list-style-type: none"> • The use of a fluency routine, repeated reading practice, and the integration of fluency strategies from Foundations or Benchmark Advance Dynamite Decodables. b. All students in grades K-5 will have a Fluency folder to support in-school practice; fluency folders will be sent home to further practice with families. c. Use ORF as a diagnostic assessment in grades K – 2 to plan targeted fluency instruction/intervention d. Use STAR CBM assessment in grades 3 – 5 to plan targeted instruction/intervention based on student needs 	<ul style="list-style-type: none"> • Oral Reading Fluency (ORF) from STAR • Progress monitoring assessments for identified students in interventions 	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Reading CAT • Social Studies Informational Assessment (Fall and Spring)
<p>2.7 PROGRESS MONITORING</p> <ul style="list-style-type: none"> a. 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. b. Data Binders will be sent home once a month (with interim and report card) c. Professional Learning in October 2026 on WIGS, SLOs, and Scoreboards d. Scoreboards will be created and displayed in hallways by mid-November 2026 (deadline and walkthrough) e. Set individual goals for students based on STAR CBMs and local assessment for students on watch and at risk. 	<ul style="list-style-type: none"> • Benchmark Assessments • PowerPoint; WIGS and SLOs shared at the September 2026 principals' meeting 	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Reading CAT • Foundations Assessments • Social Studies Informational Assessment (Fall and Spring)

<p>2.8 INTERVENTION</p> <ul style="list-style-type: none"> a. Identify students not meeting grade level expectations on STAR Early Literacy and STAR Reading screening, formative assessments, and county assessments to determine appropriate interventions for the WEN block and small group instruction. b. Use STAR CBM assessments in grades K-5 to plan targeted instruction/intervention. c. ELA specialist and classroom teachers (general education and special education) will collaborate with the AEL tutor, Interventionists, Mentor Teacher, and Title 1 teachers to develop appropriate monthly goals, intervention plans, and SMART goals. d. Paraprofessionals will be scheduled strategically in order to provide grade level support during ELA blocks. 	<ul style="list-style-type: none"> • Monthly goals (for each class) shared at data meetings • Grade-level Excel/Sheets document with individual student data • Progress of interventions, entered into the IST OneNote 	<ul style="list-style-type: none"> • Monthly goals shared at data meetings • Grade-level Excel document with individual student data • Progress of interventions, entered into the IST OneNote
<p>2.9 PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> a. Teachers will receive professional development aligned to the Science of Reading, focused on enhancing Tier 1 instruction by: <ul style="list-style-type: none"> • Increasing the percentage of staff that have completed SUNY and AIMS Science of Reading courses. • K-1 Science of Reading PD focused on whole and small group reading and writing • Grades 2-5: Diving into Benchmark Advance PD: planning and writing focus • Pre K – 5th grade teachers will receive professional learning to build consistent non-fiction comprehension strategies and informational/opinion writing strategies for Social Studies and Science • Teachers will receive professional development and support in analyzing STAR data, planning for implementation of Student Reading Improvement Plans (SRIPs), and training on research-based interventions. 	<ul style="list-style-type: none"> • Grade-level and cross-grade PD throughout the year (ex. half days and faculty meetings) • One ½ day per teacher, per quarter, for PD and collaborative planning • Follow-up discussions during collaborative planning meetings 	<ul style="list-style-type: none"> • Star Early Literacy Assessment • STAR Reading CAT Assessment

School Improvement Goal #3: ELA (Writing)

By June 2027, each grade level will meet their grade-specific writing goal on the end-of-year Benchmark Advance Task Writing and/or meet the county average score for writing.

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	End of Year 2026 Benchmark Post-Test Writing Data the 10-point rubric (Gr. 2) has now turned into a 12-point rubric Grades 3-5 used a 4-point rubric	END OF YEAR 2027 WRITING GOAL % of students scoring expectation on Benchmark Post Test Writing
Grade 2	Opin: 62% / Lit: 55%	Opin: 57% / Lit: 59%	Informational: 57%	Informational: 60%
Grade 3	Opin: 55% / Lit: 52%	Opin: 58% / Lit: 52%	Opin: 73%	Opin: 70%
Grade 4	Opin: 48% / Lit: 51%	Opin: 50% / Lit: 49%	Opin: 42%	Opin: 70%
Grade 5	Opin: 78% / Lit: 74%	Opin: 85% / Lit: 70%	Opin: 74%	Opin: 70%

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
3.1 Planning and Instruction <p>a. Incorporate ELA, Social Studies & Science classroom structures, and strategies to include:</p> <ul style="list-style-type: none"> Teacher models the writing process using daily writing lessons (addressing the areas of literary, informational, and opinion writing) Increase Focus on response to text writing with writing prompts that require the synthesis of multiple texts (Grades 2-5). Common county-developed graphic organizers (new ones from county) will be used across grade levels to organize thinking and set the purpose for writing. As the year progresses, teachers will provide modeling and students will be encouraged to create their own organizers. Address student writing needs through writing conferences (teacher-led in flexible small groups and/or structured peer conferences between students) Meet with ESOL teachers to determine modifications/accommodations and classroom continuity for writing assessments AND classwork. ELA Specialist or Mentor will co-teach lessons with teachers struggling to fit in the writing block or certain concepts 	<ul style="list-style-type: none"> September-June Daily modeling of teacher directed lessons Bi-weekly flexible groups Weekly administrator walk-throughs 	<ul style="list-style-type: none"> Student writing projects in all content areas Completed student writing on Benchmark Advance assessments or assignments (narrative, opinion, information) MCAP
3.2 Curriculum <p>a. Grade 3-5 teachers will expose students to on-line writing tasks to respond to reading or complete writing prompts that support learning through:</p> <ul style="list-style-type: none"> Benchmark Advance Curriculum Social Studies concepts and tasks Science 	<ul style="list-style-type: none"> September-June (monthly) 	<ul style="list-style-type: none"> Completed student writing on Benchmark Advance assessments or assignments in all content areas Electronic student responses to text MCAP

b. Foundational writing instruction to include daily practice of manuscript and cursive letter formation to include practice reading cursive in authentic ways (directions, headings, homework assignments) and weekly home practice. There are several new resources added this summer that can be shared with families, 1x per week. We do teach it, and we want families to be aware.		
3.3 Assessment a. Use county-created common rubrics for writing responses (before and during writing), including CCPS rubrics and student-friendly rubrics, during first pass instruction. c. Grade-level ELA teachers will meet regularly with ELA Specialist, Title 1 and Comp Ed Interventionists, ESOL and AA Teacher to: <ul style="list-style-type: none"> Review and discuss testing accommodations with General Education, ESOL and Special Ed Teachers to ensure classroom continuity based on student needs. 	<ul style="list-style-type: none"> September-June (weekly) 	<ul style="list-style-type: none"> Completed student writing on Benchmark Advance assessments Completed student writing assignments in all content areas (narrative, opinion, information) MCAP
3.4 Professional Learning a. Monthly collaboration between general education and special teachers, as well as Humanities and STEM teachers, ESOL Teacher (Grades 3-5), and special areas teachers about teaching writing and using common rubrics. b. Collaborate area of focus for writing during Tier 1 instruction (narrative, informational, opinion, response to text) AND common organizers that will be used. c. Weekly email will be sent by ELA Specialist to special areas teachers, interventionists, SPED, mentor teacher, school counselor, OT, and ML teachers communicating writing focuses for each grade level.	<ul style="list-style-type: none"> September-June (monthly) 	<ul style="list-style-type: none"> Completed student writing on Benchmark Advance assessments or writing assignments in all content areas

School Improvement Goal #4: Equity

80% of our ML students will increase their reading skills and comprehension as measured by growth on their **STAR Early Literacy or STAR Reading assessment** from the Fall to End of Year administration of the assessment.

2026 End of Year Data

Acadience

***42% (5/12) ML students in Grades K-3 met our Acadience Equity goal**

The breakdown of the percentage of students meeting the end of year expectation is as follows:

	2025		2026	
	ML Students % meeting expectation	All Students % meeting expectation	ML Students % meeting expectation	All Students % meeting expectation
Kindergarten	14%	73%	n/a	82%
1st Grade	25%	57%	33%	72%
2nd Grade	33%	63%	33%	62%
3rd Grade	25%	54%	33%	63%

MAP Growth***27% (3/11) ML students in Grades 2-5 met our MAP Growth Equity goal**

The percentage of students meeting the end of year expectation is as follows:

	2025		2026	
	ML Students % meeting expectation	All Students % meeting expectation	ML Students % meeting expectation	All Students % meeting expectation
2nd Grade	0%	54%	0%	54%
3rd Grade	0%	62%	66%	70%
4th Grade	33%	82%	0%	69%
5th Grade	0%	63%	33%	77%

Strategic Actions		Timeline	Measures of Success / Desired Performance Level
4.1 Home/School Communication <ol style="list-style-type: none"> Student home communication data will be monitored throughout the school year. Multiple attempts will be made to reach out to families. All staff will receive training from the ESOL Teacher on utilizing the free version of Talking Points. Teachers will identify all students on their roster with families speaking a language other than English, according to the Home Language Survey and send at least 2 messages to these families per quarter. Equity Liaison and part-time interpreter will ensure that communication with identified families is consistent and timely. TI Parent Liaison will develop list of students whose families speak a language other than English (whether or not students are identified for ESOL services SHALL NOT be a factor). Lists will include home languages that will be checked in reports through eSchool Plus as well as the school registrar. Staff/TI Parent liaison will communicate regarding student support (SRIP Nights, parent teacher conferences, SRIP-specific “by invitation” conference... and parent outreach activities (Inventors Night, Bingo, Reading, Math, and Science Nights...) through Talking Points or an interpreter request. The TI Parent Liaison will make personal phone calls to families that do not respond. Interpreter will be invited, as needed. 		<ul style="list-style-type: none"> Classroom teacher communication via interpreter and/or Talking Points Quarterly Data from Talking Points Analytics to be collected by Equity Liaison. 	Communication: <ul style="list-style-type: none"> Family survey after Title 1 and ESOL Family Outreach/Events (Survey is distributed and data collected by TIPL) Talking points analytics will track the number of communications

<p>4.2 Professional Learning</p> <p>a. Equity liaisons will continue to provide professional development to all staff to support county equity initiatives:</p> <ul style="list-style-type: none"> • Equity Liaison will review Essentials for Teaching with Dignity from 2025-2026, and Dr. Moore’s PowerPoint shared at the principals’ meeting in September 2026. • Staff will receive additional PL on Teaching with Dignity and will develop and sign a Dignity Promise to be utilized with staff for the remainder of the school year. 	<p>(Dates are determined by Administration and SIT chairs):</p> <ul style="list-style-type: none"> • November 20, 2026 • January 6, 2027 • April 7, 2027 	<ul style="list-style-type: none"> • Teacher survey after each professional development session
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