

**Westminster Elementary School  
School Improvement Plan 2018-2019**

**School Vision / Mission**

Achievement: Each Student, Every Day, No Excuses

**Carroll County Public Schools Vision 2018: Focus on Excellence Objectives**

**Prepare Globally Competitive Students**

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

**Meet Each Student's Instructional Needs**

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

**Develop and Maintain an Effective Workforce**

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

**Provide a Secure, Orderly, Modern Environment**

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

**School Needs Assessment**

**In Math:**

- According to the data in TAC, students are not meeting grade level expectations in the areas of Operations and Algebraic Thinking, and Number and Operations in Base Ten.

**In ELA:**

- Root cause analysis reveals that students who are not meeting grade level reading expectations struggle to demonstrate comprehension in writing.
- According to the data in TAC, students are not meeting grade level expectations on the CBA and running records.

## School Improvement Goals to Target Areas from Needs Assessment

1. The percentage of students not meeting the 2018 End of Year benchmark will decrease by 50 % as measured by the 2019 End of Year benchmark.
2. 80% or more of students will meet the end of the year expectations for CCPS Assessments of Reading Comprehension.
3. Students will contribute to a positive school culture that values wellness, positive behaviors and environmental responsibility as measured by a decrease in behavior referrals and an increase in wellness and documentation of Green School practices.

### School Improvement Goal # 1

- A.** Students not achieving the WES expectation for the 2018 End of the Year Benchmark Assessment will increase their 2019 End of the Year Benchmark score by one percentage band.

WES Expectations for EOY Benchmark Assessment:

	% of students entering grade not meeting
Pre- K	*
K	6%
1 <sup>st</sup>	12%
2 <sup>nd</sup>	23%
3 <sup>rd</sup>	13%
4 <sup>th</sup>	34%
5 <sup>th</sup>	25%

*\*The January Mid- Year Assessment will be used as a baseline score for Pre- K students.*

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p><b>1.1.</b> Teachers will meet with the math specialist during Team Meetings to:</p> <ul style="list-style-type: none"> <li>○ identify students who did not pass the county grade level benchmark assessments</li> </ul>	<b>1.1</b> On going	<b>1.1</b> Formative Assessments; Unit Assessments

<ul style="list-style-type: none"> <li>○ monitor progress of these students on county wide assessments (formative and summative) to determine the growth within their percentage band</li> <li>○ track and review math data</li> <li>○ create and monitor WIGs</li> <li>○ plan for upcoming units</li> </ul>		
<p><b>1.2</b> Teachers will design data binders for students to collect evidence of progress in order to inform and align instruction. (Example: Formative Assessments, Unit Assessments, and work samples that reflect the current unit)</p>	<p><b>1.2</b> During Grade Level Team Meetings/ Kid Talking</p>	<p><b>1.2</b> Formative Assessments; Unit Assessments; Benchmark Reporting Tool</p>
<p><b>1.3</b> Grade level teams will develop one team WIG based on Operations and Algebraic Thinking or Number Operations in Base Ten</p>	<p><b>1.3</b> Team Meetings/ SIT Meetings</p>	<p><b>1.3</b> Formative Assessments; Mid-Year Assessments; End of Year Assessment; Unit Assessments</p>
<p><b>1.4</b> Professional development in current and effective mathematic strategies in the areas of:</p> <ul style="list-style-type: none"> <li>○ Manipulatives</li> <li>○ Technology</li> <li>○ Instructional Strategies (Number Talks, Bar Model, Part-Part-Whole)</li> </ul> <p>* Opportunities for Peer to Peer sharing</p>	<p><b>1.4</b> Faculty Meetings; Half Day Team Meetings</p>	<p><b>1.4</b> Formative Assessments; Unit Assessments; Mid-Year Assessment; End of Year Assessment; PARCC</p>

**School Improvement Goal # 2**

A. 80% or more of students will meet the end of the year expectations for CCPS Assessments of Reading Comprehension.

<b>Grade</b>	<b>CBA – percent of student not meeting expectation 2018-2019</b>
	Incoming
2	**
3	23.3
4	44.1
5	44

<b>Grade</b>	<b>End of Year Expectation</b>	<b>2018-2019</b>
		<b>Incoming</b>
K	D	**
1	J	11
2	O	20.7

*\*The 2019 January Mid-Year Assessments will be used as baseline scores*

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>2.1 Grade level teams will analyze incoming student data to identify students who scored in the approaching grade level band on Spring ELA assessments and implement small group instruction targeting areas of need</p> <p>2.2 Grade level teams will meet with ELA specialist to identify instructional strategies for targeted students.</p> <ul style="list-style-type: none"> <li>• Use of notetaking strategies (highlighting, reading with your pencil, coding)</li> <li>• Instructional opportunities to site text evidence</li> </ul>	<p>2.1 Team Meetings – September, Quarterly updates</p> <p>2.2 Team Meetings</p> <ul style="list-style-type: none"> <li>• September</li> <li>• November</li> <li>• January</li> </ul>	<p>2.1 Student Performance – Running records, CBA, SRI</p> <p>2.2 Student Performance – Running records, CBA, SRI</p>

<ul style="list-style-type: none"><li>• Incorporate text dependent questions in a variety of content and group settings</li></ul> <p>2.3 Teachers will explore options for organizing and planning prior to writing. Teachers will present organizer options to students initially. Ultimately, students will create their own organizers from blank paper.</p>	<ul style="list-style-type: none"><li>• March</li></ul> <p>2.3 Faculty Meeting - October</p>	<p>2.3 Student performance – writing prompts, daily assignments</p>
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<b>School Improvement Goal # 3</b>		
A. Students will contribute to a positive school culture that values wellness, positive behaviors and environmental responsibility as measured by a decrease in behavior referrals and an increase in wellness and documentation of Green School practices.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p><b>3.1 Physical Wellness</b></p> <p><b>3.1a Project Aces</b> – Health and Fitness Departments will collaborate on the implementation of Project Aces. This includes: encouraging awareness and involvement to the community, to staff and students.</p> <ul style="list-style-type: none"> <li>○ Prior to the start of Project ACES, Health and Fitness Departments will use School Messenger, PTO Facebook, School’s website, morning announcements and teachers’ weekly communication to encourage participation and awareness.</li> <li>○ During PROJECT ACES week, special areas team will collaborate to implement appropriate lessons that will support PROJECT ACES.</li> <li>○ During the week of Project ACES, Health and Fitness Departments will use School Messenger, PTO Facebook, School’s website, morning announcements and teachers’ weekly communication to encourage participation and awareness.</li> <li>○ Special Areas Team will collaborate with the PBIS Committee to plan and host a Project Aces kick off pep rally.</li> <li>○ Weather permitting, Health and Fitness Departments will host at least one afterschool games/playground night during Project Aces week.</li> <li>○ Health and Fitness Departments will offer incentives for staff participation such as: during Project ACES week staff is encouraged to wear “athletic wear,” when Staff turns in completed Project ACES forms they will receive a free pass to wear jeans one day.</li> </ul>	<p><b>3.1a Week Before PROJECT ACES:</b> 2018</p> <p>Week of: PROJECT ACES</p>	<p><b>3.1a 90%</b> student and staff participation.</p>

<ul style="list-style-type: none"> <li>○ Teachers will post their Project Aces Journal and discuss with students.</li> <li>○ Every night during Project Aces, teachers will assign the completion of their Project Aces Journals as homework.</li> </ul>		
<p><b>3.1b School-wide Mileage Challenge</b></p> <ul style="list-style-type: none"> <li>○ Each homeroom will create a walking mileage goal for the school year and document progress</li> <li>○ P.E. Team will provide communication to classroom teachers regarding mileage around WES school grounds.</li> </ul>	<b>3.1b</b> Ongoing	<b>3.1b</b> 100% of classroom teachers will participate in challenge
<p><b>3.2 Social/ETM Wellness</b></p> <p><b>3.2a Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>○ ETM representative will share current CCPS updates.</li> <li>○ ETM representative will provide professional development on cultural awareness.</li> </ul>	<b>3.2a</b> Ongoing	<b>3.2a</b> 100% of required staff will be provided updates at a faculty meeting
<p><b>3.3 PBIS/Behavior</b></p> <p><b>3.3a Classroom Behavior</b></p> <ul style="list-style-type: none"> <li>○ Teachers will regularly review PBIS expectations of Respect, Responsible and Ready to Learn.</li> <li>○ PBIS Committee will do quarterly checks to ensure PBIS posters, stop and think forms, classroom management systems, and current character traits of the month are visible and implemented.</li> </ul>	<b>3.3a</b> Ongoing	<b>3.3a</b> 5%-10% decrease in the total number of referrals.
<p><b>3.3b School-wide Behaviors</b></p> <ul style="list-style-type: none"> <li>○ Teachers and Special Areas Team will use the updated Special Areas Point System to increase collaboration and target behavior concerns.</li> </ul>	<b>3.3b</b> Ongoing	<b>3.3b</b> 90% of classes will reach 90% or higher of total possible points each month.

<p><b>3.3c</b> Teachers will instruct their class on the monthly character trait(s).</p> <ul style="list-style-type: none"> <li>○ Staff will display character trait posters in their rooms.</li> <li>○ Staff will have access to resources available from the media collection for monthly lessons.</li> <li>○ All staff will identify and give on the spot examples of current character traits being displayed to students.</li> <li>○ After monthly character trait(s) lesson has been taught, teachers will post nominated students' names on the character bulletin board.</li> </ul>	<p><b>3.3c</b> Monthly</p>	<p><b>3.3c</b> 100% of teachers will add student names to bulletin boards after character trait lesson.</p>
<p><b>3.4</b> Green School Initiative</p> <p><b>3.4a</b> Green School – Green School Committee and classroom teachers will collaborate on the completion of the Green School application. This includes: encouraging environmental awareness and involvement to the community, staff and students.</p> <ul style="list-style-type: none"> <li>○ The Green School Committee will collaborate to organize a fall celebration to kick off WES Green School initiative.</li> <li>○ Green School Committee will communicate quarterly Green School updates at WES faculty meetings.</li> </ul>	<p><b>3.4</b> Ongoing</p>	<p><b>3.4</b> 100% of all teachers will participate in Green School practices</p>