

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

School Vision / Mission
<ul style="list-style-type: none"> • <i>Winfield School is a community of motivated learners working together to achieve each individual's highest potential.</i> • Together we can achieve every student every-day.

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives
<p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> ➤ 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.
<p>Meet Each Student's Instructional Needs</p> <ul style="list-style-type: none"> ➤ 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.
<p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> ➤ 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.
<p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> ➤ 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

Goal 1: In ELA in K during the 2017-2018 school year, 83.3% of students met grade level expectations for reading level, 88.6% for HFW and 64.8% for HSIW. In grade 1, 77.1% met the grade level expectation for reading level while 57.8% met for HFW. This data indicates the need to focus on HFW and hearing sounds in words as text levels increase, the number of HFW in the text increases so students need to know these words to read with fluency, accuracy and to comprehend. HSIW is a precursor to writing and was well below the county average was the lowest score for Winfield's K students. In grades 2-5 the percent of student meeting the 80% expectation on CBA was as follows: Grade 2: 68.9% meeting, Grade 3: 57.5% meeting, Grade 4: 45.6% meeting, and Grade 5: 60.5% meeting. For PARCC, in grade 3: 59% met or exceeded expectations, in grade 4: 59.8% met or exceeded expectations and in grade 5: 59.2% met or exceeded expectations. PARCC and CBA % meeting are aligned and approximately 20% of our students fall into the approaching category on CCPS and PARCC. Therefore, we need to focus on increasing CBA scores to increase PARCC scores. We will need to focus on comprehension and writing to answer text dependent questions.

Goal 2: In math, in pre-k-grade 5 the following % of students met 80% or greater on the EOY benchmark for 2018: Pre-K: 86%, K: 95%, Grade 1:91%, Grade 2: 80%, Grade 3: 83%, Grade 4: 70%, Grade 5: 41%. 74% of students met or exceeded county expectations. 22% of students did not meet the standard. 5% of the students who did not meet the standard (22 students scored only 5% points below the standard. For PARCC, in grade 3: 69.9% of students met or exceeded, while 21.7% were approaching, in grade 4: 65.9% of students met or exceeded standards while 17.6% were approaching, Grade 5: 63.2% of students met or exceeded the standard while 15.8% were approaching. According to this data, we are close to having 80% of our students meeting county expectations for the benchmark. We also have between 15% and 21% of our students approaching standards for PARCC. Therefore, we need to focus on moving each student group forward by focusing on band growth. We need to increase focus on teaching reasoning and number sense.

Goal 3: There were 124 major referrals, excluding bus referrals, during the 17-18 school year. 34 major referrals for physical contact, 14 major referrals for disruption and 5 major referrals for disrespect. Major referrals require administrative action and can cause loss of instructional time or receiving FAPE access outside of the classroom setting. AS a school, we see the value and importance of keeping students in the classroom to access the curriculum. We will focus on minimizing behaviors leading to physical contact, disruption and disrespect and provide students with tools to deal with their emotions prior to demonstrating a behavior that would lead to a major referral.

School Improvement Goals to Target Areas from Needs Assessment

- **By June 2019, the percent of students meeting or exceeding grade level reading expectations as measured by the end of year Assessed Reading Level, HSIW and High Frequency Words (grades K-1) and CBA score of 80% or greater (grades 2-5) will increase by 10 percentage points. (see chart below)**

Grade	Spring 2018 ELA Data (% meeting 80%)	Spring 2019 ELA Goal (% meeting 80%)
K	HSIW 64.8%, Reading Level 83.3%, HFW 88.6%	HSIW 80.1% (increase to at least CCPS county passing), Reading Level 93.3%, HFW 90%
1	HFW 57.8%, Reading Level 77.1%	HFW 79.3% (increase to at least CCPS county % passing), Reading Level 87.1%
2	CBA 68.9%	CBA 78.9%
3	CBA 57.5%	CBA 67.5%
4	CBA 45.6%	CBA 58.3% (increase to at least CCPS county % passing)
5	CBA 60.5%	CBA 70.5%

- **By June of 2019, each student will meet or exceed the band level growth as seen below:**

May 2018 Benchmark score **Pre K and Kindergarten will use Jan. 2019 score	May 2019 Benchmark Score Goal
80 - 100%	Maintain or exceed
70 -79% (approaching)	80% or greater
60 – 69%	75% or greater
Below 60%	70% or greater

- During the 2018-2019 school-year, we will decrease the overall number of major referrals by 25%, which is a reduction from 124 to 93. We will focus on promoting a positive culture and providing training to students regarding identifying their feelings and using calming strategies to specifically target and reduce instances of physical contact, classroom disruption, and disrespect.

ELA School Improvement Goal

- **By June 2019, the percent of students meeting or exceeding grade level reading expectations as measured by the end of year Assessed Reading Level, HSIW and High Frequency Words (grades K-1) and CBA score of 80% or greater (grades 2-5) will increase by 10 percentage points. (see chart below)**

Grade	Spring 2018 ELA Data (% meeting 80%)	Spring 2019 ELA Goal (% meeting 80%)
K	HSIW 64.8%, Reading Level 83.3%, HFW 88.6%	HSIW 80.1%(increase to at least CCPS county passing), Reading Level 93.3%, HFW 90%
1	HFW 57.8%, Reading Level 77.1%	HFW 79.3% (increase to at least CCPS county % passing), Reading Level 87.1%
2	CBA 68.9%	CBA 78.9%
3	CBA 57.5%	CBA 67.5%
4	CBA 45.6%	CBA 58.3% (increase to at least CCPS county % passing)
5	CBA 60.5%	CBA 70.5%

Strategic Actions	Time Line	Measures of Success / Desired Performance Level																																								
<p>Collaborative planning to support best practices in ELA instruction</p> <ul style="list-style-type: none"> Primary grades: focus on HFW, HSIW, and Reading Levels Intermediate grades: focus on comprehension and responding to text <p>Professional Development for all grades (3 half days per teacher):</p> <ul style="list-style-type: none"> Develop response exemplars, find paired text, and utilize writing rubrics within team and across grade levels. Continue to support students with effective, well-organized use of State Cite Explain when responding to text (assessed at least weekly) Use Weekly Wonders Assessments for a resource as appropriate Improve close reading strategies to support independent reading and the selection of evidence for multiple choice and written response answers (see weekly Wonders Assessments). Continue high frequency word initiative and implement high frequency words aligned with Wonders. Administration will conduct walk-throughs focused on MQI model and SIT goals. <p>Lessons modeled/co-taught by ELA resource teacher following data meetings. Utilize Curriculum resources:</p> <ul style="list-style-type: none"> State-Cite-Explain school initiative Notice and Note Wonders Utilize edcite for instructional purposes related to CBA FUNDations 	<p>Monthly</p> <p>3x/year</p> <p>monthly</p> <p>weekly</p> <p>weekly</p> <p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>ongoing</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> Assessments (as appropriate) identified during monthly data meetings (At least weekly use of state-cite-explain) Collaborative planning meetings with Reading Specialist Data meetings & walkthroughs <p>Percentage of Students performing AT/ABOVE STANDARD:</p> <p style="text-align: center;">ASSESSED READING LEVEL</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Kdg.</td> <td>89.2%</td> <td>85.4%</td> <td>83.3%</td> <td></td> </tr> <tr> <td>1st Grade</td> <td>85.4%</td> <td>84.1%</td> <td>77.1%</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">CBA</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td>63.6%</td> <td>67.9%</td> <td>68.9%</td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>81.5%</td> <td>70.4%</td> <td>57.5%</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>59.1%</td> <td>64.6%</td> <td>45.6%</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>71.8%</td> <td>78.3%</td> <td>60.5%</td> <td></td> </tr> </tbody> </table> <p>Teachers in grades 2-5 will use weekly writing assessments to monitor student growth. Students need to be scoring a 2 on the CCPS writing rubrics in order to demonstrate grade level mastery, which is a predictor of 80% on the CBA</p> <p>Teachers in the primary grades will collect running record data (informal during guided reading) for students prior to data meetings. This will help to monitor student growth of 1 year for on-grade level and 1.5 for below.</p>	Grade	2016	2017	2018	2019	Kdg.	89.2%	85.4%	83.3%		1st Grade	85.4%	84.1%	77.1%		Grade	2016	2017	2018	2019	2nd Grade	63.6%	67.9%	68.9%		3rd Grade	81.5%	70.4%	57.5%		4th Grade	59.1%	64.6%	45.6%		5th Grade	71.8%	78.3%	60.5%	
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Behavior School Improvement Goal

During the 2018-2019 school-year, we will decrease the overall number of major referrals by 25%, which is a reduction from 124 major referrals to 93 major referrals. We will focus on promoting a positive culture and providing training to students regarding identifying their feelings and using calming strategies to specifically target and reduce instances of physical contact, classroom disruption, and disrespect.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level															
<p><u>Strategic Action:</u> <i>Explicit instruction and strategies reinforced daily focusing on Self-Awareness of feelings using Zones of Regulation, Self-Monitoring and coping strategies to improve behavior.</i></p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Continuation of PBIS/Character education/ PAW Behavior Program • The school counselor and behavior support specialist will collaborate to design and deliver PD on using the Zones of Regulation • Training of staff on creating and utilizing a calm down space (each room will have a calm down space with a Zones of regulation poster and the calm down area guidelines). • Training of staff on creating and utilizing a reflection space and think sheets to keep students in the classroom for minor behaviors • Using Zones of Regulation strategies and instruction through Behavior Support Specialist, School Counselor and classroom teachers • Use of breathing strategies as a calming tool • Preventative strategies such as check-ins (yellow and red zone students) from the support room IA, including more in-class interventions for students utilizing think sheets and calm down spaces. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Think sheet, feelings chart, calm down space guidelines, classroom reflection space guidelines • Lazy 8 breathing • Zones of Regulation • Buddy Bench at Recess • Parent Information highlighting PBIS, Zones, Calm down space, reflection space etc. 	<p>Daily</p> <p>BOY with monthly updates through school counselor</p> <p>Monthly</p> <p>Daily</p> <p>Daily</p>	<p><u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> • Referral Data (focused on reduction of major referrals)/Quarterly SIT Meetings • Bi-weekly SST Meetings • Pacing conferences & walkthroughs <p style="text-align: center;">Major OFFICE REFFERALS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Behavior</th> <th style="text-align: center;">17-18</th> <th style="text-align: center;">18-19</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Total major referrals</td> <td style="text-align: center;">124</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="text-align: center;">Physical Contact</td> <td style="text-align: center;">34</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="text-align: center;">Classroom Disruption</td> <td style="text-align: center;">14</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="text-align: center;">Disrespect</td> <td style="text-align: center;">5</td> <td style="background-color: #e0e0e0;"></td> </tr> </tbody> </table>	Behavior	17-18	18-19	Total major referrals	124		Physical Contact	34		Classroom Disruption	14		Disrespect	5	
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