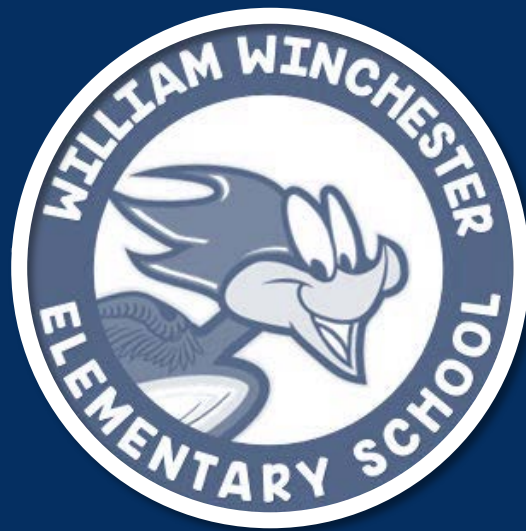


WILLIAM WINCHESTER ELEMENTARY  
**SCHOOL IMPROVEMENT PLAN**



**2018-2019**

CARROLL COUNTY PUBLIC SCHOOLS



# WILLIAM WINCHESTER ELEMENTARY SCHOOL

## 2018-19 SCHOOL IMPROVEMENT PLAN



### SCHOOL VISION / MISSION

#### WILLIAM WINCHESTER ELEMENTARY VISION

- \* William Winchester is a community of problem solvers who collaborate and communicate to ensure achievement and ownership of lifelong learning in a global society.

#### WILLIAM WINCHESTER CORE VALUES

- ♥ CARING    🗨️ ACCOUNTABILITY    👍 RESPECT    🧠 EFFORT

### 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**

**PERCENTAGE OF STUDENTS SCORING 80% OR ABOVE ON THE MATH 2017-2018 MID- YEAR (MYA) AND END OF YEAR (EOY) ASSESSMENT WITHIN THE CONTENT STANDARD OF NUMBER AND OPERATIONS IN BASE 10 AND OPERATIONS AND ALGEBRAIC THINKING WAS:**

| BENCHMARK ASSESSMENT DATA/GOAL<br>Number and Operations in Base Ten |           |            |             |            |
|---|-----------|------------|-------------|------------|
| % ≥ 80% Content   | MID-YEAR  |            | END-OF-YEAR |            |
| Grade Level   | 2018 Data | 2019 Goal  | 2018 Data   | 2019 Goal  |
| Pre K (CC)  | 93%       | <b>95%</b> | 73%         | <b>88%</b> |
| K (CC/NBT)  | 83%       | <b>88%</b> | 70%         | <b>88%</b> |
| 1 <sup>st</sup> Grade   | 85%       | <b>88%</b> | 81%         | <b>88%</b> |
| 2 <sup>nd</sup> Grade   | 76%       | <b>86%</b> | 80%         | <b>88%</b> |
| 3 <sup>rd</sup> Grade   | 51%       | <b>71%</b> | 54%         | <b>74%</b> |
| 4 <sup>th</sup> Grade   | 82%       | <b>88%</b> | 57%         | <b>77%</b> |
| 5 <sup>th</sup> Grade   | 54%       | <b>74%</b> | 35%         | <b>55%</b> |

| BENCHMARK ASSESSMENT DATA/GOAL<br>Operations and Algebraic Thinking |           |            |             |            |
|---|-----------|------------|-------------|------------|
| % ≥ 80% Content   | MID-YEAR  |            | END-OF-YEAR |            |
| Grade Level   | 2018 Data | 2019 Goal  | 2018 Data   | 2019 Goal  |
| Pre K   | --        | --         | 73%         | <b>88%</b> |
| Kindergarten  | 70%       | <b>88%</b> | 76%         | <b>88%</b> |
| 1 <sup>st</sup> Grade   | 73%       | <b>88%</b> | 63%         | <b>83%</b> |
| 2 <sup>nd</sup> Grade   | 70%       | <b>88%</b> | 70%         | <b>88%</b> |
| 3 <sup>rd</sup> Grade   | 73%       | <b>88%</b> | 60%         | <b>80%</b> |
| 4 <sup>th</sup> Grade   | 40%       | <b>60%</b> | 77%         | <b>88%</b> |
| 5 <sup>th</sup> Grade   | 65%       | <b>85%</b> | 57%         | <b>77%</b> |



# WILLIAM WINCHESTER ELEMENTARY SCHOOL

## 2018-19 SCHOOL IMPROVEMENT PLAN



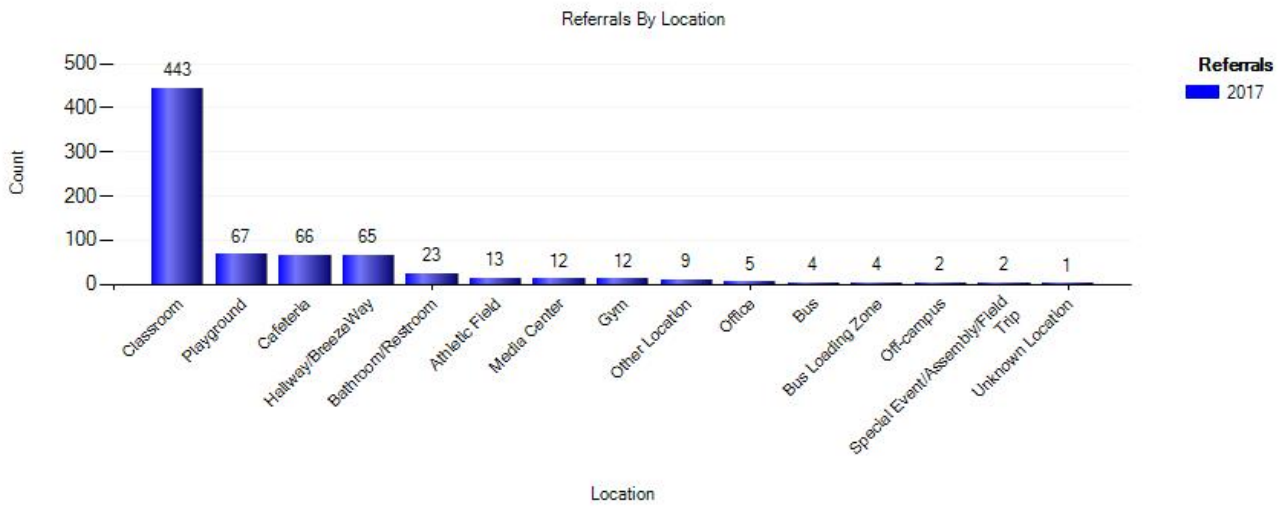
**THE WINTER AND SPRING 2018 CBA AVERAGE SCORE FOR STUDENTS IN GRADES 2, 3, 4 AND 5 WAS LESS THAN 80% AT EACH GRADE LEVEL EXCEPT FOR FIFTH GRADE'S SPRING ASSESSMENT.**

| CBA % Meeting Standard | 80% Fall 2017 | 80% Spring 2018 |
|------------------------|---------------|-----------------|
| Grade 2                | 60%           | 73%             |
| Grade 3                | 40%           | 57%             |
| Grade 4                | 44%           | 69%             |
| Grade 5                | 39%           | 57%             |

| PARCC Written Expression | % Meeting Standard |
|--------------------------|--------------------|
| Grade 3                  | 53%                |
| Grade 4                  | 62%                |
| Grade 5                  | 50%                |

| CBA Writing | % Scoring ≥2 Ideas Fall 2017 | % Scoring ≥2 Clarity Fall 2017 | % Scoring ≥2 Ideas Spring 2018 | % Scoring ≥2 Clarity Spring 2018 |
|-------------|------------------------------|--------------------------------|--------------------------------|----------------------------------|
| Grade 2     | 31%                          | 28%                            | 63%                            | 47%                              |
| Grade 3     | 42%                          | 45%                            | 38%                            | 67%                              |
| Grade 4     | 38%                          | 50%                            | 63%                            | 57%                              |
| Grade 5     | 36%                          | 45%                            | 47%                            | 65%                              |

### SCHOOL-WIDE BEHAVIORAL DATA FOR THE 2017-2018 SCHOOL YEAR



### SCHOOL IMPROVEMENT GOALS TO TARGET AREAS FROM NEEDS ASSESSMENT



**1. STUDENTS K – 5 WILL DEMONSTRATE IMPROVEMENT IN THE UNDERSTANDING OF NUMBERS AND OPERATIONS IN BASE TEN AND OPERATIONS AND ALGEBRAIC THINKING. EACH GRADE LEVEL WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING 80% OR HIGHER.**



**2. STUDENTS IN GRADES K – 5 WILL DEMONSTRATE AN IMPROVEMENT WITH DEVELOPMENT OF IDEAS AND CLARITY WHEN RESPONDING TO TEXT-DEPENDENT QUESTIONS. EACH GRADE LEVEL (GRADES 2-5) WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING 2 OR HIGHER ON THE CCPS WRITING RUBRICS.**



**3. WITH INSTRUCTION IN THE ZONES OF REGULATION, STUDENTS WILL USE STRATEGIES TO SELF-MONITOR AND INCREASE RESPECTFUL BEHAVIOR IN ALL SETTINGS. EACH GRADE LEVEL WILL DECREASE THE NUMBER OF REFERRALS THAT OCCUR IN THE CLASSROOM SETTING BY 20%.**



## MATH SCHOOL IMPROVEMENT GOAL

**1. STUDENTS K – 5 WILL DEMONSTRATE IMPROVEMENT IN THE UNDERSTANDING OF NUMBERS AND OPERATIONS IN BASE TEN AND OPERATIONS AND ALGEBRAIC THINKING. EACH GRADE LEVEL WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING 80% OR HIGHER.**

| STRATEGIC ACTIONS   | TIME LINE   | MEASURES OF SUCCESS / DESIRED PERFORMANCE LEVEL   |
|---|---|---|
| 1.1 Incorporation of Number Talks and Fraction Number Talks (3-5) at least twice a week. During this time: <ul style="list-style-type: none"> <li>Expose students to multiple strategies</li> <li>Model how to organize your thinking</li> <li>Have students construct viable arguments</li> <li>Determine the most efficient strategy</li> <li>Provide professional development on process and content of Number Talks by Math Resource Teacher</li> </ul>   | Weekly all school year                                      | <ul style="list-style-type: none"> <li>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, PARCC</li> <li>Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.</li> <li>Teachers will share updates on identified students monthly through data meetings with the Mathematics Resource Teacher to monitor student growth toward desired performance levels.</li> <li>Grade level data will be shared quarterly at SIT meetings to determine the % of students meeting the CCPS 80% standard on CCPS assessments.</li> <li>Professional Development on Formative Assessments</li> </ul> |
| 1.2 Deepen teacher content knowledge of math number concepts and problem solving at grade level and cross-grade level <ul style="list-style-type: none"> <li>By developing rich math tasks/problems and multi-step problems during collaborative planning</li> <li>Professional development on bar model drawing (3-5) and problem structures (k-2)</li> <li>Provide professional development on how to use math manipulatives (rekenreks, place value discs, Digi blocks, and base ten blocks) effectively to build number concepts.</li> <li>Concrete-Pictorial-Abstract</li> </ul> | Ongoing Twice Monthly                                       |   |
| 2.3 Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement. <ul style="list-style-type: none"> <li>Utilize flexible grouping</li> <li>Use CCPS unit and formative assessments to provide student with feedback</li> </ul>   | This should occur with all math assessments that are scored |   |



## ELA SCHOOL IMPROVEMENT GOAL

**2. STUDENTS IN GRADES K – 5 WILL DEMONSTRATE AN IMPROVEMENT WITH DEVELOPMENT OF IDEAS AND CLARITY WHEN RESPONDING TO TEXT-DEPENDENT QUESTIONS. EACH GRADE LEVEL (GRADES 2-5) WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING 2 OR HIGHER ON THE CCPS WRITING RUBRICS.**

### CCPS WRITING RUBRICS GOAL SETTING



| STRATEGIC ACTIONS  | TIME LINE   | MEASURES OF SUCCESS / DESIRED PERFORMANCE LEVEL   |
|--|---|---|
| 2.1 Integrate focused comprehension instruction to unpack and break down questions and writing prompts in all content areas. <ul style="list-style-type: none"> <li>Professional Development with ELA Resource</li> <li></li> </ul>  | Twice Weekly all school year  | <ul style="list-style-type: none"> <li>Increased academic success as measured by formative and summative assessments, including, but not limited to, the CBA, writing prompts, content specific written responses, and <u>Wonders Weekly Assessments</u> resource.</li> <li>Teams will monitor the frequency that they perform each strategic action to measure effectiveness and make changes as necessary.</li> </ul> |
| 2.2 Explicit instruction on synthesizing information from multiple sources to answer text dependent questions <ul style="list-style-type: none"> <li>Professional Development</li> <li>Strategies for citing relevant text evidence</li> </ul>   | Daily all school year   |   |
| 2.4 Communicate to each student their progress and provide second-chance teaching that is targeted to the specific areas that need improvement. <ul style="list-style-type: none"> <li>Utilize flexible grouping</li> <li>Use CCPS rubrics to show students where they are and the goal they need to meet</li> <li>Concise writing with timely teacher feedback</li> </ul> | This should occur with all writing assignments that are scored using the CCPS rubrics |   |



## BEHAVIOR SCHOOL IMPROVEMENT GOAL

- 3. WITH INSTRUCTION IN THE ZONES OF REGULATION, STUDENTS WILL USE STRATEGIES TO SELF-MONITOR AND INCREASE RESPECTFUL BEHAVIOR IN ALL SETTINGS. EACH GRADE LEVEL WILL DECREASE THE NUMBER OF REFERRALS THAT OCCUR IN THE CLASSROOM SETTING BY 20%.**

| STRATEGIC ACTIONS   | TIME LINE   | MEASURES OF SUCCESS / DESIRED PERFORMANCE LEVEL  |
|---|---|--|
| 3.1 Explicitly teach Zones of Regulation <ul style="list-style-type: none"> <li>Utilize Teacher Resource Packet provided by School Counselor</li> <li>Think Sheets (Primary and Intermediate Forms)</li> </ul>  | Monthly by school counselor and<br>Daily by staff | <ul style="list-style-type: none"> <li>Monitoring referral counts weekly at SST</li> <li>Want to see at least a 20% decrease for the entire year, which means we will expect a 20% decrease by grade level by month compared to the 2017-2018 data.</li> <li>Specific data collection in Support Room</li> </ul> |
| 3.2 Teach and review PBIS behavior expectations <ul style="list-style-type: none"> <li>CARE behaviors (Caring, Accountability, Respect, and Effort.)</li> <li>Use Zones of Regulation</li> <li>Tokens with 4-1 praise</li> </ul>  | Daily   |  |
| 3.3 Provide behavior interventions to red/yellow zone students <ul style="list-style-type: none"> <li>Check in and Check out program with an adult</li> <li>Calming Corner</li> <li>Middle school mentor program</li> <li>Frequently monitoring behavior data (SST and PBIS)</li> <li>Professional Development to support staff</li> <li>Restructure of Support Room</li> </ul> | Daily AM and PM                                   |  |