



# Windsor Farm Elementary School School Improvement Plan



Elevate ALL Students...Eliminate ALL Gaps



## Driving Values

I. All Means All

II. Ready, Set, Launch! All Students are Prepared for College, Career, and Community

## Our School's Story

*Windsor Farm Elementary, which opened in 1989, serves the Broadneck Peninsula community which is located on the outskirts of Annapolis, Maryland. The school was named after Mary Windsor, whom the land was purchased from to build the school. To this day, the school is surrounded by woods and horse farms. Windsor Farm is not only a school with historically above-level student achievement as measured on standardized assessments, but also offers many extra-curricular activities to support the whole child. Some examples of these activities include our Theatrical Production Club, Chorus, Band, Strings, Seaperch, Science Expo, Art Club, 24 Club, Dance Club, Girls on the Run, Hero Boys, as well as other additional opportunities. Windsor Farm is also very fortunate to have strong parent engagement and a PTO that works tirelessly to fundraise and facilitate events that focus upon families and students.*

*Currently we serve 491 students. 66.6% White, 15.7% Hispanic, 6.7% Black/African American, 6.9% Multi-Racial, 1.6% Asian-American, and 0.4% American Indian/Alaska Native. 7.94% of our students receive English Language Learning services and 7.74% receive specialized instruction (IEP). 29.12% of our students are identified as students to receive Free and Reduced-Price Meals.*

*The mission of Windsor Farm is to grow, develop, and support all students. Our focus for the 2022-2023 school year concentrates on growing our students academically as well as supporting them socially and emotionally as they become an important part of our classroom and school communities. We intend to fulfill this mission by focusing on the needs of our students, and the driving values of our system's strategic plan. The foci of our school improvement plan will center around enhancing achievement in areas of Reading Fluency, Math proficiency, and the continued use of a Multi-tier System of Supports (MTSS) to address the growing social and emotional needs of our students.*



## Respectful, Responsible, Ready



**Value #1 ~ All Means All ~ All Students, Families, Employees & Community Members Feel Welcome**

**Indicators of Success:**

- Increase the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community.

**WFES Goal #1:** Windsor Farm staff will increase the number of 3<sup>rd</sup>-5<sup>th</sup> grade students who report they agree or strongly agree they feel they are an important part of their classroom community (\*from 76% to 85%) and school community (\*from 65% to 75%) according to the school created climate survey. (November 2022 & April 2023 administration) \*To be finalized when November Baseline Data is collected

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation	Monitoring Effectiveness
<p><i>Provide a continuous focus on setting the tone for respectful learning, establishing a climate of trust, motivating students to feel significant, fostering empathy, encouraging positive and collaborative relationships, and supporting students’ social and emotional learning.</i></p> <ul style="list-style-type: none"> <li>• Tier I: Implementation of Community Building Circles and Second Step lessons during daily Wellness blocks. Daily implementation of PBIS strategies.</li> <li>• Tier II: Establish and utilize strategies to promote consistent and daily attendance – “Check &amp; Connect” structure of support for compulsory absent students. Use of Restorative Circles to target negative peer interactions.</li> <li>• Tier III: FBA/individual student plans for those not meeting with success. Individual mentoring support and/or mental health supports identified as determined on student needs.</li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Participate in return MTSS team training on August 1 and 2. (Counselor, Admin., teachers).</li> <li>• School based MTSS team to facilitate staff training during teacher’s first week and ongoing.</li> <li>• Equity PD provided by the Equity Team on 2-hour early PD days.</li> <li>• Staff PD topic – Building Classroom Community through Equitable Participation Strategies (PBIS &amp; Relationship SBTs)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• SWIS Platform</li> <li>• Master Schedule with built in ‘Wellness Block’ (Pre-K-5)</li> <li>• Community Building Circle Stems</li> <li>• Second Step online kits</li> <li>• Attendance Works resources</li> </ul> <p><b>Central Office Partners</b></p> <ul style="list-style-type: none"> <li>• Office of Students Services</li> <li>• AACPS Equity Office</li> </ul>	<p><b>Monitoring Implementation</b></p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Fall/Spring walkthroughs focused on MTSS and Community Building Circles conducted by Administration and MTSS Leads, results of which will be shared at monthly MTSS Team meetings. (Administration / School Counselor, Relationship SBT, PBIS SBT)</li> <li>• Parent workshop on <i>Social Emotional Learning</i> will be presented at a quarterly PTO meeting. (School Counselor, Relationship SBT)</li> <li>• Monitor student attendance at Monthly Attendance Meetings. (Attendance Committee)</li> </ul>	<p><b>Monitoring Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Administer Google Form Climate survey (Fall and Spring) for grades 3-5 to compare student responses. (Classroom Teachers)</li> <li>• Monthly review of Discipline and SWIS data. (Assistant Principal)</li> <li>• Monthly review of referrals regarding student to student conflict and referrals to CDM for behaviors. (School Counselor)</li> <li>• Conduct quarterly student focus groups to gain perspective of student connectedness and school climate. (Administration)</li> <li>• Monthly review of Attendance Data to determine if attendance strategies are having a positive impact on student attendance. (Attendance Committee)</li> </ul>



**Value #2 ~ Ready, Set, Launch! ~ All students prepared for College, Career, and Community (Inside the Classroom)**

**Indicators of Success:**

- Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments.

**WFES Goal #2:** Windsor Farm staff will increase the percentage of ELL and AA students in grades 2-5 who meet or exceed expectations (70% or better) on district mathematic assessment #3 from 24% (21-22 DA #3) to 45% (22-23 DA#3).

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation	Monitoring Effectiveness
<p><b>Implement strategies to build the math capacity of students through the use of:</b></p> <ul style="list-style-type: none"> <li>• <i>Tier I: Talk moves/hand signals, discussion frames, student discourse, math vocabulary, higher-level questioning strategies, and small flexible group instruction (1-2x per week).</i></li> <li>• <i>Tier II: Frequent small group instruction to revisit skills and provide pre-teaching opportunities (2-3x per week) and opportunities to participate in My Path i-Ready lessons.</i></li> <li>• <i>Tier III: Frequent and skill-specific small group instruction to eliminate learning gaps (2-3x per week) based upon i-Ready data and opportunities to participate in My Path i-Ready lessons.</i></li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• PD on the structures of the math classroom using flexible, small group instruction based on i-Ready data. (August)</li> <li>• PD on reaching ELL students in the math classroom. (January/February)</li> <li>• Analyze i-Ready data and plan for small group instruction during monthly collaboration with Megan Walker.</li> </ul> <p><b>Resources.</b></p> <ul style="list-style-type: none"> <li>• Common Core Companion Book</li> <li>• i-Ready and i-Ready Teacher Toolbox</li> <li>• Elementary Math Facilitation Guide</li> <li>• Number Sense Routine Facilitation Guide</li> </ul> <p><b>Central Office Staff</b></p> <ul style="list-style-type: none"> <li>• Elementary Math (Megan Walker)</li> </ul>	<p><b>Monitoring Implementation</b></p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Attendance of Administration at monthly Math Collaborative Planning. (Administration)</li> <li>• Data discussions at monthly Leadership Team, Math Site-Based Team, and School Improvement Team meetings. (Math Lead/Math SBT)</li> <li>• Semesterly, structured and scheduled walkthroughs using electronic tool to collect data on small group structures, instruction, and opportunity gap student engagement. (Administration / Math Lead)</li> <li>• Identified Tier II and Tier III students completing at least two <i>My Path i-Ready</i> lessons per week. (Math Teachers)</li> <li>• Classroom Goal Tracking poster- each student will work towards his/her individualized goal and celebrate their successes using the Classroom Goal Tracking poster. (Math Teachers)</li> </ul>	<p><b>Monitoring Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Analyze Walk-through Data (Administration / Math Lead)</li> <li>• District Assessments collaboratively scored by teachers. Data will be analyzed with a focus of achievement gaps in African American and ELL students and shared with Leadership Team/School Improvement Team in November &amp; April. (Lead Teachers / Math Lead / Administration)</li> <li>• i-Ready data in grades K-5 will be collected and analyzed at collaborative planning using the growth monitoring tool. (Math Teachers) Data will be presented at Leadership Team, 1 time per quarter. (Grade Level Leads)</li> </ul>



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**Indicators of Success:**

- Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments.

**WFES Goal #3:** Windsor Farm staff will increase the percentage of ELL and AA students in grades K-5 performing on or above grade level using FP Data. (Fall to Spring) *\*To be finalized when Fall Baseline Data is available*

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation	Monitoring Effectiveness
<p><b><i>Implement strategies and structures in the Guided Reading block to add value to each child’s literacy practices supporting their literacy development.</i></b></p> <ul style="list-style-type: none"> <li>• <i>Tier I: Students and teachers will engage in conferring in the guided reading block regularly (1-2 students per group) documenting student progress and individualized goals (accuracy, fluency, comprehension) on a conferring note template.</i></li> <li>• <i>Tier II: Collaborate and align targeted literacy goals among classroom and resource staff.</i></li> <li>• <i>Tier III: Utilize Literacy Tutors to pull students one-on-one to focus on identified literacy goals.</i></li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Informal Running Records</li> <li>• Diagnostic Focus Checklists</li> <li>• Conferring Templates</li> <li>• Components/ Structure of a Conferring session</li> <li>• Analyzing Running Records to determine student needs</li> <li>• Guided Reading Structures</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Monthly Chart</li> <li>• Literacy Tutors</li> </ul> <p><b>Central Office Partners</b></p> <ul style="list-style-type: none"> <li>• Jennifer Szymanik (Reading Office)</li> </ul>	<p><b>Monitoring Implementation</b></p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Quarterly Data Chats. (Classroom Teachers / Resource Teachers / Administration)</li> <li>• Analyze Student Goals and Conferring Notes at monthly Collaborative Planning Meetings. (Classroom Teachers / Literacy Teachers)</li> <li>• Semesterly structured and scheduled walkthroughs using electronic tool to collect data on the conferring process and needed resources. (Administration / Reading SBT)</li> <li>• T&amp;L Cycle Observations conducted during Guided reading instruction. (Administration)</li> </ul>	<p><b>Monitoring Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Person(s) Responsible</li> </ul> <ul style="list-style-type: none"> <li>• Analysis of F&amp;P Data (Fall &amp; Spring) (Reading Teachers / Literacy Teachers)</li> <li>• Analysis of Informal Running Record (Winter) (Tier II &amp; III students only). (Reading Teachers / Literacy Teachers)</li> <li>• District Assessments collaboratively scored by teachers. Data will be analyzed with the focus of achievement gaps within African American, and ELL students and shared with Leadership Team/School Improvement Team in November, February, &amp; April. (Lead Teachers, Literacy Teachers / Administration)</li> <li>• Look for patterns and trends of walkthrough data at Leadership Team at least 1x/quarter.</li> </ul>

List the Opportunity Gap Students for your Academic High Leverage Action Step and Relational High Leverage Action Step Below.

Opportunity Gap Students (Grades K-5)