WIN

at Winchester School

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WHAT IS WIN?



WIN

WIN = What I Need

- A dedicated instructional time that provides targeted instruction based on student needs.

MTSS = Multi-Tiered System of Supports

- A schoolwide framework that provides different levels of support based on student needs.

MTSS *is the overall framework, while* ***WIN*** *is one way Winchester delivers targeted academic support within that framework.*

MTSS

Multi-Tiered System of Supports

A data-driven framework to support the academic, behavioral, and social-emotional needs of every student.

Key Components of MTSS

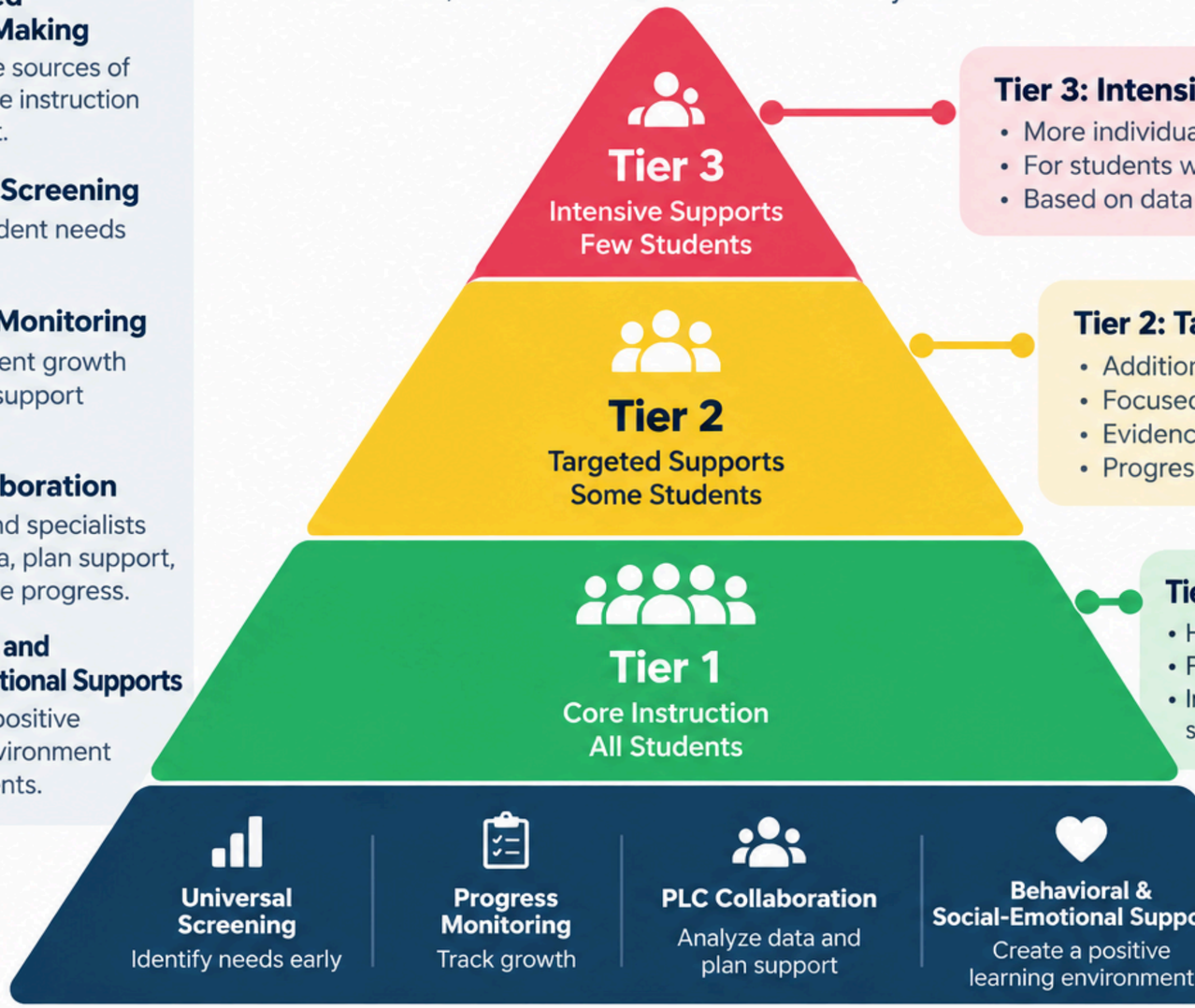
Data-Based Decision Making
Use multiple sources of data to guide instruction and support.

Universal Screening
Identify student needs early.

Progress Monitoring
Check student growth and adjust support as needed.

PLC Collaboration
Teachers and specialists analyze data, plan support, and evaluate progress.

Behavioral and Social-Emotional Supports
Promote a positive learning environment for all students.



Tier 3: Intensive Interventions

- More individualized, frequent support
- For students with significant needs
- Based on data and progress monitoring

Tier 2: Targeted Interventions

- Additional small-group support
- Focused on specific skills or standards
- Evidence-based interventions
- Progress monitoring to measure growth

Tier 1: Core Classroom Instruction

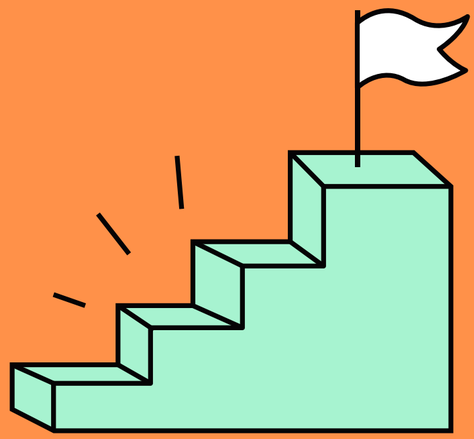
- High-quality, evidence-based instruction
- For all students
- Includes universal screening to identify students who may need additional support

GOAL: Every student receives the instruction and support they need to grow and succeed.

WHY WIN MATTERS AT WINCHESTER

WIN is an important part of our schoolwide approach to improving student achievement by:

Identifying Learning Gaps	Using student data to identify specific skills that need additional support.
Targeted Instruction	Providing focused interventions to help students strengthen foundational skills.
Supporting Student Growth	Monitoring progress and adjusting instruction to meet changing student needs.
Schoolwide Success	WIN supports schoolwide growth and contributed to Winchester's early exit from CSI status.



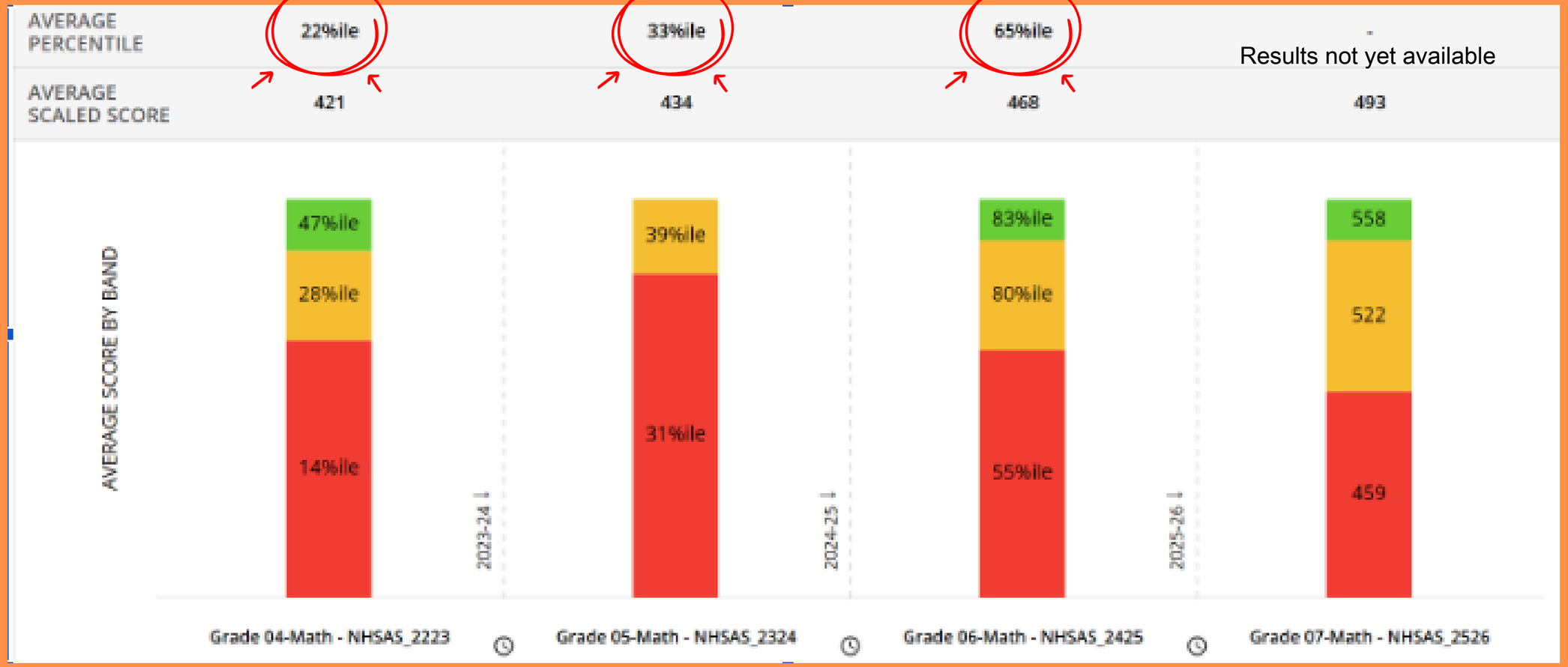
Our Goal Ensure every student receives the instruction and support they need to grow and succeed.

OUR PROGRESS IN NUMBERS

Before WIN

WIN Implemented

One Full Year of WIN



OUR PROGRESS IN NUMBERS

Schoolwide Growth Overview

State Assessment Growth Percentiles

6 of 8
grade/subject areas showed growth

2 → 4
areas at or above the 50th percentile (typical or above growth)

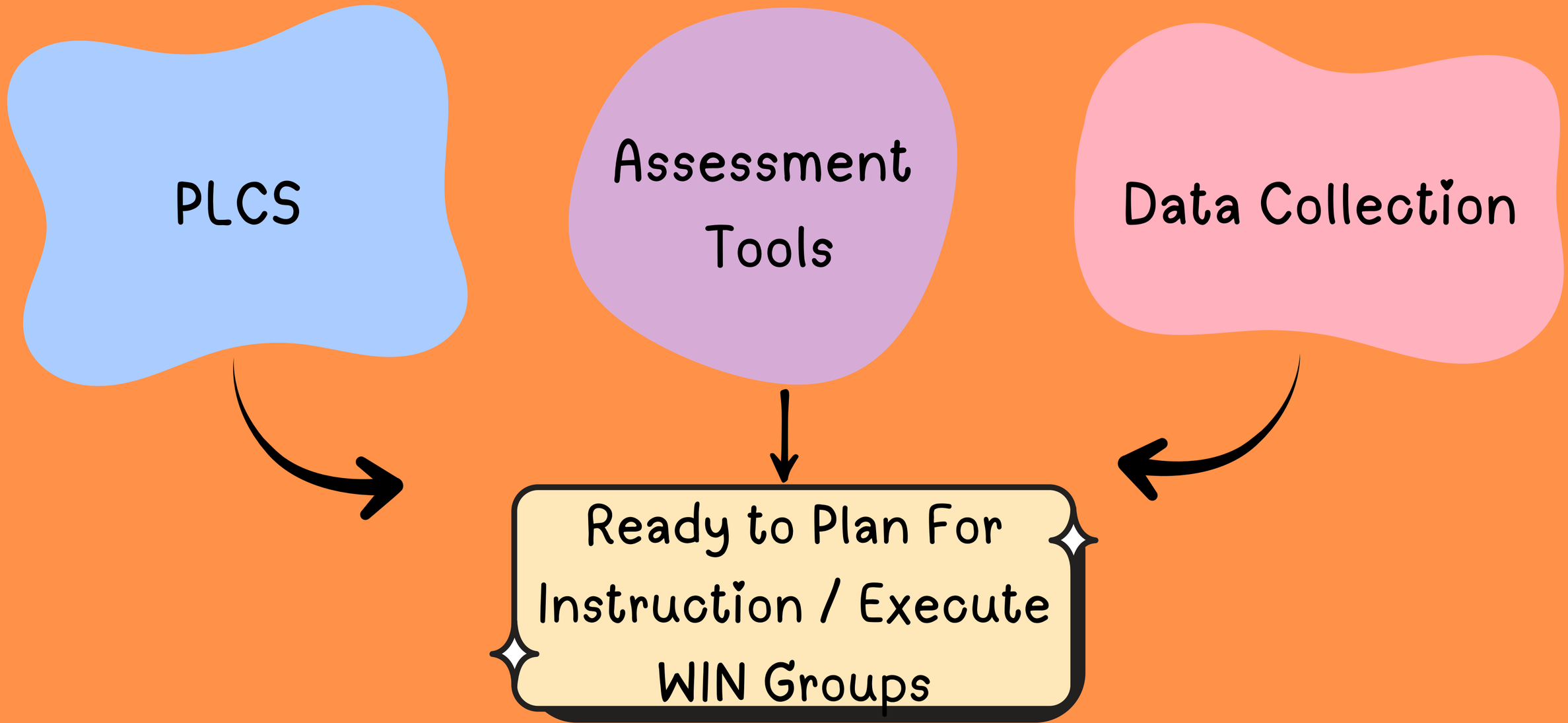
+30
largest gain (Grode 6 Math)

Grade 4 ELA	Grade 4 Math	Grade 5 ELA	Grade 5 Math
40th → 41st	38th → 31st	30th → 45st	33rd → 38th
+1	-7	+15	+5

Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math
64th → 69th	35th → 65th	68th → 62nd	55th → 68th
+5	+30	-6	+13

Overall, Winchester showed broad academic growth across grade levels and subjects from 2023-24 to 2024-25.

PLANNING FOR WIN



PLCs: COLLABORATION DRIVES INSTRUCTION

- What is a PLC (Professional Learning Community)?
- Who participates in PLCs?
- What is the goal of PLCs in terms of WIN?





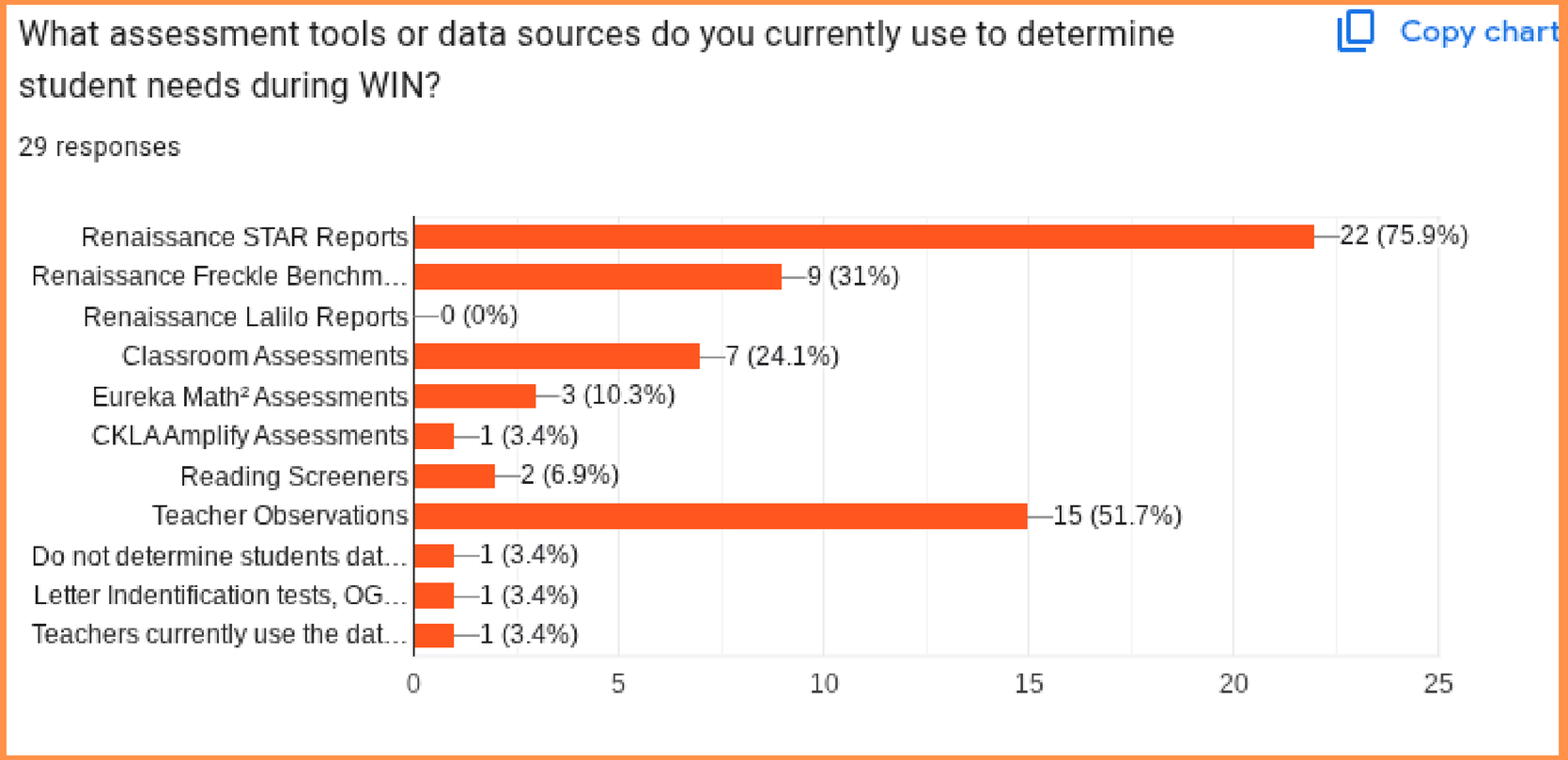
UNDERSTANDING OUR ASSESSMENT TOOLS

Freckle

Renaissance

See Every Student.





- Renaissance Star: screening, achievement data, and instructional readiness
- Freckle: additional skill-level information and practice
- Other assessment tools
- How do I use these assessments to identify skill deficit areas?

FROM DATA TO WIN GROUPS

- Identify priority standards or skills
- Use targeted assessments to identify specific learning needs
- Group students by shared instructional needs rather than grade level or overall scores alone
- Establish instructional goals and select appropriate interventions







How WIN Works: The Logistics

Everyday routines, pods, and learning rotations

IN A PERFECT WORLD...

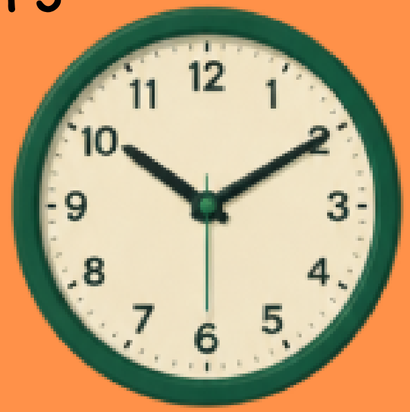
- Imagine having a special time every single day built just for you to practice exactly what helps you grow.
- Some classmates review yesterday's tough puzzle.
- Others take on fresh skill challenges.



DAILY WIN LOGISTICS AND ROTATIONS

Six-Week Cycles

Every 6 weeks, teachers review assessment checks to build new instructional pods.



CLASS SCHEDULE	
8:00 – 8:20	Morning Meeting
8:20 – 9:50	Reading
9:50 – 10:10	Recess
10:10 – 11:40	Math
11:40 – 12:20	Lunch
12:20 – 1:50	Science
1:50 – 2:10	Recess
2:10 – 3:00	Social Studies

Consistent Habits

Every pod follows the same expectations: listen closely, try hard, and respect others.

SIX WEEK CYCLE	MON	TUE	WED	THU	FRI
WEEK 1	1	2	3	4	5
WEEK 2	8	9	10	11	12
WEEK 3	15	16	17	18	19
WEEK 4	22	23	24	25	26
WEEK 5	29	30	31	32	33
WEEK 6	36	37	38	39	40

Quick Transitions

Students move swiftly and quietly with materials ready right when the bell chimes.

Interventionists are also prepared and utilizing the alloted time frame.



What Effective WIN Instruction Looks Like?

- Explicit, systematic instruction
- Teacher modeling and think-alouds
- Guided practice with immediate feedback
- Independent practice and checks for understanding
- Adjusting instruction to meet students' needs







1

I Do: Modeling

Teacher explicitly models and explains the strategy out loud.

2

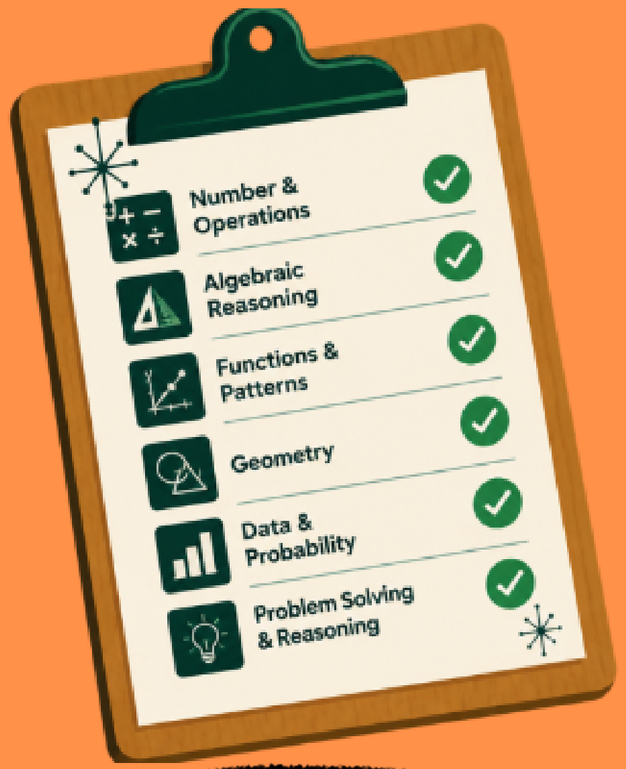
We Do: Guided

Everyone solves problems together with immediate helpful coaching.

3

You Do: Solo

You independently apply the skill to show your mastery.



KEEP IN MIND, WIN IS BUILDING UPON PREVIOUSLY TAUGHT SKILLS

ASSESSMENTS SHOW US BROAD DOMAINS, BUT IT'S OUR JOB AS TEACHERS TO NARROW THEM INTO PRECISE GOALS TO EXPLICITLY TEACH:

Here's how it has worked:

3rd Grade: Measurement & Data

(Grade 2 standards: reading clocks to 5 minutes).

MEASURING SUCCESS

Assessing Student Growth

Before WIN	During WIN	After WIN
Pre-assessments	Progress Monitoring	Post-assessments

Consistent data collection helps determine effectiveness!

Once we have data on growth, we can begin to restart the WIN cycle

The WIN Cycle

A 6-Week Instructional Cycle

1. PLC: Plan the Cycle

Review school and grade-level data, identify priority skills, and set cycle goals.

2. Assess (Beginning of Cycle)

Give a pre-assessment to determine student needs and create WIN groups.

3. Prioritize

Focus on the most essential skill(s) to address during the rotation.

4. Provide Instruction

Deliver targeted, explicit instruction in small groups during WIN.

5. Monitor Progress

Check for understanding and track growth throughout the cycle (quick checks, exit tickets, short assessments).

6. Assess (End of Cycle)

Give a post-assessment to measure growth and skill mastery.

7. Analyze Results

Compare pre- and post-data, identify student growth, and determine next steps.

8. PLC: Plan the Next Cycle

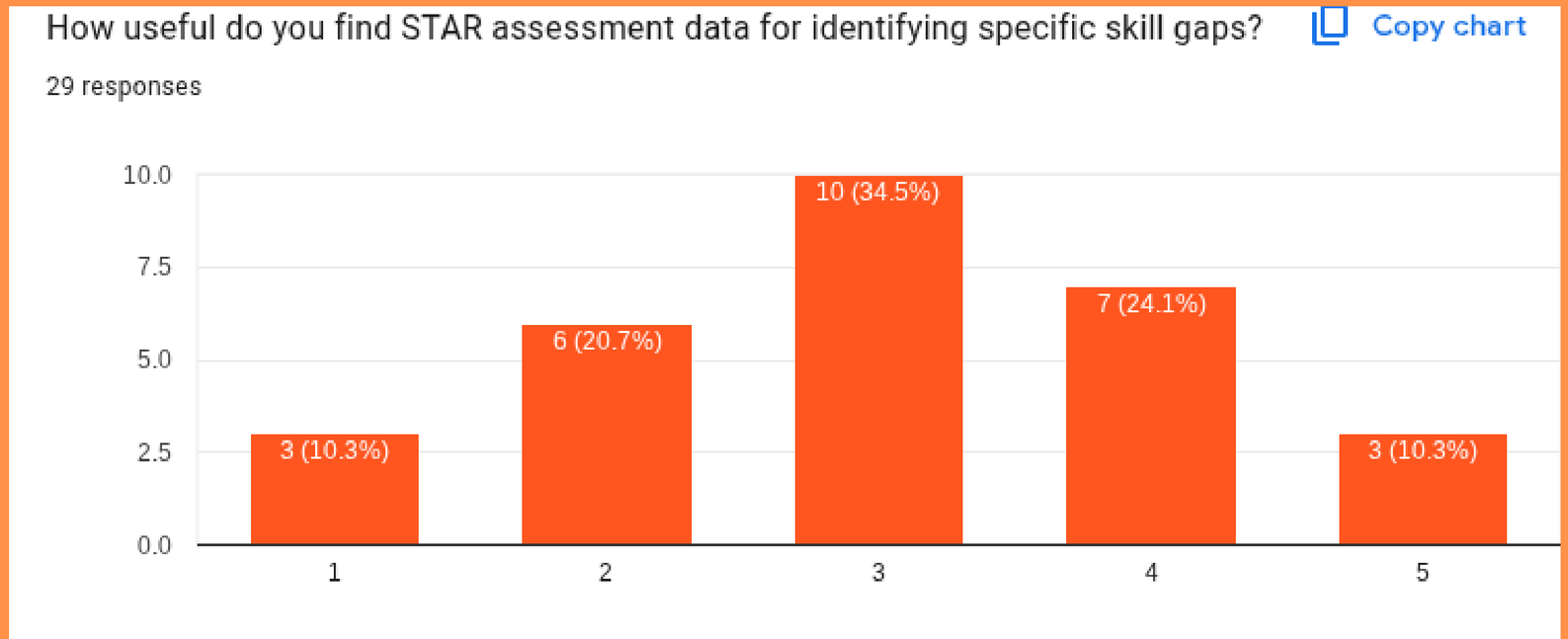
Share results, celebrate growth, adjust groupings, and set new instructional goals for the next rotation.

WHAT DOES THE FUTURE HOLD?

Improving Winchester's WIN Model

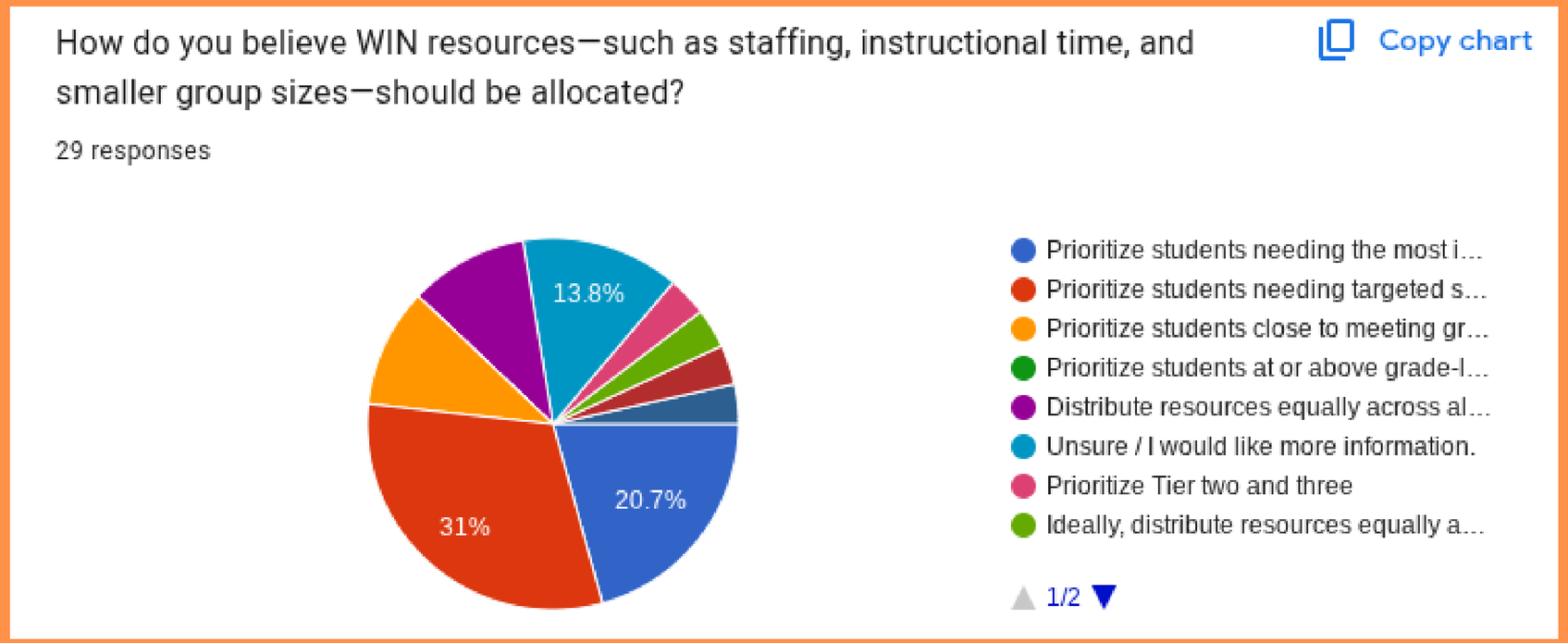
Our WIN Committee Goals/Hopes

1. Better understanding the tools we have and researching different assessment tools



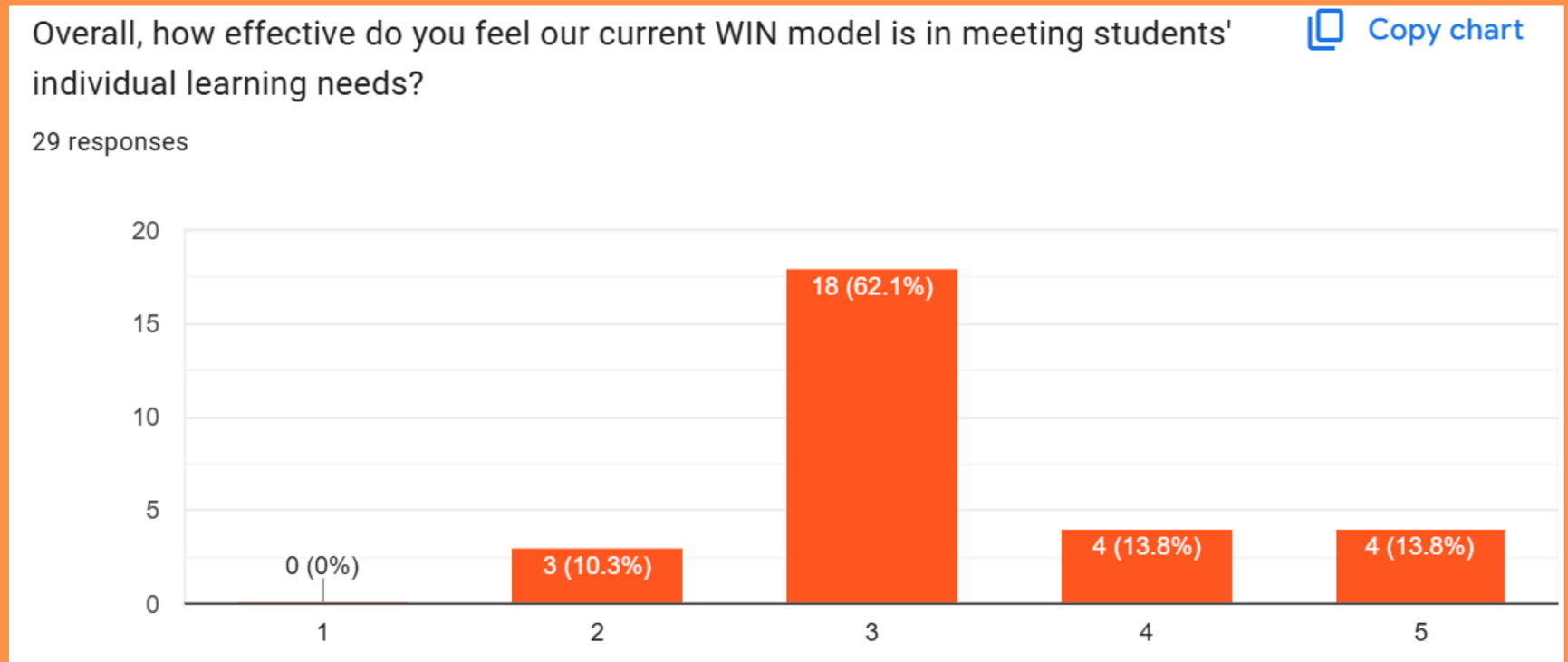
WHAT DOES THE FUTURE HOLD?

2. Focusing on the intervention/on watch students to have the most academic impact



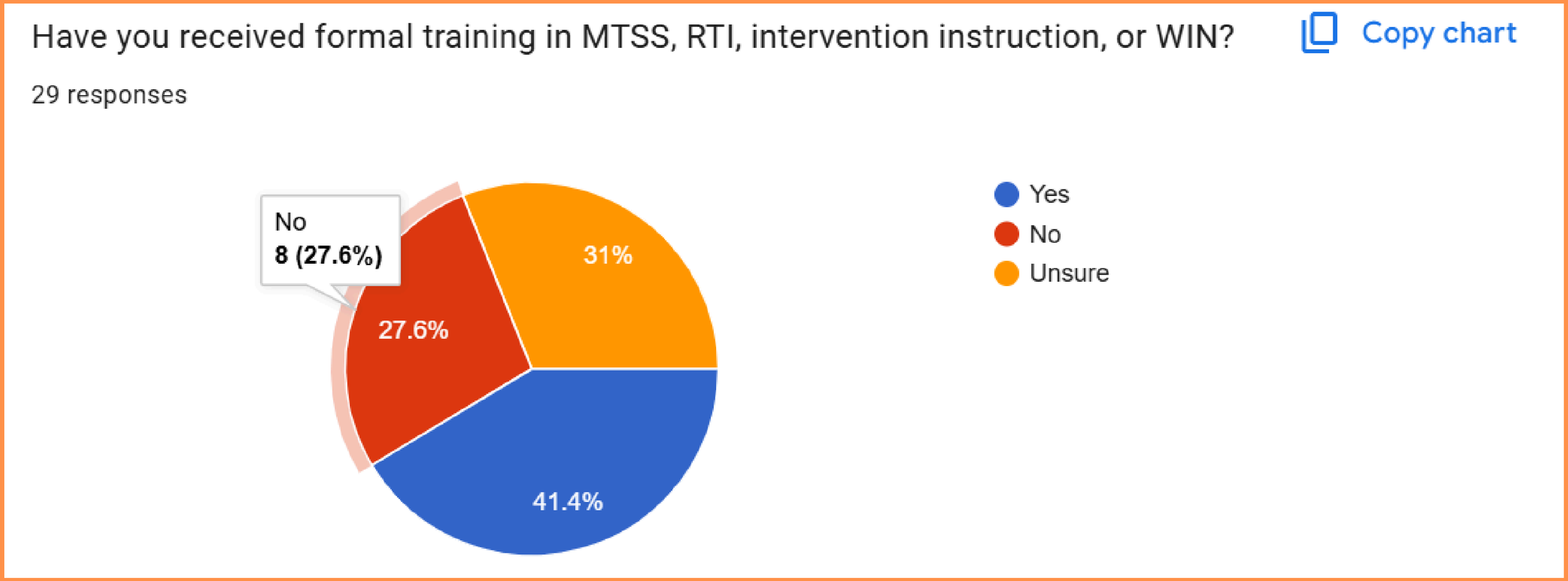
WHAT DOES THE FUTURE HOLD?

3. Analyzing our current WIN model and modifying based on survey results, exploring best practices, and addressing students' everchanging needs



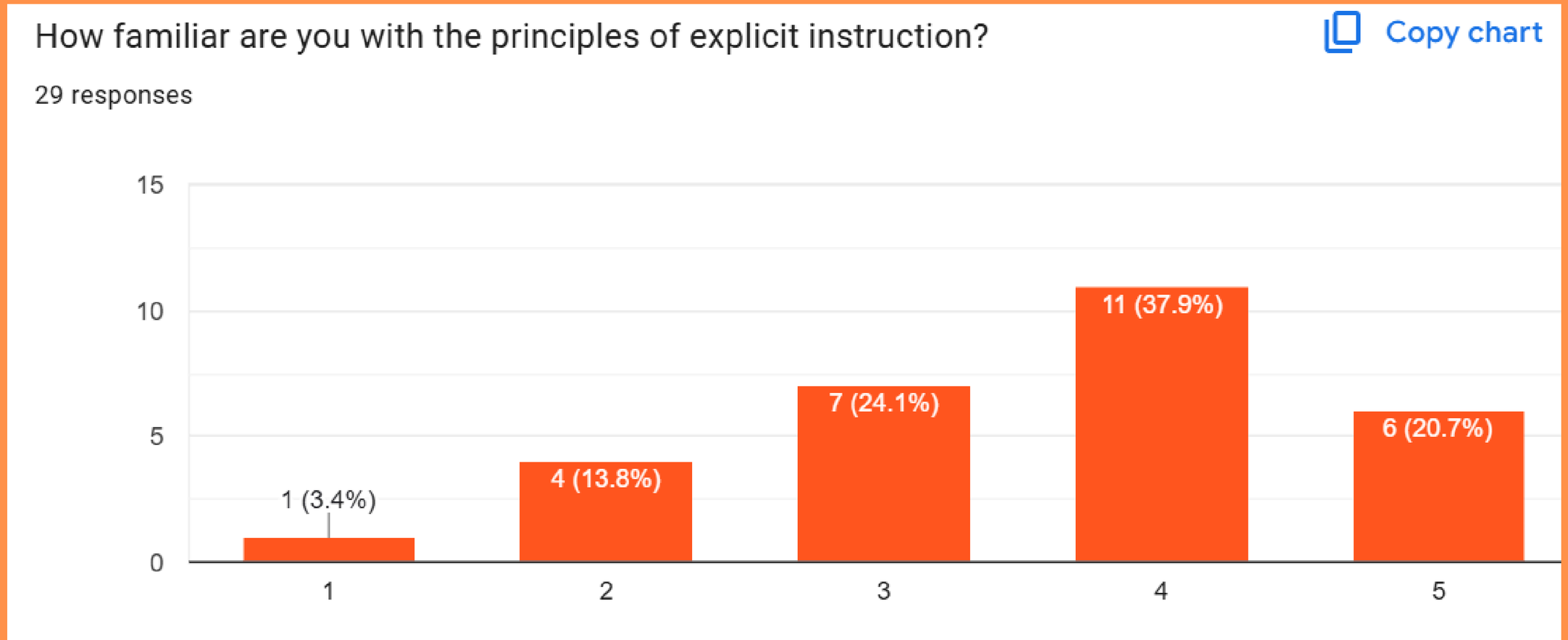
WHAT DOES THE FUTURE HOLD?

4. Requesting PD focusing on WIN intervention, MTSS



WHAT DOES THE FUTURE HOLD?

5. Requesting PD focusing on explicit instruction to better support our students during WIN

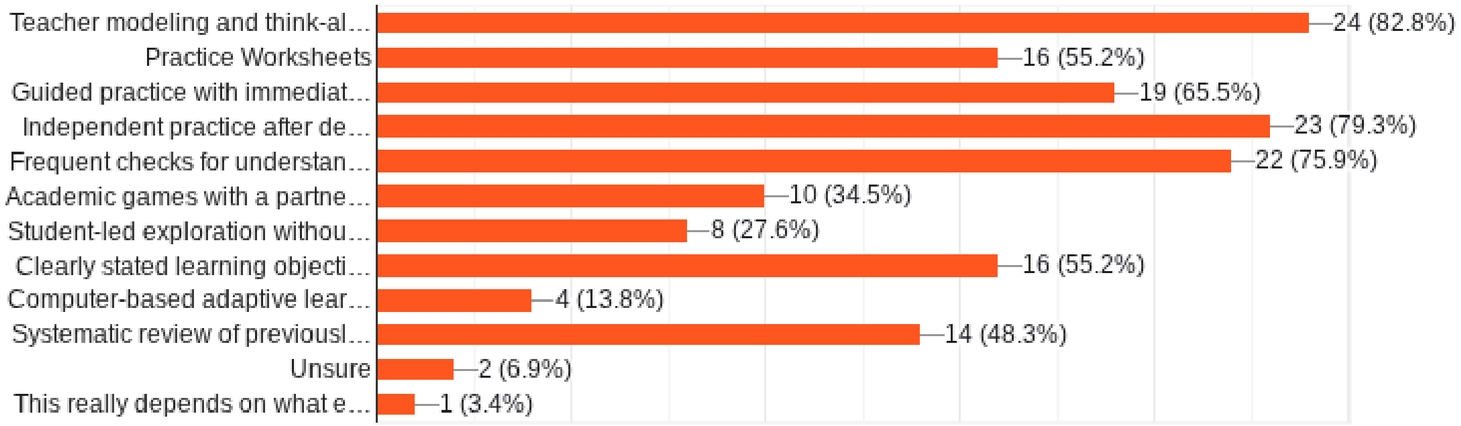


ADDITIONAL EXPLICIT INSTRUCTION SURVEY RESULTS

Which instructional practices do you associate with explicit instruction? (Choose all that apply.)

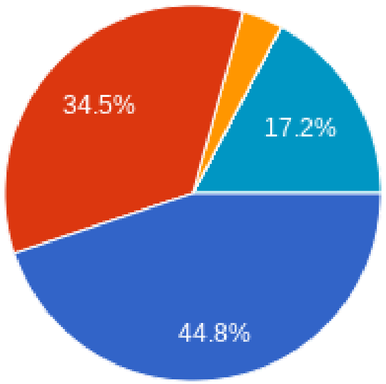
Copy chart

29 responses



How frequently do you use explicit instruction during WIN?

29 responses



WHAT DOES THE FUTURE HOLD?

6. Connecting our intervention data to our state testing data



Renaissance

See Every Student.