

Enumclaw School District
WESTWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN
2017-2018

Current Student Achievement:

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	57%	65%	
Grade 4	86%	79%	
Grade 5	66%	55%	64%

Student Achievement Analysis:

Analyze all of your individual school achievement data. What are areas of strengths and areas in need of improvement? What trends or patterns emerge? Where are there achievement gaps?

Student trends include:

- Cohort Smarter Balanced data indicates growth from third to fifth grade.
- Student growth and proficiency flips at fourth grade from below/at state average to above average growth.
- Below average proficiency at grades first through third, compared to the district average.
- Third grade SBA scores are at or above state average.
- Fifth grade student data maintains proficiency levels at above state average in reading.
- Fifth grade math cohort scores decreased by 8% compared to the state average drop of 7%, slightly above.

Student Achievement Goals:

In Literacy, please address both a school-wide SMART goal and identify a subgroup student growth goal. In Math, please establish a school-wide SMART goal. (Specific, Measurable, Attainable, Realistic, Time Bound)

Literacy	School-wide goal: By June 1, all students will improve reading levels by one year's worth of growth or more as measured by the DRA (K-1) and STAR(2-5th) assessment.
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	Sub-group Current fourth grade students will improve ELA scores by 10% or more as measured by the Smarter Balanced Assessment (this cohort has been identified as in need of support based off of SBA, STAR and classroom data) .
Math	By June 1, all students will increase by one year's worth of growth or more as measured by the STAR math assessment and the Smarter Balanced Assessment.



INSTRUCTIONAL IMPROVEMENT

5D+ Instructional Framework/TPEP		Evidence of Effectiveness	
<p>All teachers will be given training and professional development on the new CEL 5D rubric changes and key indicators and dimensions of impact.</p>		<p>Evidence will include:</p> <ul style="list-style-type: none"> • Teacher use of indicators within their practice . • Teachers who can articulate professional growth goals and examples of what they mean. • Classroom lessons that align to the CEL 5D instructional framework. • Increased student achievement as a result of improved instructional practice. 	
Action Steps		Timeline	Leadership Responsibility
<ul style="list-style-type: none"> • TPEP and CEL Staff Meeting • Goal Setting Conference • Bulletins and Memos with “5D in Focus” clarifications and descriptions 		<ul style="list-style-type: none"> • September • September • Ongoing 	<ul style="list-style-type: none"> • Principal • Leadership teams • Teachers

<ul style="list-style-type: none"> ● Classroom visits during staff meeting for teachers to share and learn what others are doing ● Leadership teams that focus on learning and PD that aligns to the 5D framework ● Mid-year TPEP meetings ● 2 inquiry cycles with targeted feedback ● End of the year meeting to review final progress towards professional growth goals 	<ul style="list-style-type: none"> ● Ongoing ● Ongoing ● January/February ● Ongoing ● May 	
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K-5 Literacy Focus		Evidence of Effectiveness	
<p>Through the implementation of a building leadership team, Westwood will analyze current program strengths and weaknesses compared to the five components of reading (phonemes, phonics, vocabulary, fluency and comprehension).</p>		<p>Evidence will include:</p> <ul style="list-style-type: none"> ● Alignment of current practice, programs and intervention that ensures each component of reading is being intentionally taught and measured. ● Consistent literacy programs and lessons structure based off of the 5D instructional framework across classrooms and grade levels that incorporate the five components of reading. ● Standards based instruction. 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> ● Develop literacy leadership team ● Literacy team data and program review ● Professional development given in areas of deficit ● PLC analysis of data, identifying areas of instructional deficit and program deficit ● Progress monitoring of student growth in phonemes, 	<ul style="list-style-type: none"> ● September ● September thru January ● Ongoing ● Ongoing 	<ul style="list-style-type: none"> ● Principal ● Leadership Team ● PLC ● Teachers 	

<ul style="list-style-type: none"> phonics, fluency, vocabulary and comprehension Teacher participation in district literacy cadre classrooms Use of the district's instructional coach 	<ul style="list-style-type: none"> Ongoing, benchmarks at the building level three times a year 	
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K-5 Science Implementation		Evidence of Effectiveness	
<p>Teachers in grades third through fifth will implement the Next Generation Science standards through the use of the new instructional program, TCI.</p>		<p>Evidence will include:</p> <ul style="list-style-type: none"> Teacher implementation of TCI lessons Student achievement data that is aligned to the NGSS 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> TCI and standards training for teacher in grades 3-5 Time for teacher planning and implementation Implementation 	<ul style="list-style-type: none"> September, ongoing Ongoing 	<ul style="list-style-type: none"> District Leadership Principal Teachers PLC 	

K- 5 Differentiation for Highly Capable Students	Evidence of Effectiveness	
<p>All teachers will receive differentiation training focused on serving students with highly capable traits and needs. During our intervention block, all students will receive support at all levels.</p>	<p>Evidence will include:</p> <ul style="list-style-type: none"> Teachers attend differentiation training. Implementation of differentiation for all students. Lessons and enrichment for students to extend their learning, with performance tasks that correlate to Depth of Knowledge levels three and four. 	

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> • Differentiation Training • Implementation of a block schedule • Implementation of differentiation identified in CEL 5D 	<ul style="list-style-type: none"> • October • Ongoing • Ongoing 	<ul style="list-style-type: none"> • District Team • Principal • Teachers • PLC

Blended Learning Environment	Evidence of Effectiveness	
<p>All students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning.</p>	<p>Evidence will include:</p> <ul style="list-style-type: none"> • 1:1 Chromebook to student ratio at grade 5 • 1:2 Chromebook to student ratio at grades 3 - 4 • Sets of 6 chromebooks in each classroom in grades K -2 	
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> • Break down of shared chromebook carts for the purpose of allotments per class • Chromebook and Blended Learning training from Tracy Brown and Bob Kilmer • PD from ITL at staff meetings • Implementation of chromebook and blended learning 	<ul style="list-style-type: none"> • September • October, ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • ITL • Principal • Tracy Brown and Bob Kilmer • Teachers



WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
<p>All students will experience an educational setting and program committed to the well-being and development of the whole child. Westwood will create an inclusive environment where students are healthy, safe, engaged, supported and challenged.</p>		<p>Evidence will include:</p> <ul style="list-style-type: none"> ● A safe and inclusive learning environment demonstrated through PBIS ● Students equipped with anti-bullying and problem solving skills through Second Step and our Counseling program ● Teacher and students using inclusive person first language ● Students fed, cared for and loved at school ● Students engaged in extracurricular clubs ● Student differences celebrated 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> ● PBIS implemented to help ensure a safe learning environment ● Counseling lessons ● Spotlight on student behavior and character ● Backpack program ● Peer mentoring ● Small group counseling ● Golden Awards ● Equity training 	<ul style="list-style-type: none"> ● Ongoing ● Spring 	Principal Teachers District Team	



TIERED SYSTEM

Tiered System of Support		Evidence of Effectiveness	
<p>Westwood will continue to implement and expand its tiered system of support for academic, behavior and attendance needs. Specifically, Westwood will focus on implementing tiers of support for math intervention.</p>		<p>Evidence will include:</p> <ul style="list-style-type: none"> • Student within our academic intervention model will close learning gaps as measured by percentile rank in reading and math. • Student behavior will decrease as measure by office referrals • Student attendance will improve by 10% 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> • Implementation of MTSS teams • MTSS meetings every Friday morning to discuss students • Data review to ensure all students in tier two and three are identified and supported to the maximum extent <ul style="list-style-type: none"> ○ Use of Homeroom to data mine • Block schedule with math intervention specified 	<ul style="list-style-type: none"> • October • Ongoing • September and ongoing • September 	Principal MTSS Team Teachers	

Assessment model to support a tiered system	Evidence of Effectiveness
<p>Westwood will add components of a comprehensive tiered assessment model that will identify student growth and achievement. The assessment model will include assessments at the screener, diagnostic and progress monitoring level.</p>	<p>Evidence will include:</p> <ul style="list-style-type: none"> • Data at the K - 5 grade levels that screen students against a normed benchmark, indicating general levels of growth and achievement. This data will include the STAR

reading, math and early literacy data. It will also include Dibels at grades 1 and 2. Diagnostic data will come from the DRA and building benchmarks. Progress monitoring will come from program assessments and classroom assessments.

- Teachers will use data to engage in PLCs, group students for intervention based on a common trends or deficits and make instructional decisions.
- Based off of progress monitoring data, students will be given varying interventions with corresponding frequency, duration and intensity.

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> • Define data needs and align available assessment tools • Create an assessment calendar • Implement the assessment calendar • Teacher collaboration and PLC around data • Use data to inform instruction and intervention • Data talks and grade level days 	<p>September September September through June</p>	<p>Principal MTSS teams Leadership teams Teachers</p>