

Westwood Elementary

School Improvement Plan

2016-17

District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all students in these and other achievements

Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

IMPROVEMENT GOALS What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiatives or activities will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	EVIDENCE OF EFFECTIVENESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?	PROFESSIONAL DEVELOPMENT AND SUPPORT How will staff acquire the necessary skills and attitudes to implement this activity? What are the existing and/or new resources that will be used to accomplish this activity?
Improve Student Achievement in Literacy, Numeracy and High School Graduation					
English Language Arts: <ul style="list-style-type: none"> • By June of 2017, the percentage of students in grades 3, 4 and 5 meeting standard in the area of reading/English Language Arts will increase by 10%, as measured by the Smarter Balanced Assessment. • By June of 2017, all students in grades kindergarten through fifth grade will increase their reading levels by one grade level equivalent or more as measured by the DRA. 	<ul style="list-style-type: none"> • Continue to implement reading workshop model with an emphasis on a balanced approach to the five components of reading instruction. • Implement Close Reading strategies in combination with text based questioning and exposure to complex text. • Align the core curriculum programs (Making Meaning and the Comprehension Toolkit) to the three major shifts in CCSS ELA. 	<ul style="list-style-type: none"> • September 2016 -June 2017 	<ul style="list-style-type: none"> • Principal, teachers and leadership team • Literacy Support Teacher • LAP teacher and Para-educator • Specialists • Para-educators 	<ul style="list-style-type: none"> • DRA assessments for all students in grades K-3rd and students in 4th and 5th grades that are below grade level. • STAR reading assessments and progress monitoring for all students in 3rd, 4th and 5th grades. • Grade level common formative assessments for comprehension. 	<ul style="list-style-type: none"> • Literacy Coach • Curriculum: Making Meaning, book room • Assessment materials: SBA scores, STAR assessment data, DRA, progress monitoring, Fontas and Pinell, common formative assessments • Friday afternoon PLC

<p><u>Math:</u></p> <ul style="list-style-type: none"> ● By June of 2017, the percentage of students in grades 3, 4 and 5 meeting standard in the area of mathematics, will increase by 10%, as measured by the Smarter Balanced Assessment. ● By June of 2017, all students in grades first and second will demonstrate a year's worth of growth or more as measured by the STAR math assessment. <p><u>School Climate and Culture:</u></p> <ul style="list-style-type: none"> ● By Spring of 2017, students and staff will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school environment as measured by a 10% reduction in student discipline office referrals. 	<ul style="list-style-type: none"> ● Align daily lessons from Math Expressions to the CCSS math standards. ● Identify gaps between standards and Math Expressions and supplement instruction accordingly. ● Teach the major clusters of math to mastery using the Achieve the Core resource. ● Align math instruction and tasks to the depth of knowledge identified in the SBA blueprint. ● Develop math fluency using the Reflex computer program. ● Continued development of a tiered system of support for all students, increasing behavior interventions for students demonstrating undesired behavior. ● Recognition system for students already demonstrating desired behaviors and improvement: positive verbal feedback, Cougar Cash, PAWSitive office referrals, parent communication, store rewards, classroom recognition. <ul style="list-style-type: none"> ○ The goal being a 4:1 ratio of positive to corrective feedback ○ Implement student management leadership team to review trends and make changes accordingly 	<ul style="list-style-type: none"> ● September 2016 -June 2017 ● September 2016 -June 2017 	<ul style="list-style-type: none"> ● Principal, teachers and leadership team ● Specialists ● Para-educators ● Principal, teachers and leadership team ● Specialists ● Para-educators ● All staff ● Parents 	<ul style="list-style-type: none"> ● Number of negative of positive officer referrals. ● Number of monthly student spotlight on learning and behavior nominations 	<ul style="list-style-type: none"> ● Review of WW behavior plan ● Review of positive recognition
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Reduce the Learning Gap for All Students in These and Other Achievements					
<p><u>Teacher Collaboration:</u></p> <ul style="list-style-type: none"> ● By June of 2017, all grade level teachers and departments in supporting roles will receive training and review protocols on professional learning communities to increase knowledge and effectiveness of teacher collaboration as measured by teacher feedback forms. <p><u>Student Subgroup Populations:</u></p> <ul style="list-style-type: none"> ● By June 2017, all students identified as low-income, Hispanic/Latino, SPED and English language learners will increase student achievement by 10% in English Language Arts as measured by the Smarter Balanced Assessment. <p><u>Attendance:</u></p> <ul style="list-style-type: none"> ● By June 2017, “at risk” student attendance rates (missing 10-17 days) will decrease by 10% as measured by attendance reports. 	<ul style="list-style-type: none"> ● Establish PLC norms ● Establish PLC quick reference guide ● Rotating support from the literacy support teacher, principal, counselor, support staff ● Bi-monthly joint PLC with para staff. <ul style="list-style-type: none"> ● Implement a targeted and intentional intervention system based off of data and researched based interventions ● Weekly MTSS meetings to identify individual and program weaknesses with the purpose of improvement <ul style="list-style-type: none"> ● Tiered attendance intervention plan, increasing support for students identified as students with at risk (10-17) and chronic (18 +) absences ● Positive reward system for appropriate attendance: attendance cougar cash, Golden Chair award, Attendance touchdown bulletin board, attendance recesses, etc... 	<ul style="list-style-type: none"> ● September 2016 to June 2017 <ul style="list-style-type: none"> ● September 2016 to June 2017 <ul style="list-style-type: none"> ● September 2016 to June 2017 	<ul style="list-style-type: none"> ● Teachers ● Support Staff ● Principal ● Para ● District Support Teams <ul style="list-style-type: none"> ● Teachers ● Classroom Teachers ● Support Staff ● Principal ● Para ● District Support Teams <ul style="list-style-type: none"> ● Teachers ● Support staff ● Principal ● Para-Educators ● Parents ● Students 	<ul style="list-style-type: none"> ● Weekly teacher share-outs in the library ● Observations ● Student intervention groupings and scores <ul style="list-style-type: none"> ● 100% of students below grade level identified and placed within an appropriate intervention ● STAR and DRA progress monitoring ● Intervention progress monitoring ● Decrease in SPED referrals <ul style="list-style-type: none"> ● Daily attendance rates ● Student attendance reports identifying students as normal, at risk, chronic absences 	<ul style="list-style-type: none"> ● Leadership Team ● Principal ● Quick Reference Guide <ul style="list-style-type: none"> ● MTSS pathway ● Review of procedures for intervention support ● What Works Clearinghouse <ul style="list-style-type: none"> ● Attendance research to parents and school staff ● Attendance rates updates

