

Enumclaw School District
 WESTWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN
 2018 - 2019

Current Student Achievement:

| Smarter Balanced Assessments | ELA | MATH | Science |
|------------------------------|-----|------|---------|
| Grade 3 | 73% | 67% | |
| Grade 4 | 64% | 54% | |
| Grade 5 | 88% | 68% | 69.2% |

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?

ELA areas of strength:

ELA achievement data demonstrates strong proficiency and or strong cohort growth. The cohort data for fourth grade, the lowest proficiency score, increased by 10% from third grade the previous year. Fifth grade maintained a strong proficiency score from the previous year. Third grade ELA scored 9% above the state.

Cohort strengths - The three year cohort trend is an increase in proficiency by 19% points and a two year increase of 7% points.

ELA areas in need of improvement:

Third grade:

- Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Fourth grade:

- Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.
- Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
- Target 14 (Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).
- Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

- Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Fifth Grade:

- No targets were identified as, “under the proficiency score” for the assessment. Three targets were scored as, “at or near” the proficiency target. Those are:
 - Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
 - Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.
 - Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

Trends:

Math areas of strength:

Math proficiency data shows that Westwood is scoring above the state average in third and fifth grades and at the state level in fourth grade.

Math areas in need of improvement:

Overall: While proficiency scores are at or above state averages, the cohort data demonstrates a decrease in proficiency. The three year cohort lost one percentage point and the two year cohort lost 11 percentage points.

Third grade

- **Targets not meeting proficiency:**
 - Target K Reason with shapes and their attributes .

Fourth grade:

- No targets were identified as not meeting proficiency. Two targets identified as low performance compared to the others were:
 - Target F Extend understanding of fraction equivalence and ordering.
 - Target C Generate and analyze patterns.

Fifth grade:

- No targets were identified as not meeting proficiency. Four targets identified as low performance compared to the others were:
 - Target A Write and interpret numerical expressions.
 - Target E Use equivalent fractions as a strategy to add and subtract fractions.
 - Target G Convert like measurement units within a given measurement system.
 - Target H Represent and interpret data.

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)

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| Literacy | <p>Overall goal - All students will make a year’s worth of growth or more as measured by the DRA, STAR and/or Smarter Balanced Assessment. Students in third through fifth grade will have an overall average proficiency rate of 70%.</p> <ul style="list-style-type: none"> Students in the fourth grade cohort will increase ELA SBA scores by six percent, from 64% to 70% as measured by the Smarter Balanced Assessment. |
| Math | <p>Overall goal: The negative cohort growth trend will be disrupted and replaced with a positive growth trend for third to fourth grade students and fourth to fifth grade students.</p> <ul style="list-style-type: none"> Third to Fourth grade cohort scores will increase by 5%, from 67% to 72%, as measured by the Smarter Balanced Assessment.. Fourth to Fifth grade cohort scores will increase by 8%, from 54% to 62%, as measured by the Smarter Balanced Assessment. |



INSTRUCTIONAL IMPROVEMENT

| K-5 Literacy Focus | Evidence of Effectiveness |
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| <p>Develop a balanced literacy program focused on a workshop model with emphasis on all five components of reading (phonemes, phonics, vocabulary, fluency and comprehension).</p> | <ul style="list-style-type: none"> Observations will show a workshop model that allows students to be immersed in reading and literacy. |

- Observations will show a mini-lesson, guided reading, independent reading, read alouds, peer reading, writing, word work and discussions about books.
- Observations will show intentional instruction and learning in all five components of reading.
- Products from classroom literacy learning experiences will indicate differentiation, student choice and the development of skills and dispositions for the innovation era.

| Action Steps | Timeline | Leadership Responsibility |
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| <ol style="list-style-type: none"> 1. Review the 5 components of literacy and the components of a balanced literacy program 2. Develop a literacy teacher leadership team to review data, establish a goal and provide professional development at staff meetings. 3. K-1 Training days with Darla Wood-Walters <ol style="list-style-type: none"> a. Print-rich environment b. Writers' Workshop in the K-1 Classroom c. Integrating literacy in a project-based K-1 classroom 4. Grade 2-5 Small Group Reading Instruction foundational training days with Barry Hoonan & Julie Wright - Day #1 | <p>August dyas</p> <p>September - May</p> <p>October 23: Kindergarten October 25: 1st grade January 23: Kindergarten January 24: 1st grade March 27: Kindergarten March 28: 1st grade</p> <p>September 25: 5th grade September 26: 4th grade October 3: 3rd grade October 4: 2nd grade</p> | <p>Scott Meyer</p> <p>Scott Meyer and teacher leadership team</p> <p>Jill/Chris/Keri</p> |

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| 5. Grade 2-5 Teacher Moves in a Small Group Environment training days with Julie Wright - Day #2 | April 1: 5th grade April 2: 4th grade April 3: 3rd grade April 4: 2nd grade | |
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| Enumclaw Reads | | Evidence of Effectiveness | |
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| <p>Promote literacy across Westwood elementary and throughout the community through an “Enumclaw School District Reads” campaign.</p> | <ul style="list-style-type: none"> • <i>ESD Reads Campaign</i> widely marketed throughout all schools and in prominent community agencies, businesses and organizations. • Students, families, and community members will be actively engaged in contributing to the <i>ESD Reads Campaign</i>. • Students and families will demonstrate an increased amount of time and engagement in reading. | | |
| Action Steps | Timeline | Leadership Responsibility | |
| <ol style="list-style-type: none"> 1. In partnership with ESD, participate in the Enumclaw Reads Campaign marketing tools, and strategies, including an online presence to support the campaign. 2. Distribute campaign toolkit to each teacher and to PTO. 3. Market monthly literacy challenges for our school and community 4. “Push” monthly updates toward our community through newsletters and social media. <ol style="list-style-type: none"> a. Possible opportunity for a Battle of the Books competition | <p>Summer, 2018</p> <p>November, 2018</p> <p>November, 2018 - May, 2019</p> <p>November, 2018 - May, 2019</p> <p>June, 2019</p> | <p>Librarian Scott Meyer Teachers PTO Student leadership</p> | |

| K-5 Mathematics | | Evidence of Effectiveness | |
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| <p>Develop a shared understanding of mathematical instruction that focuses on conceptual understanding and learning.</p> | | <ul style="list-style-type: none"> • Classroom observations will show an increased focus on developing concepts and procedures through problem solving, reasoning, and discourse. • Classroom observations will show evidence of a progression of learning that includes concrete, pictorial and abstract representations of the mathematical concept, leading to conceptual understanding. • Observations will show evidence of teachers intentional implementation of teacher and student math practices. | |
| Action Steps | | Timeline | Leadership Responsibility |
| <ol style="list-style-type: none"> 1. Review the 8 mathematical practices. 2. Review the instructional progress of concrete, pictorial and abstract that leads to conceptual understanding. 3. Create a mathematical leadership team that will review data, develop a goal and provide professional development towards that goal in staff meetings. 4. Develop mathematical PLC goals based off of data. 5. Develop/adopt a building wide strategy for problem solving. Possibly a foundational K-2 strategy and a detailed 3-5 strategy. 6. Develop a plan for math fact fluency practice, motivation and assessment. 7. 2 2-hour elementary PD workshops (2 hrs. all staff; | | <p>August inservice days August inservice days</p> <p>September - May</p> <p>Fall</p> <p>September - May</p> <p>September - May</p> | <p>Scott Meyer Scott Meyer</p> <p>Scott Meyer and teacher leadership team</p> <p>PLCs</p> <p>Scott Meyer and teacher leadership team</p> <p>Scott Meyer and teacher leadership team</p> |

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| <p>2 hrs. building-based) to :</p> <ul style="list-style-type: none"> - build vision - explore practices, - share supplemental resources | <p>2 hrs: All Elementary: January 31 2 hrs: TBD</p> | <p>District leadership team and elementary principal team</p> |
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| Digital Learning Environment | | Evidence of Effectiveness | |
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| <p>Students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning.</p> | | <ul style="list-style-type: none"> • Classroom observations will demonstrate students using their Chromebooks in ways that align with the 5D+ Instructional Framework. • Classroom observation will demonstrate teaches effectively using their technology tools in ways that facilitate and support engaging, authentic, irresistible learning experiences for students. | |
| Action Steps | Timeline | Leadership Responsibility | |
| <ol style="list-style-type: none"> 1. Distribute chromebooks that allows for an allotment to each classroom on a daily basis. 2. Provide strategies and example of how blended learning can occur and is occurring in classrooms. | <p>September - June</p> <p>September - June</p> | <p>Scott Meyer and ITL</p> <p>Scott Meyer and ITL</p> | |



WHOLE CHILD

| ACE's and Resilience | | Evidence of Effectiveness | |
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| Expand our understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACES). | | <ul style="list-style-type: none"> • Additional training developed and available for schools • "On demand" level 1 ACES training created and available • Resources will be developed, principals will use with staff | |
| Action Steps | Timeline | Leadership Responsibility | |
| <ol style="list-style-type: none"> 1. ACES training for classified staff member 2. ACES review and resources provided | PLC Fall September- June | Keri Marquand and Scott Meyer Scott Meyer | |

| Equity | Evidence of Effectiveness |
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| <ul style="list-style-type: none"> • All staff will continue to expand understanding and responsiveness to teaching and learning with a racial equity lens. • As a system we will focus on celebrating and honoring cultural diversity. | <ul style="list-style-type: none"> • Staff discourse will demonstrate a person first communication style. • Students of color and or ability will be provided with a rigorous and challenging academic program with the goal of reaching grade level benchmark. • Students will have increased access to books with characters and plots highlighting and celebrating cultures of underrepresented populations. |

| Action Steps | Timeline | Leadership Responsibility |
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| <ul style="list-style-type: none"> ● Staff training on person first language ● Develop a teacher leadership team that has equity as a focus. The team will: <ul style="list-style-type: none"> ○ Identify inequitable practices within Westwood. ○ Provide strategies and possible training around equitable practices. ○ Develop ways to celebrate and include underrepresented populations at our school. ● Purchase books for school library that intentional have characters and plots focused on highlighting and celebrating different ethnicities and cultures. | <p>Fall September - June</p> <p>September - June</p> | <p>Scott Meyer Scott Meyer and teacher leadership team (CREATE team)</p> <p>Scott Meyer and Librarian</p> |
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TIERED SYSTEM

| Tiered System of Support | Evidence of Effectiveness |
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| <p>Continue to implement a comprehensive tiered system of support for academics, behavior and attendance.</p> | <ul style="list-style-type: none"> ● MTSS meetings to address both academic and social/emotional/behavioral support systems. |

| | <ul style="list-style-type: none"> • A tier two team is identified and processes are in place for analyzing data and monitoring progress. • Guidance teams are in place and common guidelines are implemented. • A comprehensive assessment system would be in place to screen and monitor student progress. | |
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| Action Steps | Timeline | Leadership Responsibility |
| <ul style="list-style-type: none"> • Establish a Multi-Tiered System of Support Team • Establish a system and protocol for teachers to refer students for academic, behavioral and or attendance supports to provide supplemental support, review progress and possibly move guidance team • Provide interventions and support | <p>September</p> <p>September</p> <p>September - June</p> | <p>Scott, psychologist, counselor, resource room teacher, LAP teacher, speech teacher, other specialists</p> <p>MTSS team (stated above)</p> <p>Intervention teacher and homeroom teachers</p> |