

## **West School Improvement Plan**

West Elementary School improvement plan is designed to identify priorities and provide focus and support to our *Mission of Educational Excellence for All Students*. The Goals and Road Map affirm our long-standing commitment to continually improve and enhance the learning opportunities that we provide our students.

### **Goals**

Goal 1: By June 2019, all grade levels will reach high growth (or score above the 50th percentile) compared to national norms in reading and math on the MAP assessment.

Goal 2: By June 2019, all buildings will receive culture/climate ratings from the parent and administration surveys at the 90% or higher.

### **Road Map/Strategies for School Improvement 2016-2019**

**Learning Environment (community and family engagement, conditions for learning or school culture)**

#### **PBIS**

*\*Whole school - each classroom has a "W" to fill with yellow Paw Tokens. A Paw Token is given to the class when they follow the expectations for being Respectful, Responsible, and Safe. The tokens can be given by the classroom teacher, encore teacher, lunchroom playground supervisors, administrators. When a class fills a "W" they receive a Golden Whiskers and they choose a fun activity to do as a class with their teacher. When the class earns 5 Golden Whiskers, the class chooses an activity with principal and assistant principal.*

*\*PBIS Committee - Roles have been assigned to specific committee members such as data analysts, note-taker, internal coach. The committee meets at least once a month to review data and problem solve what we can do to address any behaviors. The committee also shares at faculty meetings in order for the whole staff to stay up to date with growth and progress of PBIS.*

*\*Tier 2 - Check In Check Out is underway. Each grade level has between 1 -3 students participating.*

*\*Student Climate Survey was given in December and will be given again in May. The results were shared with staff and lead to great discussions and several ideas to improve for the benefit of students.*

*\*TFI Survey - used results to set new goals for PBIS committee, one area will be to have more regular opportunities to reteach (cool tools). The committee will be coming up with a plan for this when the committee meets in May.*

### **Educator Quality (leadership, professional development)**

*\*MAP and PARCC data - analysis done by principal and assistant principal, analysis done with Literature Coach, a third analysis done by whole staff. Enhancements and changes in instruction, teaming and collaboration have been the result of analysis.*

*\*Vertical Team analysis - vertical teams have been able to analyze data, discuss strategies and resources used in different classrooms for different standards. Building Professional Development is a constant discussion topic.*

*\*Monthly School Improvement Team Meetings - Each month Lit coach, Principal and Assistant Principal meet with the grade levels teams to specifically target an area of instruction or assessment. Some examples of what we have concentrated on are: calibrating grade level writing samples, Intervention Block, text dependent questions.*

*\*Book Study - A book study took place March 2016 and ended Nov. 2016. The books were titled, *Falling in Love with Close Reading and Text Dependent Questioning*. The skills of questioning and close reading are part of our building culture at the present time.*

### **Teaching and Learning (curriculum, instruction, assessment)**

*\*Building Admins and Lit Coach meet with teams to analyze Unit of Study assessments and performance tasks with the purpose of guiding instruction.*

*\*Analyzing data to find trends to guide instruction in Reading and Math.*

*\*Analyse data to find areas to enhance or challenge for the high achieving students in order for them to grow.*

*\*The last Monday of each month we hold an Intervention for Student Support meeting (ISS). All learning specialists, reading specialists, building administrators, literature coach and school psychologist attend. Data for students in a tier of Response to Intervention (RTI) are shared and discussed. The result of the meeting for each student can be several things such as: student is making progress and support is pulled away, student might not be making progress so the intervention or interventionist is changed or students is making progress but it is unsteady so intervention is continued. Another result for all education specialists in the room is that they share what they are doing and helping each other problem solve.*

