

## **Woods Creek School Improvement Plan**

Woods Creek's 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)**

- Staff pay each other "Cubs Compliments" for being present, being helpful to one another and for having a great attitude.
- One "Cubs Compliment" is published weekly in Principal's newsletter in order to encourage recognize "above and beyond" behaviors and actions.
- Staff members reward classes (other than their own) for displaying expected behaviors. Classes receive "white paws" and can trade 25 for a "golden paw." When a class earns a "golden paw," teacher and students decide on a class reward. In addition, administrators come into celebrate the class earning the paw for displaying expected behaviors. We are also implement school-wide PBIS goals.
- PBIS team creates a monthly newsletter to communicate PBIS information and data to staff.
- Parents will be invited to take part in their child's education in the following ways: working with their child on academics at home, talking about school with their child, volunteering at the school and attending school functions/meetings. Each grade level team invites parents to a yearly special event during the school day that highlights student achievement.
- Teachers will continue to share students' MAP goals with parents each fall. Each fall, winter and spring, results will be sent home. In addition, a session about MAP goal setting will be offered to parents one evening in October.
- Teachers regularly send home positive notes about student progress or behavior.
- Rising Star team planned and implement professional development on the topic of reading conferencing with students for W.E.B. (We Enjoy Books) parent volunteers in fall of 2017.

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

- Teachers experience job-embedded professional development (observing each other and discussing instruction) at least every other year for tenured teachers and every year for non-tenured.
- Literacy coach supports teachers by working with them (coaching cycles, observing them, modeling lessons) in areas they need support or would like to improve in.
- Teachers collaborate with grade level teammates, literacy coach, interventionists, support staff, and teachers at other grade levels in order to plan for differentiated literacy stations in the classroom (vertical articulation).
- Rising Star team created a “watch list” of students in grades 1-5 who did not meet MAP growth targets in math and reading in spring 2016. Teachers compared this list to their students’ current growth on MAP in 2016-2017 school year.
- Classroom teachers explored and will continue to explore the MAP Learning Continuum and plan for improvement of student MAP scores in the areas of reading and math.
- Specialists support MAP goals by becoming familiar with the Common Core Standards and MAP Learning Continuum.
- In January of 2017, literacy coach presented professional development on Prose Constructed Response for grades 3-5 and these teachers analyzed annotated samples from PARCC 2016. Teachers in grades 3-5 then created PCRs to use with students in the classroom for practice.
- Several teachers in the building are piloting SES screener and volunteering on units of study committees.

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

- Additional texts that support topics in units of study will be purchased for the book room for teachers to use for guided reading instruction.
- Teachers will collaborate grade level teams in order to compare student assessment results and discuss strategies for improvement.
- Teachers are individualizing instruction in response to individual student performance on assessments (ie, MAP, units of study trimester assessments, running records, math assessments).
- Teachers are using Front Row during stations for math and ELA practice linked to the CCSS. Front Row is a website that individualizes student learning by presenting students with problems and questions at their individual skill levels.