

Washington County Public Schools School-Wide Improvement Plan 2014-2015

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WINTER STREET ELEMENTARY

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**Section I
Foundation**

**School-Wide Achievement Plan
Washington County Public Schools**

School Name

All children can learn.	B E L I E F S	Assessment is vital to help teachers differentiate instruction.
Children learn in different ways.		Instruction should be rigorous with high expectations for every student.
Parents and community are a vital part of the learning process.		Instruction should focus on authentic learning.
We need to implement technology for the 21st Century.		We need to produce independent problem solvers.

VISION	The goal of Winter Street Elementary School is to produce independent, complex thinkers and problem solvers who are prepared for educational and career environments. We encourage learners to be responsible citizens of the educational community by setting goals, collaborating and communicating with others. Teachers will be accountable for providing a rigorous environment with high expectations that is also nurturing and safe. Winter Street will rely on the community to support student learning through focus on attendance, homework and behavioral expectations. This vision will be achieved by clear and open communication and partnership between all stakeholders.
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MISSION	The Winter Street Elementary School community will provide students with necessary skills to successfully engage in rapidly changing educational and career environments.
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**Section II
Current Reality**

Supporting Data for Area of Focus/Goals

Winter Street Elementary School

The data reviewed by the school staff included multiple measures to include MAP data, MSA data and grade level achievement. The team identified areas in need of significant growth and gaps in learning in which to target.

WCPS data reviewed indicated that:

- In the spring of 2013-14, 67% of elementary students attained the grade-level lexile target.
- In the spring of 2013-14, 82% of elementary students attained the grade-level lexile target or met the growth target.

2014-2015 WCPS Grade-level and Growth Targets

Spring Assessment	Lexile Scores
K	D (on F&P)
1	140L
2	280L
3	420L
4	580L
5	740L

Winter Street Elementary School Data:

MATH DATA				
% at or above 50 th percentile on MAP				
	September 2013	May 2014	September 2014	May 2015
PK	31%		63%	85%
K	25%	50%	22%	60%
1	55%	59%	39%	70%
2	57%	61%	56%	80%
3	24%	42%	21%	60%
4	30%	37%	39%	70%
5	42%	61%	40%	75%

READING DATA				
% at or above grade level F&P or COP (PK,K)				
	September 2013	May 2014	September 2014	May 2015
PK	26%	68%	0%	75%
K	53%	36%*	15.2%	75%
1	51%	51%	43%	75%
2	67%	60%	51%	75%
3	50%	47%	49%	75%
4	49%	46%	53%	75%
5	69%	66%	49%	75%

READING DATA				
% at or above 50 th percentile on MAP				
	September 2013	May 2014	September 2014	May 2015
PK	35%	35%	45%	75%
K	24%	36%	43%	75%
1	70%	51%	43%	75%
2	36%	42%	47%	75%
3	29%	39%	28%	60%
4	25%	34%	38%	70%
5	33%	52%	51%	75%

It was determined, that based on the above data, the team would address subgroups:

In math, students **scoring at or above the 50th percentile** will achieve the projected growth rate and remain above the 50th percentile on MAP assessments and 75% at or above grade level expectations on F & P assessments, fluency, comprehension and Number Corner Assessments. 80% of students will achieve expected fact acquisition.

Students scoring **between the 35th and 50th percentiles** in both reading and math MAP assessments would achieve at or above the 50th percentile by spring.

Students scoring **below the 35th percentile** would achieve half the gap between current percentile achievement and the 50th percentile while achieving their individualized growth rate expectations.

For students in pre-kindergarten, 80% of the students will achieve a stanine of 4 or greater in concepts of print, 50% will achieve a level B on F & P assessments; 25% will achieve a level C or greater, and 25% will achieve a level A or pre-primer reading levels. In math, 75% of pre-kindergarten students will meet all 20 of the pre-kindergarten math standards.

For kindergarten students, 80% will achieve a stanine of 4 or greater in concepts of print as well as attain a level F on the F & P assessments.

Section III Action Plan	Priority Actions for Improvement			
Area	School-Wide Strategies for Improvement: Peak Performance for Students and Staff			
Instructional Practices that Support Student Achievement	Collaborative teacher teams will identify research-based instructional and assessment strategies to increase student achievement.			
Action Steps	Person Responsible	Project Completion Date	Resources Needed	
<p>GOAL: All students scoring in the 35th percentile and above will advance to the 50th percentile or greater while also meeting individual growth rates in both reading and math.</p> <ul style="list-style-type: none"> Utilize staff to group students according to individualized needs and provide support necessary to achieve accelerated growth. Utilize formative and summative assessment measures to monitor progress and make instructional decisions (MAP Descartes, F&P, Number Corner, Fluency, EasyCBM, and classroom measures.) 	Literacy Team Math Team Intervention GATE Special Education	Spring 2015	Instructional Materials Curriculum Trajectories Formative and Summative Assessments Intervention Staff	
<p>GOAL: All students scoring below the 35th percentile will reduce the gap by 50% in both reading and math. (Half the Gap – i.e. A students at the 10th percentile will rank at the 30th percentile by spring – half way between 10th and 50th percentile).</p> <ul style="list-style-type: none"> Utilize intervention staff and additional intervention blocks to meet the individualized needs of students and increase support. Offer specialized instruction to students with IEP goals specific to math and reading in addition to classroom differentiation through the special education staff. Provide targeted intervention to meet specific needs as identified in common assessments (MAP Descartes, F&P, fluency, EasyCBM, Number Corner and classroom measures). 	Literacy Team Math Team Intervention GATE Special Education	Spring 2015	Instructional Materials Curriculum Trajectories Formative and Summative Assessments Intervention Staff Targeted Intervention through research-based materials and strategies.	
<p>GOAL: All students in Pre-kindergarten and Kindergarten will achieve a minimum stanine of 4 on Marie Clay’s Concepts of Print Assessment.</p> <ul style="list-style-type: none"> Pre-kindergarten students will engage in vocabulary development and concepts of print experiences as well as utilize knowledge of letter sound relationships to apply learning to continuous text. 50% of pre-kindergarten students will achieve a level B on F&P assessments and 25% will achieve a level C or higher. 80% Kindergarten students will achieve a level F or higher on F& P assessments. 	Early Learning Staff Intervention Team GATE Special Education	Spring 2015	Instructional Materials Curriculum Trajectories Formative and Summative Assessments Intervention Staff	

Section III Action Plan	Priority Actions for Improvement			
Area	School-Wide Strategies for Improvement: Peak Performance for Students and Staff Customer and Stakeholder Satisfaction			
Parent/Community Involvement	Increase parent and community involvement through strategies outlined in the National Network for Partnership Schools Action Plan.			
Action Steps	Person Responsible	Project Completion Date	Resources Needed	
Family Curriculum Nights – Provide various opportunities to encourage parents/families to be involved in their child’s educational program. Incorporate Common Core State Standards transition information in the curriculum nights. Examples of these opportunities include: Math/Reading Nights, STEM Night, Student Writing Exhibition and Showcase, Art Exhibition and various grade-level music performances and presentations.	Various Committee Representatives	Dates throughout school-year	Various Resources to support different curriculum focuses	
Business and Local Organization Partnerships – Continue to foster relationships with local businesses and community organizations to provide materials and support to Winter Street students and families. Some of the programs include: Micah’s Backpack, school supply donations, sponsoring families during holidays, volunteering opportunities, and other projects and activities.	Principal and Title I School Family Liaison	On-going throughout school year	N/A	
Judy Center Partnership – Work with the Judy Center to provide additional support and extracurricular opportunities for the students and families in pre-k and kindergarten.	Principal, PreK and K Teachers and SFL	On-going throughout school year	School and Judy Center Resources	
Parent Input and Decision Making- Encourage input and feedback by inviting parents to be involved with various school committees and on the School Improvement Team. Use surveys to gather parent input regarding school programs both instructional and extracurricular.	SIT Team, Principal, SFL	On-going throughout school year	N/A	
Parent Workshops and Instructional Information Meetings – organize and facilitate opportunities for parents to learn about Common Core State Curriculum, school-wide instructional practices and goals, and county level initiatives and goals.	SFL	On-going throughout school year	Title I and SFL Funding	

Section III Action Plan	Priority Actions for Improvement			
Area	School-Wide Strategies for Improvement: Customer and Stakeholder Satisfaction			
School Climate	Implement research based school-wide programs and strategies to address student discipline, increase student attendance, reduce suspensions and student drop-outs.			
Action Steps	Person Responsible	Project Completion Date	Resources Needed	
<p>PBIS – Continue to use the school-wide PBIS program as a way to support positive student behaviors. Offer special events and activities to students that excel in exhibiting ‘Safe, Responsible, Respectful, and Prepared’ behaviors. Implement the new Positive Parent Referral initiative as part of the PBIS program to recognize parents that go above and beyond to support their students in the school setting.</p>	PBIS Coordinator and all staff	On-going throughout school year	Various to support program needs	
<p>Olweus Bullying Prevention Program – Continue implementation of school-wide program. The school-based Olweus committee will plan and coordinate training, professional development, and activities/events for the program and to promote the message of anti-bullying.</p>	OLWEUS Program Coordinator and all staff	On-going throughout school year	Various to support program needs	
<p>Six Capacities of Independent Learners – Utilize a rubric to increase student attainment of the 6 capacities of independent learners:</p> <ol style="list-style-type: none"> 1. Communicates thoughts clearly and completely 2. Demonstrates an inquisitive nature by asking and answering questions 3. Remains perceptive and aware of what is happening within their academic lives 4. Continually works to demonstrate persistence and a desire to do one’s best 5. Is resourceful and uses what is available in order to solve problems 6. Allows oneself to be creative and think outside of the box 	All Staff	On- going with final review: Spring 2015	Posters to Display Capacities Rubric	
<p>Attendance Committee – Continue to have an Attendance Committee that focuses on addressing various issues related to student attendance and recognizes students that have good and consistent school attendance (See school-wide attendance plan).</p>	Committee Chairperson and Representatives	On-going throughout school year	Various to support program needs	

PROFESSIONAL DEVELOPMENT BUDGET 2014-2015

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Professional Development Activity Use the number in this column and enter "PDF #__" on the timesheet, requisition, etc.)	Workshop Pay ____hours x \$25 =	Additional Pay (other than workshop)	Substitutes (\$108.00/day)	Professional Development Materials (books, journals, etc. for adult learners)	Travel (Registration, Lodging, Transportation, & Subscriptions or Dues	Consultant (requires a contract-)	Total
TIF Professional Development (TIF PD Budget)							
*Monthly TIF Professional Development							
*Differentiated TIF PD based on participant needs and goals including an in-depth study of grade-specific units of study for Lucy Calkins, and team scoring of student work.		Refer to separate TIF Professional Development Plan and Schedule.					
*Technology Training – using Google Docs, Tools to Enhance Attainment of Lesson Objectives							
Literacy and Math Professional Development (Use Title I and County PD Budgets)							
*Book Studies: <u>Strategies that Work; Universal Design of Learning; Best Practices in Math Instruction</u>	80 hours/month x 3 months x \$25 = \$6000			40 books X \$25/book = \$1000			\$7000
*Lesson Development /Planning for Integrated Units aligned to expectations on the PAARC Assessments	200 total hours x \$25 = \$5000						\$5000
*Monthly PAARC Preparation PD –lesson development, teacher exemplars and evidence	200 total hours x \$25 = \$5000						\$5000
Title I Specific Professional Development							
Implementing the Literacy Vision – common scoring and analysis of previously developed organizers and tools for instruction.	50 hours /month x 7 months x \$25 = \$8750			\$500			\$9250
Development and implementation of a shared math vision and development of common assessments to measure progress and review student achievement of major clusters in CCSS.	40 hours x\$25/hour = \$1000						\$1000