School Improvement Overview

Wheaton Woods Elementary School

2019 - 2020

System Goal: *All students will meet 2 or more Evidence of Learning Measures* **School Goal(s):** Literacy: All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will read with sufficient accuracy and fluency to support comprehension as measured by MAP assessments. Math: All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will read with sufficient accuracy and fluency to support comprehension as measured by MAP assessments. **Instructional Goal(s):** See below.	
Pre-K/Head Start Goals:	**Literacy** All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will meet the following standards: ● With modeling and support, answer questions about details in texts. ● Print upper and lowercase letters in first name. ● Recognize that words are made up of letters and their sounds. ● Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. ● Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). **Mathematics** All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will meet the following standards: ● Count verbally to 10 by ones and then develop rote counting to 20 by ones. ● When counting objects 1 – 10, say the number names in the standard order, pairing each object with one and only one number name. ● Identify written numerals 0-10. ● Represent simple addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).
K-2 Goals:	**Literacy** All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will read with sufficient accuracy and fluency to support comprehension as measured by MAP-RF. ● K-1 students will demonstrate an understanding of spoken words, syllables, and sounds (phonemes). **Kindergarten** A. Recognize and produce rhyming words B. Count, pronounce, blend, and segment syllables in spoken words

	C. Blend and segment onsets and rimes of single-syllable spoken words D. Isolate and pronounce the initial, medial vowel, and the final sounds (phonemes) in three-phoneme CVC words. E. Add or substitute individual sounds in simple, one-syllable words to make new words. **First Grade** A. Distinguish long from short vowels sounds in single-syllable words B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends C. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds **Second Grade** students will know and apply grade-level phonics and word analysis skills in decoding words A. Distinguish long and short vowels when reading regularly spelled one-syllable words B. Know spelling-sound correspondences for additional common vowel teams C. Decode regularly spelled two-syllable words with long vowels D. Decode words with common prefixes and suffixes E. Identify words with inconsistent but common spelling sound correspondences F. Recognize and read grade-appropriate irregularly spelled words **Mathematics** All students, with a focus on Hispanic LEP students scoring in the low to low-average range on the Operations and Algebraic Thinking strand of MAP-P, will meet proficiency on the Operations and Algebraic Thinking strand of MAP-P on the spring administration. ● Grade K students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ● Grade 1 students will work with addition and subtraction equations. ● Grade 2 students will represent and solve problems involving addition and subtraction within 20.

3-5 Goals:	**Literacy**
	
	All students, with a focus on Hispanic multilingual learners who are eligible to receive free or reduced meals, will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone as measured by MAP-R.
	● **Grade 3** students will apply strategies to understand or clarify the meaning of new or polysemous words (multiple meaning words) they encounter when reading and listening to grade 3 content. Specifically, strategies include the following:
	    A. Context clues-readers use the general meaning of the sentence to develop a sense of what the word or phrase means.
	    B. Affixes-readers derive some idea about the meaning of the word by considering when a known affix is attached to a known root
	    C. Root word: Readers derive some meaning when they use a known root to help them with an unknown word that shares the same root
	    D. Reference materials-Readers turn to beginning dictionaries-both print and digital-to learn how to pronounce a word and to understand what it means as it is used in this context
	● **Grade 4** students apply strategies to understand or clarify the meaning of new of polysemous words (multiple meaning words). Strategies include the following:
	    A. Context clues -readers use definitions, examples, or restatements in the text to develop a sense of what the word or phrase means
	    B. Affixes and roots-Readers derived some idea about the meaning of the word by considering those Greek and Latin affixes and roots appropriate to grade 4 reading and content.

C. Reference materials-Readers turn to a range of general print and digital reference works to learn how to pronounce a word and to understand what it means as it is used in this context; such works also clarify a word's meaning and its part of speech.
- **Grade 5** students apply strategies that help them understand or clarify the meaning of new or polysemous (multiple meaning) they encounter when reading or listening to grade 5 content. Strategies include:
  A. Context clues-Readers use context, especially cause and effect relationships or comparison in a text to develop a sense of what the word or phrase is.
  B. Affixes and roots-Readers derive some idea about the meaning of a word by considering those Greek and Latin affixes and roots appropriate to grade 5 content

Mathematics

All students will meet 2 or more Evidence of Learning Measures. All students, with a focus on Hispanic FARMS students will demonstrate proficiency with the major clusters of standards (OA, NBT, and NF) for their grade levels. Students scoring in the low to low average range for OA and NBT will meet proficiency on the Spring MAP-M.
- Grade 3 students will represent and solve problems involving multiplication and division.
- Grade 4 students will use place value understanding to solve problems using the four operations, with a focus on multiplication and division.
- Grade 5 students will apply and extend previous understandings of multiplication and division to multiply and divide fractions.

	What will the focus of your work be?

Professional Learning on the Standards	*What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?*
	
	Literacy:
	● Close reading strategies
	● Strategies to determine the meaning of words and phrases within text
	● Strategies to determine the meaning of figurative language such as metaphors and similes
	● Strategies to distinguish between literal and nonliteral language
	● Strategies to determine the meaning of general academic and domain-specific words in a text
	
	Mathematics:
	● Clarity about the standards associated with their respective major cluster focuses
	● Connections between the Standards of Mathematical Practice and the standards
	● Eureka Math
	  ○ Establish and follow planning practices aligned with district expectations
	  ○ Support in implementing the Eureka Math curriculum with fidelity
	  ○ Support in using assessments (required, optional, problem sets, exit cards) and student data to inform instruction for students.
	● DreamBox
	  ○ Analyzing student data to create assigned focus lessons
	  ○ Analyzing data to evaluate student progress and to determine support plan for students

Analyzing Data to Inform Instruction	*What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?* ● Connections between the NWEA Learning Continuum, the Curriculum 2.0 scope and sequence, and MCAP's assessed standards ● Viewing data through the lens of the Equity Accountability Model focus groups ● Using performance data to support the use of multi-tiered systems of support (e.g., entrance/exit criteria, progress monitoring, delivery of feedback and parent communication) Mathematics:
Equitable and Culturally Responsive Instructional Strategies	*School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?* ● Fitting issues of equity and culture into community circles ● The Six foundational mindsets of EL for Excellence Every Day: Value, Expect, Engage, Observe, Support, and Reflect *Classroom: How do these align to the needs of the focus students?* ● There is a significant performance gap between our Hispanic FARMS students, particularly English learners.
School Climate and Culture	*School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?* All Staff: ● Be Well 365 ● Core principles of RJ for SY20 ● Implementation of community circles ● Use of affective statements ● Principles of conflict circles ● Implementation of conflict circles by the RJ Implementation Team ● *Core principles of Trauma-Informed Classrooms* ● *Primary grade use of Stanford Harmony* School Leaders: ● Components of Daring Leadership: Rumbling with Vulnerability, Living into your Values, Braving Trust, Learning to Rise *What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?* Strengths: ● "My school leadership team fosters a collaborative work environment." (91%)

- "I receive timely feedback on my performance." (94%)
- "My school promotes a culture of respect for all students." (94%)
- "Staff in this school are committed to using a variety of methods to help every student succeed." (91%)

Therefore, we will do the following:
- Continue the practice of Student Progress Reviews and informal observations through Google Forms/Autocrat
- Continue the discussion of various instructional techniques during collaborative planning meetings

Areas of Focus:
- *"Staff morale is positive at this school." (58%)*
- *"There is open communication within my school." (65%)*
- *"The school leadership involves me in decisions that affect my work." (68%)*

Therefore, we will do the following:
- SLT members will implement strategies from Dare to Lead by Brene' Brown.

*Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices***?**

- Restorative Justice
- Trauma-Informed practices
- Sanford Harmony (character development and empathy)