

Watson Elementary School Improvement Plan

Principal: Ms. Stephanie Walker

Assistant Principal: Ms. Morgan Ealy

Mission: Watson Elementary provides students with academic and social development empowering all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.



S*afety* **O***wnership* **A***ttitude* **R***espect*

Our Core Values

August 27, 2018-Revised

Safety

We will:

- establish and maintain a safe school and learning environment for our students, staff, stakeholders, and partners.
- exhibit respect & take responsibility for all safety practices

Ownership

We will:

- take ownership/responsibility of our behavior as individuals
- have the courage to think and act independently
- demonstrate problem solving and decision-making skills
- be reliable and trustworthy

Attitude

We will:

- act honorably under all circumstances, even when it is to the disadvantage of the self
- use positive words
- always stay positive and exercise intelligent ways to view problems, challenges and obstacles.

Respect

We will:

- believe in the inherent dignity of all people
- celebrate individuality
- value and appreciate diversity
- honor self and others through words and actions
- show respect for the school buildings, facilities and surrounding environment

Focus Area: Effective Instructional Practice

Data:	Based on the Spring 2018 ACT Aspire, data, we have a need to strengthen core instruction which include small/guided reading groups and individualized instruction as needed on a consistent basis.
Goal #1 :	<p>By January 2019, 100% of teachers will consistently implement research-based instructional and engagement practices to improve student achievement. (Small Group Instruction/Guided Reading, Reciprocal Reading, Workshop Model, Kagan Strategies, ESL & SIOB Strategies)</p> <p>To improve instructional practices that support student achievement. Watson Elementary will continue to use the team structure to ensure <i>sound instructional practices to support student achievement</i>. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (Kagan, SIOB strategies, Small Group Instruction/Guided Reading, Reciprocal Reading, Workshop Model).</p>
Measurement:	By the end of the 2nd quarter (December 2018), we will see academic growth varying from 5% to 10 % by progress monitoring, NWEA Map Growth (Math & Literacy), and WRAP Data.
Indicators:	<p>IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p>IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p>IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p>IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIB06 All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p>IID02 The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p> <p>IID03 The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and how fidelity will be monitored.</p> <p>IID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.</p>

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Professional Development & Support:	<ul style="list-style-type: none"> • Continuous support and PD from our Literacy Instructional Facilitator & Math Instructional during PLC's. • On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment • Provide support to grade level teams or content teams to support their understanding of aligned instructional units • R.I.S.E PD provided to K-2 teachers by the district and follow up for implementation • In order to provide staff with high quality, on-going job embedded and differentiated professional development; we will use funds to hire the consultant firm Generation Ready to support teachers in Literacy and Science by providing PD in reading and writing that can be used in both Science and Social Studies. <ul style="list-style-type: none"> *Writing PD sessions provided by Generation Ready (1 session-quarterly) * Reading PD sessions titled Time on Text provided by Generation Ready (1 session- quarterly) • Generation Ready to support teachers in Literacy and Science by providing PD in reading and writing that can be used in both Science and Social Studies. (Guided Reading and Reciprocal Reading-Recalibration)
Costs:	<ul style="list-style-type: none"> • Generation Ready (Writing and Time on Text) -\$12,000.00 • Stipends for Afterschool PD-\$5,000.00
Evaluation:	<p>We will monitor our implementation regularly through Indistar and will evaluate our teacher's instructional effectiveness by Focus Walks, Classroom Walk-throughs, Formal and Informal Observations, reflective feedback, progress monitoring and student assessment results.</p>

Focus Area : Student Discipline/School Culture

Data:	<p>In addition to the data results and compared achievement gap between our African American, Hispanic, and White students, our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Watson Elementary School, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline reports, we have identified areas of growth and areas that need improvement. Watson's Tiered Fidelity Inventory indicated that 65% of both teachers and students knew and understood all of the four PBIS expectations, Safety, Ownership, Attitude, and Respect. 60% of teachers felt that they have thoroughly taught PBIS expectations this year. 70% of our students have confirmed that they have received acknowledgements for good behavior since September. Watson records all discipline incidents into the SWIS data collection tool. According to our discipline data, the greatest concern is playground social interactions. Due to the high rate of aggression, physical altercations, the socioeconomic and emotional barriers that our students face, specialized assistance is needed for both students and educators to address social, behavioral, and academic needs.</p>
Goal # 2:	<p>By Spring of 2019, students at Watson Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline, attendance records, and surveys.</p> <p>To empower students to embrace learning, achieve their personal best and build their emotional, social and physical well-being, decrease the number of classroom interruptions and discipline referrals. Our focus for this year will continue include the incorporation and execution of a proactive, team-based framework for creating and sustaining a safe and effective school. Emphasis was placed on the prevention of problem behavior, development of pre-social skills, and the use of data-based problem solving for addressing existing behavior concerns. [Positive Behavioral Interventions & Support] -- (PBIS) Watson's rituals and routines will be taught and incorporated in classrooms with fidelity. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. Watson's Schoolwide PBIS plan will be rolled out with teachers receiving lesson plans containing interventions and strategies that are implemented to teach and reinforce these expectations.</p>

Tier II and Tier II Supports:

We realize that in order to provide equitable support for our students who will require Tier II and Tier III support, we must have a youth development program that emphasizes both academic achievement and social development. "Educational research suggests that school extension programs targeted to improve the academic achievement of adolescents (particularly males) should: promote self-awareness, stress reading and writing skill development, teach basic life skills, and educate youth to the realities of living a purposeful and productive life. Watson will partner with From the Heart International services who will provide professional development and practical training to administrators and educators as well as holistic, positive living training to students. Training and coaching components are as follows:

- (1) Teacher Component] --CULTURALLY RESPONSIVE EDUCATION AND TEACHER- (8 Sessions)

- (2) EMPOWERMENT (CREATE) PROFESSIONAL DEVELOPMENT (2) [Student Component]- POSITIVE LIVING, PROMOTING YOUR PURPOSE (PLPYP) STUDENT LEADERSHIP INSTITUTE-(9 Sessions)

- (3) (3) [Parent Component] Mothers & Men Advocating for Love & Effectiveness (M-MALE) PARENT ACADEMY- (On Select days)

Measurement:	<ul style="list-style-type: none"> • By the end of the 1st 6 weeks of school, teachers will have explicitly taught ritual, routines and the PBIS expectations to their students. • By the end of the second quarter, we should have a 25% decrease in classroom interruptions, student referrals and suspensions. • By Spring of 2019, students at Watson Elementary will have a 50% decrease in classroom interruptions, student referrals and suspensions. • Parent, Student, and Teacher Surveys • GPS/ Data Collection will be used to enter discipline data, analyzed by teachers and leadership team.
Indicator:	<ul style="list-style-type: none"> • IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. [Work Stations] • IIIC02 Transitions between instructional modes are brief and orderly. • IIIC04 Students raise hands or otherwise signal before speaking. • IIIC08 All teachers display classroom rules and procedures in the classroom. • IIIC09 All teachers correct students who do not follow classroom rules and procedures. • IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. [PBIS] • IIIC11 All teachers conduct an occasional "behavior check." [CLASS MEETINGS- AM/PM]

<p>Professional Development & Support:</p>	<ul style="list-style-type: none"> • In-Service training will continue to be provided for ALL school staff. Trainings for all staff will be broken down into manageable portions during staff meetings. • Quarterly PD provided by Mental Health Agencies (PAT Center and Life Strategies) during staff meetings to assist teachers on how to incorporate effective discipline strategies within the classroom. • PD Sessions: From the Heart: <ol style="list-style-type: none"> 1. *Creating a Positive Classroom Culture 2. *Building Positive Relationships (Students/Parents) 3. *Creating an Inclusive Classroom & Establishing Community Involvement 4. Social-Emotional Learning (Sessions I - III) 5. *Classroom Management (Sessions I - III) 6. Managing Challenging Behavior (Sessions I - II) 7. *Motivating Students to Learn 8. *Academic & Social-Emotional Differentiation (Sessions I - II)
<p>Costs:</p>	<ul style="list-style-type: none"> • After-School Program: \$40,000 • From the Heart International Educator Services— [\$41,415.00] • PBIS Student Incentives for good behavior [\$5,000] • Behavior Interventionist Position- [\$34, 000.00] • Bilingual Home/School Advisor- [\$35, 000.00] • Materials to support Watson’s Poster Maker supplies for this year. [\$5,000.00] • Student Ambassador Aprons/Uniforms— [\$1,500.00] • Gentlemen’s Club—Resources and Attire—[\$5,000.00]
<p>Evaluation:</p>	<ul style="list-style-type: none"> • We will monitor our implementation regularly utilizing the TFI Tiered Fidelity Inventory and will evaluate data results. GPS Data Collection Tool will be used to enter discipline data, analyzed by teachers and leadership team. Discipline data will be shared quarterly with staff. Next steps and an action plan for next steps will be taken.

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