
Williams Magnet Elementary

2018-2019 School Improvement Plan

Focus Area 1: Effective Instructional Practice

Goal: To improve instructional practices in literacy and math that increase student achievement.

Data



Current Reality

Williams Traditional Magnet School will continue to use the team structure to ensure *sound instructional practices to support student achievement*. During the 2017-2018 school year, our focus was implementing Step Up to Writing organization strategies in all classrooms, increased phonics and phonemic awareness instruction in K-2 through the R.I.S.E. initiative, and CGI/ECM strategies to support math instruction. Our data from www.edreflect.com, indicates that our staff will need support in Domain 1e (designing coherent instruction) and Domain 3 (Instruction). As the data indicates, our focus for the 2018-2019 school year will be to increase small group instruction to support student achievement and growth. During our instructional team planning time by grade level or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that

have previously proven effective in our core content areas such as small group instruction during the literacy block, continuation of implementation of Step Up to Writing strategies and R.I.S.E. research in literacy, and CGI/ECM to support math instruction. Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

Professional Development:

- On-going training to use the district selected assessment instrument 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
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- R.I.S.E. will provide PD that supports Effective Instructional Practices in grades 3-5 related to the science and research behind reading instruction. K-2nd grade teachers will continue PD as needed.
- School-based PD centered around effective lesson planning and implementation, aligning specific learning activities to standards-based objectives, and differentiation for all students, and small group instruction.
- School-based PD on using student data to drive instruction.
- In order to provide staff with supplemental resources to support small group instruction and intervention/enrichment, we will use Title 1 funds to purchase resources or school subscriptions to the following but not limited to:
 - The Next Step Forward in Guided Reading (books and PD) (approximately \$5,000)
 - The Reading Strategies Book (approximately \$500.00)
 - MyLexia (approximately \$2,500)
 - Reflex Math (approximately \$3,300)
 - Subscription to Brainpop Jr. and Brainpop (approximately \$2,395)
 - Funding for professional development opportunities throughout the school year to support focus areas
 - Resources and materials for various instructional supplies
- Send a team of 4-6 teachers to the National Model Schools Conference in Summer 2019. The conference will provide the team with opportunities to build content knowledge and

gain new strategies on the most relevant topics and trends in education. (approximately \$10,000)

Other Support tied to specific Barriers:

- LRSD Testing department to provide school-based PD on NWEA Data, appropriate reports, and website navigation
- ESOL department to provide school-based or district PD on Proficiency Descriptors Document, appropriate modification for ELL students, differentiation of instruction.
- LRSD Elementary Literacy department and reading teacher to provide PD on small group instruction.

Evaluation: Through intentional informal observations, 100% of classroom teachers will implement small group instruction daily. We will monitor our implementation by reviewing lesson plans, grade-level PLC's, agendas/sign-in sheets/minutes, classroom observations, and sharing evidence of implementation in classroom (i.e. student work samples, etc.)

Focus Area 2: Student Achievement

Goal:

1. To increase the percent of students meeting their projected growth by 3% in reading and math in K-2nd grade.
2. To increase the percent of ready or exceeding students by 3% in both literacy and math in 3rd-5th grade

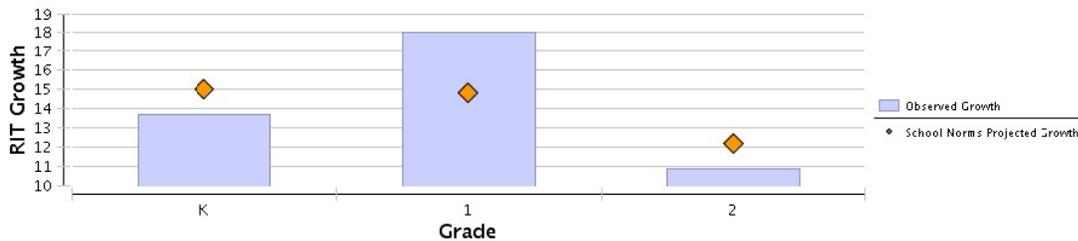
2017-2018 NWEA Map Growth Data

The 2017-2018 NWEA Map Growth data indicates that in Reading 1st grade met their projected growth target; whereas Kindergarten and 2nd grade made growth but not their projected target.

WILLIAMS MAGNET ELEMENTARY SCHOOL

Grade (Spring 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	87	143.7	9.1	58	157.5	10.8	49	13.7	0.8	15.0	-0.46	32	87	39	45	44
1	88	161.6	13.3	46	179.5	12.8	64	18.0	0.8	14.8	1.24	89	88	62	70	66
2	69	183.7	13.7	88	194.6	14.4	82	10.9	0.8	12.2	-0.59	28	69	33	48	45

Reading

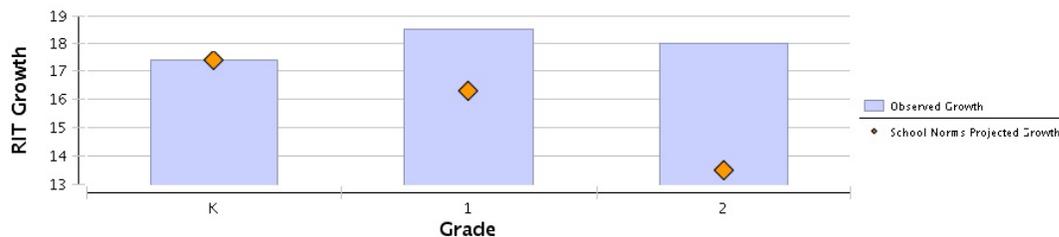


In math, all grades (K-2nd) met their projected growth target.

WILLIAMS MAGNET ELEMENTARY SCHOOL

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		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	87	138.4	10.9	32	155.9	13.1	34	17.4	1.0	17.4	0.02	51	87	48	55	56
1	88	161.6	14.2	34	180.1	13.1	49	18.5	0.8	16.3	0.81	79	88	59	67	64
2	69	184.9	12.9	88	202.9	17.0	96	18.0	1.1	13.5	1.90	97	69	45	65	81

Mathematics



2016-2018 ACT Aspire Data Comparison

Grade Level	Reading % Ready & Exceeding			Math % Ready & Exceeding			Science % Ready & Exceeding			English % Ready & Exceeding		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
3 rd	44	56	56.4	63	71	74.4	48	60	50.0	78	78	89.7
4 th	66	55	60.3	74	64	71.8	66	48	62.8	49	68	82.1
5 th	48	58	48.5	68	77	67.6	50	63	48.5	89	88	77.9

Williams Traditional Magnet School will continue to use the team structure to ensure *sound instructional practices to support student achievement and growth*. During our instructional team planning time by grade level, content discipline/department or in our professional learning communities (PLCs), our instructional staff *will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as* guided reading groups and using data to drive instruction and school-wide decisions. We are incorporating a student accountability folder for grades 1st-5th. In the folder, students will set goals, track their growth, and teachers and parents will support students through conversations and a parent notification page. We hope that by implementing Makers Space, our students will attend school daily and on time. Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices that will enhance student achievement and growth. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- On-going training to implement Makers Space and critical thinking
- School-based PD on data disaggregation
- School-based PD on data driven instruction
- School-based PD on guided reading instruction
- School-based PD on creating lessons that are rigorous and engaging.

Other Support:

- Internal peer observations
- After-school Tutoring Program (approximately \$45,000)
- Student Accountability Folders to track goals and growth
- Opportunities for student field trips related to instructional goals

Evaluation: We will increase the number of students reaching academic and personal goals each quarter by 3%. We will increase student engagement during instruction with a goal of 80% of students on task. We will monitor our implementation by classroom observations, makerspace schedules, student accountability folders, and NWEA Map Growth Data, surveys, & PLC's. We will also monitor student engagement by completing the Academic Engagement Monitoring Form quarterly.

Focus Area 3: School Culture

Goal:

- To improve school culture that supports school-wide procedures and policies as it relates to behavior and attendance.
- To decrease the number of office referrals for minor behaviors (teacher managed).
- By increasing the number of parents involved in PTA, Parenting Partners, conferences, and school events by 3%.
- To provide a variety of opportunities for parent engagement and involvement.

Current Reality

The PTA provides support to our school and parents in various ways (i.e. family spirit nights, community events, mass communication, and purchasing materials and resources for students. To increase parental involvement, the school has implemented Parenting Partners Workshops. Parenting Partners are workshops that are designed to increase the leadership capacity of our parents at school and at home. Our expectation is that our staff and families will participate in at least two school events throughout the year.

Referrals to the office for minor (teacher managed) or major (office managed) behaviors indicate that our students would benefit from school-wide procedures and policies. The referrals also indicate a need for additional PD on classroom management and working with “challenging” students or changing demographics.

Williams Traditional Magnet School will continue to use the team structure to ensure *sound instructional practices to support school culture*. To improve school culture, the leadership team has decided to implement strategies from The Energy Bus. Our leadership team has also organized a discipline committee to develop school-wide procedures and policies as it relates to behavior, attendance, and uniforms. The team is currently revising the behavior matrix, discipline policies and procedures, and behavior document. The team is also developing incentives to encourage attendance and positive behavior. Our expectation is that 100% of our staff will implement the revised policies and procedures to improve our school culture and increase student achievement.

Professional Development:

Our school level data will determine the professional learning needs for our staff be based on:

- School-based PD on creating, implementing, and sustaining a school-wide behavior matrix for common areas, school-wide discipline policies.
- AR Ideas PD for engaging parents
- Parenting Partners PD and training for a team of 6 additional staff members (approximately \$5,000)

Other Support:

- LRSD Title 1 Office of Parent and Family Engagement-Parenting Partners

- Incentives for attendance, academics, and behavior funded by PTA and Title 1.
- Light meals and snacks for Afterschool Events provided by PTA and Title 1.
- Parent outreach supplies, resources, and materials

Evaluation: Our goal for the 2018-2019 school year is to 1) revise the school's parent contract/compact, 2) continue Parenting Partners Workshops, 3) increase attendance at Family Spirit Nights at various businesses, 4) increase communication between school and home, and 4) implement math, literacy, and makers space night. We will know that we have achieved these goals when the following occurs:

- 70% of our families attend/participate in at least two afterschool parent engagement events and activities.
- 50%-70% of our student population will be eligible for various incentive awards (attendance, academics, and/or behavior).

We will also monitor our implementation by number of discipline referrals, attendance/tardy reports, attendance at various parent engagement events, attendance at incentive events, and school climate/culture surveys each quarter.