

Schofield Elementary 2016-19 School Improvement Plan

Focus Area: Social Emotional Learning

Because we passionately believe that the social and emotional learning for our students and staff is paramount and equal to academic learning, we are committed to establishing a well-coordinated school and district approach to social emotional learning.

Establish a well-coordinated school approach to social and emotional learning.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Teachers will receive training in the new Open Circle curriculum and begin implementation. 2. School Community read of <u>Grit</u>, by Angela Duckworth. 3. Initial staff training for zones of regulation. 4. School-wide introduction and reflection on 5 SEL strands. 5. Re-launch staff-to-student mentoring program. 6. Review and interpret Stan Davis data, grades 3-5. 7. Articulate school-wide behavioral expectations and being a STAR community member (Safe, Thoughtful, Accepting, Respectful). 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Open Circle training. Access to curriculum. 2. Text: <u>Grit</u> by Angela Duckworth. 3. School psychologist, speech and language. 4. Collaborative for Academic, Social, and Emotional Learning (CASEL). 5. Mentoring program coordinators. 6. Data sets, Data Analyst. 7. Faculty 	<p>Year One:</p> <ol style="list-style-type: none"> 1. 100% teachers trained. 2. One page summary of Grit. 3. 100% teachers trained. 4. 100% teachers can name the 5 strands and how they are taught. 5. Increase % of students with adult mentors. 6. Action steps based on data. 7. Consistent faculty messaging and follow-up with students.
<p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Identify most important Open Circle lessons for consistent implementation. 2. Share practices most likely to support development of Grit. 3. Determine school wide lexicon and approaches for zones of regulation. Train teaching assistants. 4. Mapping SEL strands to curriculum and activities used by teachers. 5. Develop strategies for mentoring experiences. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Open Circle trainer. 2. Grade level teams. 3. Grade level teams. 4. Grade level teams. 5. All faculty and mentoring program coordinators. 6. Grade level teams. 7. Faculty. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Identify “Must-do” lessons. 2. Grade level and school-wide agreements. 3. 100% of teaching assistants trained. 4. Documenting underdeveloped areas. 5. Listing 5-10 high leverage strategies for mentoring.

	<p>6. Begin sharing data results with students, grades 3-5, for added reflection.</p> <p>7. Revisit star behavior expectations for new students, staff.</p>		<p>6. Faculty edification and change in practice from student reflections.</p> <p>7. Rating faculty consistency.</p>
	<p>Year Three:</p> <p>Action will be dependent upon progress in year 2</p>	<p>Year Three:</p>	<p>Year Three:</p>

Focus Area: Tiered Instruction

Because we passionately believe that every student needs to be successful we are committed to developing and refining a tiered system of instructional supports so that all students are appropriately challenged and experience continuous growth.

Develop and refine a tiered system of instructional supports PreK-12 so that all students are appropriately challenged and experience continuous growth.

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<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Read and understand final version of the District Curriculum Accommodate Plan (DCAP). 2. Examine small group instruction to determine areas of need and professional development. 3. Offer literacy LAB classrooms to support whole faculty learning around differentiation. 4. Pilot math LAB and link to ways to tier support. 5. Use math assessment data to support differentiation of math instruction. 6. Offer before and after school programming to support and enrich instruction. 7. Literary and Art Journal, <i>Hawk's Eye</i>, solicits entries written/labeled in Spanish. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Actual document and DCAP committee members. 2. Curriculum coordinators, grade level teams. 3. Year 1 literacy LAB teachers, literacy coordinator. 4. Grade level team, math coach, math curriculum coordinator. 5. Math coach, grade level teams. 6. Volunteers, curriculum materials. 7. Spanish teachers, parent volunteers. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. 100% of staff understand the document and refer to it as needed. DCAP supports Student Support Team. 2. Articulation of needed professional development and planning of workshop. 3. All 1st and 5th grade teachers visit LAB host at least 3 times. 4. Pilot team develops LAB model, PD structure. 5. Teachers share “tiering” word problems and using numberless word problems. 6. Offerings for all levels of students. 7. At least 20% of entries will be in Spanish.
	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Teachers map out individual Tiered Instruction plan. 2. PLC Group(s) designed to help teachers improve 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. PD, Professional Reads. 2. PD, Facilitators 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Shared strategies for supporting 80% of

	<p>small group instruction.</p> <ol style="list-style-type: none"> 3. Literacy LAB studied as model for Tiered Instruction. 4. Math LAB studied as model for Tiered Instruction. 	<ol style="list-style-type: none"> 3. Year 1 literacy LAB teachers, literacy coordinator. 4. Grade level team, math coach, math curriculum coordinator. 	<p>students.</p> <ol style="list-style-type: none"> 2. Teacher case studies reviewed. 3. Shared Strategies for supporting 20% of students needing level 2,3 supports. 4. Shared Strategies for supporting 20% of students needing level 2,3 supports.
	<p>Year Three: Action will be dependent upon progress in year 2</p>	<p>Year Three:</p>	<p>Year Three:</p>

Focus Area: Creative Schools

Because we passionately believe that creative expression, authentic and collaborative learning experiences are critical in today's world, we are committed to creating an environment that motivates and engages students, inspires passionate curiosity, nurtures creative problem-solving, cultivates critical thinking, and encourages innovation.

Explore, refine and expand opportunities PreK-12 for students to engage in creative, authentic and collaborative learning experiences that inspire curiosity, encourage innovation, and engage imagination.

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Strategy #1: Focus on Every Child Every Day Strategy #2: Investing in our Educators Strategy #3: Broad-based World Class Curriculum	Year One: 1. Develop staff understanding of the many ways to leverage creativity (From Mini-C to Large-C) 2. School-wide genius hour/passion project time. 3. Offer coding and hands on science experiences. 4. Build upon Schofield's "Day of Imagineering" (DOI). 5. Define recycling and food repurposing mission. 6. Student council school productions. 7. Implement week of inspirational math across multiple grades.	Year One: 1. Readings, Ted Talks. 2. Library Media Center. 4 th Grade team. 3. Library Media Center. Coding materials. Parent volunteers. Olin College. 4. DOI coordinators, PTO and parent volunteers. 5. Students, Café staff, parent volunteers. 6. Students, staff, parent volunteers. 7. Math coach, grade level teams.	Year One: 1. Faculty shares. 2. 100% classrooms participate. 3. 100% K-1 students learn to code using Kibo blocks. All students, grades 3-5 practice coding. 4. Stimulating 2 nd annual DOI. 5. Minimum of twice weekly recycling and repurposing. 6. Minimum of 3 student council led productions. 7. Grades 3-5 teachers participate.
	Year Two: 8. Explore the Buck Institute's resources on Project Based Learning http://bie.org/for/principals	Year Two: 8. Curriculum coordinators. Middle school project based learning team.	Year Two: 8. Identify a team ready to pilot a project based unit.
	Year Three: Action will be dependent upon progress in year 2	Year Three:	Year Three:

Focus Area: Cultural Competence

Because we passionately believe that cultural diversity strengthens our community, we are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture, increased professional development offerings focused on cultural proficiency and a curriculum review that considers where/when our students experience culturally rich and diverse content.

Establish and begin to implement a coordinated, school-wide approach around cultural competence that promotes a deeper understanding of and commitment to the strengths of diversity.

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<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Mark the METCO 50th anniversary as an opportunity to engage in reflections and conversations about race and culture in our school. 2. Support teachers and principal as they attend professional development offerings focused on cultural competence (e.g. IDEAS course, T& L PD). 3. Participate in the district’s review of current curriculum offerings that address race and diversity. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Kalise Wornum, METCO Director 2. IDEAS course 3. T & L PD offerings 4. WPS Elementary Core Curriculum 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Increase in conversations about race and culture at Schofield. 2. Increase staff and student awareness and understanding of the complexities of race and culture at Schofield.