

# Woodrow Wilson 2021-2022 Continual Improvement Plan

## Needs Assessment:

Levels of Achievement:

**What strengths and areas for improvement stood out while reviewing student levels of achievement?**

- What are *areas of high student performance or significant growth*?
  - o Growth of lowest quartile
  - o WIDA growth
  - o Improvement in science and math MGP and achievement
- What were the *areas of lowest achievement*?
  - o Writing in WIDA
  - o RISE writing 5th grade
- What *performance gaps exist*?
  - o Gap between POP, DIBELS, and end of year proficiency
- Which are the *school's highest (or lowest) achieving programs or grade levels*?
  - o High achievement with ESL growth
  - o 4th grade RISE 2021

## School Goals, Strategies:

School SMART Goal #1

Woodrow Wilson Elementary will raise the end of level proficiency by 3% and MGP by 10 points in Math, Science and ELA as measured by the 2021 spring summative to 2022 spring summative RISE assessments.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

- RISE Proficiency Scores    
  RISE Growth Scores    
  WIDA Scores    
  RISE Interim Scores  
 Other data: School City    
  Other data: \_\_\_\_\_  
 Quarterly post assessments

How will Goal 1 be monitored (check all that apply):

- Consistent data review in department or grade-level teacher PLCs  
 Consistent data review in Building Leadership Teams and/or school MTSS team  
 Consistent data review with Community Council and other parent stakeholder groups  
 Other goal monitoring: \_\_\_\_\_

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

- Shared with Community Council and other parent stakeholders    
  School website  
 Published on Community Section of school website    
  Shared at school events  
 Other ways: \_\_\_\_\_

Strategy #1 to accomplish this goal

If we ensure that all instructional staff focuses on the components of Teacher Clarity when designing and implementing lessons, based on the Utah State Core standards, then instructional practices will improve and student achievement will increase.

Strategy #2 to accomplish this goal

If we implement instructional coaching focused on five High Impact Instructional Strategies with a prioritization on reading and math fluency and ML needs, then we will increase the efficacy of day-to-day instruction of core standards, and

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	students will experience greater academic proficiency and growth. (Instructional Coaching)
Strategy #3 to accomplish this goal	If we build the capacity of Professional Learning Communities to collect, analyze, and use student data then teachers will increase their capacity to provide quality, differentiated instruction and student achievement will increase. (Effective PLC's)
Strategy #4 to accomplish this goal	If teachers and staff collaboratively design core aligned units of study with a focus on teacher clarity, then students will know what they know, why they need to know it, and how they will show their knowledge, and student outcomes will improve. (Purposeful planning and data analysis)
School SMART Goal #2	Woodrow Wilson Elementary will ensure at least 60% of ELL students will make targeted progress each year as measured by 2021 WIDA Access Scores.
Tracking School SMART Goal #2	<p><u>Data Used to Track School Goal 2 (check all that apply):</u></p> <p> <input type="checkbox"/> RISE Proficiency Scores     <input type="checkbox"/> RISE Growth Scores     <input checked="" type="checkbox"/> WIDA Scores     <input type="checkbox"/> RISE Interim Scores  <input type="checkbox"/> Other data: _____     <input type="checkbox"/> Other data: _____ </p> <p><u>How will Goal 2 be monitored (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Consistent data review in department or grade-level teacher PLCs  <input checked="" type="checkbox"/> Consistent data review in Building Leadership Teams and/or school MTSS team  <input checked="" type="checkbox"/> Consistent data review with Community Council and other parent stakeholder groups  <input type="checkbox"/> Other goal monitoring: _____ </p> <p><u>How will the success of Goal 2 be communicated to stakeholders (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Shared with Community Council and other parent stakeholders     <input type="checkbox"/> School website  <input type="checkbox"/> Published on Community Section of school website     <input type="checkbox"/> Shared at school events  <input type="checkbox"/> Other ways: _____ </p>
Strategy #1 to accomplish this goal:	If we implement a system of support for ML students, <b>then</b> staff will be able to identify and provide interventions <b>and</b> students will access grade-level instruction in order to demonstrate proficiency. (ML Interventions)
Strategy #2 to accomplish this goal	If we increase the amount of professional development for teachers in instructing ML students, then teachers will better be able to differentiate and adjust for the needs of the ML population.
Strategy #3 to accomplish this goal	If we implement <i>Early Literacy Intervention</i> , then students attending will have more positive attitudes towards school, perform better on academic achievement tests, and have stronger academic performance.
School SMART Goal #3	Woodrow Wilson Elementary will reduce office referrals by 20% from the end of 2020 to end of 2022 as measured by Educator's Handbook.

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Tracking School  
SMART Goal #3

Data Used to Track School Goal 3 (check all that apply):

RISE Proficiency Scores    
  RISE Growth Scores    
  WIDA Scores    
  RISE Interim Scores  
 Other data: \_\_\_\_\_    
  Other data: \_\_\_\_\_

How will Goal 3 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs  
 Consistent data review in Building Leadership Teams and/or school MTSS team  
 Consistent data review with Community Council and other parent stakeholder groups  
 Other goal monitoring: \_\_\_\_\_

How will the success of Goal 3 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders    
  School website  
 Published on Community Section of school website    
  Shared at school events  
 Other ways: \_\_\_\_\_

Strategy #1 to accomplish this goal:	If teachers and itinerant staff teach students social skills in ways that encourage reflection and self-awareness, create opportunities to practice effective social skills both individually and in groups, and allow teachers to adjust instructional strategies to address social skills deficits while tailoring instruction to individual students' needs, then students will see less diminished functions in academic and social settings and have a direct positive impact in promoting desired student behaviors. (Mental Health Support)
Strategy #2 to accomplish this goal	If we implement Playworks strategies at recess and class game times then students will learn to manage conflict, follow game rules, and treat each other with respect, students will not lose instructional time to consequences and student achievement will increase.
Strategy #3 to accomplish this goal	Family Engagement)- If we systematically engage families and other stakeholders in the vision, mission and goals of our school by developing a shared understanding, a common commitment, and a collaborative action plan to support each students' social and emotional well-being and academic success, then our students will more fully invest in their own learning to experience greater academic proficiency and growth.
Strategy #4 to accomplish this goal	If we express the importance of regular school attendance and incentivize attendance then students will be present for consistent instruction and student achievement will increase.

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### Reflection:

Celebration(s):	Woodrow Wilson Elementary did not see a significant drop in scores due to the effects of the pandemic. We were able to meet the district's goal of 60% of students meeting their POP goal on Acadience. We met or exceeded the district average on RISE ELA and Math summative proficiency in 3rd and 4th grades. We saw a 3% increase on the number of students meeting their targeted growth goal on WIDA access testing, growing from 49% to 52%.
Reflection on goal(s):	<p>Woodrow Wilson was able to support students' social and emotional needs through work with a full time Social Worker. Our Social Worker continued to meet with individual classes to teach lessons around a monthly SEL focus. We also employed an additional BHA for part of the year to help staff the calm down room and work with individual students that needed support.</p> <p>We also continued to support students' academic needs with both a reading and ML interventionist. The consistency with interventions helped to address learning gaps in a timely manner and prevent further widening of those gaps. We were not able to run as many interventions as we would have liked due to the inability to hire qualified paraeducators and the inability to continue with weekly PLC's due to policy changes because of the pandemic.</p>
Link between expenses and school success:	Woodrow Wilson has been able to leverage funding in Title I, CSI, TSSA, and LAND Trust monies to create systems to support teachers in building their capacity to plan and deliver quality, core aligned, and differentiated instruction through coaching. We have been able to support a system of targeted interventions to address gaps in learning. Wilson has also focused on teaching and supporting the whole child through a focus on academic and SEL needs. We have supported students in acquiring the basic needs of food and clothing in order to help them focus on learning.
Closing learning gaps (how school will find, assess, and address student needs)	<p>Woodrow Wilson will be focusing the use of ESSER II funding to address learning gaps in early literacy and numeracy. We will be adding another OEK classroom to extend the learning day for one-third of our incoming kindergarten students. These students will be assigned to the OEK Classroom based on the results from the incoming KEEP scores. We will also be adding another reading interventionist to work exclusively with K-2 students who are identified as having gaps in reading from the BOY Acadience assessment.</p> <p>We will be adding a K-2 math interventionist that will be using Acadience math screener to identify learning gaps in grades 1-3 and working with teachers and coaches to create a system of interventions to be delivered during daily math flextime activities. This teacher will work closely with our Math Instructional Coach to support teachers and students.</p> <p>We will be participating in the LETRS training as an entire staff. We will use ESSER II funding to provide this training for our 4th, 5th, and intervention teachers. The district and State will be funding the K-3 teachers. This training will help teachers to be able to identify students with learning gaps, diagnose the deficit, and design instruction to address the problem.</p>