

Wittenburg Elementary School

Comprehensive Needs Assessment

Melinda Glenn, Principal

WES Comprehensive Needs Assessment:

Date of Submission: June 2023

NCStar Information as related to School Improvement Planning:

Key Indicators

- A1.07- Reassessed 22-23- Current SIP goal- Expected Completion 2024
- A2.04- Previously Met- Evidence collected 22-23 to show sustainability
- A4.01-Current SIP goal- Expected completion 6/2024
- A4.06-Current SIP goal- Expected completion 6/2025
- A4.16- Previously Met- Evidence collected 22-23 to show sustainability
- B1.01- Previously Met- Evidence collected 22-23 to show sustainability
- B1.03- Previously Met- Evidence collected 22-23 to show sustainability
- B2.03- Previously Met- Evidence collected 22-23 to show sustainability
- B3.03- Assessed 22-23- Marked Complete
- C2.01- Previously Met- Evidence collected 22-23 to show sustainability
- C3.04- Previously Met- Evidence collected 22-23 to show sustainability
- E1.06- Assessed 22-23- Marked Complete

Other Indicators Assessed in 2022-2023:

- A2:13- Assessed 22-23- Marked Complete
- E2.01- Assessed 22-23- Marked Complete
- E2.02- Assessed 22-23- Marked Complete

District Strategic Plan Priorities:

- Instructional Excellence and Alignment
 - 80% proficiency
 - Fully implemented MTSS processes
- Family & Community Engagement
 - Engage all Stakeholders
 - Build Community Partnerships
- Planning and Operational Effectiveness
 - Budget accountability
 - Safety
 - 1:1 Technology Access
 - Transportation Efficiency
- Professional Capacity
 - Recruitment
 - Retention
 - Leadership

Wittenburg Elementary School CNA 2023-2024

ACS Strategic Planning Goal Alignment: Student Success

WES School Improvement Team Goals:

At (TSI school) Wittenburg Elementary School, by the end of the 2023-2024 school year, our students will increase overall proficiency by 5% or more as measured by iReady Math (K-5), iReady Reading (3-5), mClass Dibels (K-3), EOG Math, Reading and Science (3-5). In addition, all identified exceptional children will make 4 percent growth in reading and math. (4.01)

At Wittenburg Elementary School, we will refine our use of MTSS processes with 3 tiered instruction and intervention. We will create and utilize a universal intervention log that is electronic. We will train interventionists and teachers on how to log and use strategies. We will provide training on behavior plans and SEL interventions. Guidance classes will be scheduled and not provided on an as needed basis. We will train all staff and educate, kindergarten, 5th grade and small groups on Zones of Regulation. Small group SEL intervention will be provided regularly. (Indicators: A.4.06)

At Wittenburg Elementary School, student relationships will continue to improve with each other and staff members as evidenced by reducing the 117 ODRs from the 2022-2023 school year to 100 ODRS (reported in Educator's Handbook). (Indicator A. 107)

Instructional Excellence and Alignment

SIT Representative presenting the data: Dakota Brown

Date of presentation: 6/14/23 SIT Meeting

School Improvement Plan Goal:

At (TSI school) Wittenburg Elementary School, by the end of the 2023-2024 school year, our students will increase overall proficiency by 5% or more as measured by iReady Math (K-5), iReady Reading (3-5), mClass Dibels (K-3), EOG Math, Reading and Science (3-5). In addition, all identified exceptional children will make 4 percent growth in reading and math. (A. 4.01, A.4.06, A. 2.01, B.3.03)

Have we implemented the action steps designed to help us achieve this goal?

Yes

Did we meet this goal?

Not completely- We made the goal in iReady reading and EOG reading. In math, we raised iReady math by 3% but EOG math lowered by 3%. We iReady reading data is not completely comparable from 2021-2022 to 2022-2023 because not everyone took the diagnostic assessment. In 2021-2022, 31% of students who took the diagnostic assessment were tier 1 (green). In 2022-2023, 37% of students were green. iReady math data was 37% tier 1 (green) in 2021-2022 and 37% tier 1 (green) in 2022-2023 using end of year view.

Science EOG is our highest test score and raised less than a percentage point (70%)

	2021-2023	2022-2023
EOY Math	54.7%	57%
EOY Reading	45.3%	53%
Overall Proficiency Goal (80%)	52.5% (D)	57%
Growth Score	-3.86	

How do we know?

iReady BOY and MOY data, MClass BOY and MOY data

[WES School Wide Reading Data \(DIBELS and iReady\)](#)[WES School Wide Math Data \(iReady\)](#)**Math Data:**

<u>WES iReady</u>	<u>Growth 2018-2019 (% on grade level)</u>	<u>Math MOY 2018-201 9</u>	<u>Math MOY 2019-202 0</u>	<u>Math MOY 2020-2021</u>	<u>Math MOY 2021-2022</u>	<u>Math MOY 2022-2023</u>	<u>iReady D3 2020-2021 Growth</u>	<u>iReady D3 2021-202 2 Growth</u>	<u>iReady D3 2022-20 23 Growth</u>
Wittenbur g Elementar y School:	135% Typical Growth	50% Typical Growth	58% Typical Growth	31% Typical Growth	56% Typical growth	40% typical growth	100% Typical Growth	94% typical growth	113% typical growth
Kindergart en	191% Typical Growth 156% Stretch Growth	75% Typical Growth	63%Typic al Growth	34% Typical Growth	76% Typical growth	46% typical growth	138% Typical Growth 108% Stretch Growth	49% typical growth	122% typical growth
1 st grade	141% Typical 108% Stretch	72% Typical Growth	66%Typic al Growth	18% Typical Growth	76% typical growth	48% typical growth	97% Typical Growth 65% Stretch Growth	105% typical growth	117% typical growth
2 nd grade	117% Typical 78% Stretch	50% Typical Growth	50%Typic al Growth	21% Typical Growth	48% typical growth	42% typical growth	62% Typical Growth 44% Stretch Growth	97% typical growth	105% typical growth
3 rd grade	146% Typical 108%	41% Typical Growth	65%Typic al Growth	43% Typical Growth	33% typical growth	44% typical growth	104% Typical Growth 76% Stretch	118% typical growth	104% typical growth

	Stretch						Growth		
4th grade	91% Typical 67% Stretch	26%Typic al Growth	39%Typic al Growth	21% Typical Growth	63% typical growth	38% typical growth	71% Typical Growth 45% Stretch Growth	67% typical growth	100% typical growth
5th grade	122% Typical 68% Stretch	39% Typical Growth	44%Typic al Growth	56% Typical Growth	81% typical growth	33% typical growth	116% Typical Growth 69% Stretch Growth	171% typical growth	128% typical growth

Math--School Wide (Grades K-5) iReady Data 2022-2023

Overall Placement	BOY	MOY	EOY
Tier 1	6%	13%	37%
Tier 2	67%	69%	53%
Tier 3	27%	18%	9%

Domain	BOY	MOY	EOY
Number and Operations	9%, 69%, 22%	22%, 63%, 15%	44%, 49%, 7%
Algebra and Algebraic Thinking	8%, 71%, 22%	18%, 69%, 12%	41%, 51%, 8%
Measurement and Data	17%, 56%, 28%	22%, 57%, 21%	46%, 44%, 10%
Geometry	10%, 63%, 27%	18%, 61%, 21%	34%, 51%, 14%

Student Placement	BOY	MOY	EOY
Mid or above Grade Level	17	36	101
Early on Grade Level	31	42	49
Totals	48	78	150
One Grade Level Below	157	150	95
Totals	157	150	95
Two Grade levels Below	52	35	18
Three or more Grade Levels Below	22	14	7
Totals	74	49	27

2022-2023 EOY Grade Level Placement (Math iReady) (EOY View)

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	53% 48%	40/40
Grade 1	40% 58% 3%	40/40
Grade 2	33% 60% 7%	42/42
Grade 3	22% 67% 11%	45/45
Grade 4	31% 48% 20%	54/54
Grade 5	47% 43% 10%	49/49

2021-2022 EOY Grade Level Placement (Math iReady) (EOY View)

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	43% 57%	35/35
Grade 1	45% 50% 5%	42/43
Grade 2	23% 64% 14%	44/45
Grade 3	13% 60% 27%	60/60
Grade 4	48% 42% 10%	48/48
Grade 5	39% 48% 14%	44/46

K-2 Summative Math Benchmarks
[WES K-2 Math Summative Benchmarks](#)

MATH EOGs

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Grade Level Growth (From 2020-2021)	Cohort Growth (From 2020-2021)	Grade Level Growth (From 2022-2023)	Cohort Growth (From 2022-2023)
Overall Proficiency		60.3 (benchmark)	50.3%		50%				
3rd	76.32	68% (benchmark)	60%	45.8%	42.2%	-19%	N/A		
4th	74.47	70% (benchmark)	38%	51%	38.5%	+14	-8%	-11%	-8%
5th	65.31	43%(benchmark)	53%	64.4%	69.4%	+10%	+25%	+4%	+13%

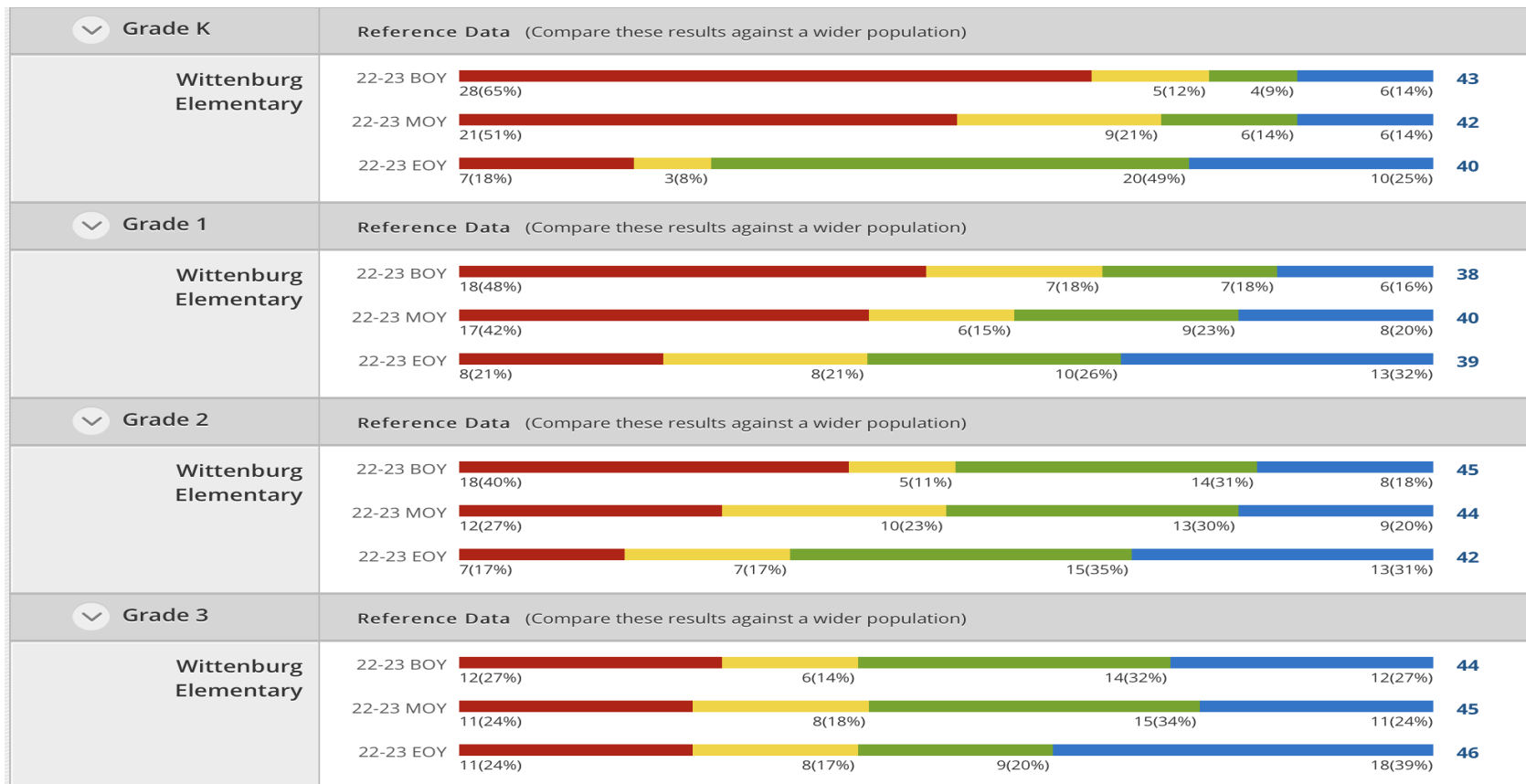
Science:

EOG Science Proficiency:	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
5th Grade	70%	78%	57%	68.89%	71.4%

Reading:

DIBELS READING--School Wide (Grades K-3, 4th RTA) 2022-2023

Performance Level	BOY	MOY	EOY
Above Benchmark	17% (32)	18% (33)	30% (54)
At Benchmark	25% (47)	26% (48)	33% (60)
Below Benchmark	16% (30)	21% (38)	17% (31)
Well Below Benchmark	42% (79)	35% (66)	20% (37)



K-3 Assessment Data-Literacy

Dibels Mclass (% on grade level EOY)	2017-2018 (EOY)	2018-19 (EOY)	2020-2021 iStation data not comparable	2021-2022 (EOY)	2022-2023 (EOY)	Cohort Growth 22-23 EOY
Kindergarten	84%	87%		57%	74%	
1 st grade	51%	71%		63%	58%	+1
2 nd grade	79%	67%		56%	66%	+3
3 rd grade	85%	76%		33%	59%	+3

Reading EOGS

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Grade Level Growth	Cohort Growth	Grade Level Growth	Cohort Growth
	% Proficient	% Proficient	MOY Benchmark (No EOG due to COVID)	% Proficient	% Proficient	% Proficient	(from 2020-2021)	(from 2020-2021)	(from 2021-2022)	(from 2021-2022)
Wittenburg:	60%	66%(AC-59)		50.65%	45.4%	47.9%				
3rd	57%	76%(AC-64)	Correct 57.7% (AC56.8) Proficiency 23% (AC19.9)	60%	40.7%	48.9%	-19.32	N/A	+11%	
4th	61%	60%(AC-59)	Correct 65.6 (AC64.8) Proficiency 43% (AC45%)	40%	54.2%	40.4%	+12.08%	-7.92	-10%	+1%
5th	63%	61%(AC-55)	Correct 60%(AC62.1) Proficiency 31%(AC38.41)	52%	42.2%	55.1%	-10.7%	+1.3%	+13%	+1%

READY READING OVERALL

Overall Placement	BOY	MOY	EOY
Tier 1	9%	19%	37%
Tier 2	65%	62%	51%
Tier 3	26%	19%	12%

Domain	BOY	MOY	EOY
Phonological Awareness	71%, 26%, 3%	75%, 23%, 2%	85%, 13%, 1%
Phonics	38%, 38%, 24%	49%, 35%, 16%	65%, 22%, 13%
High-Frequency Words	59%, 33%, 8%	66%, 29%, 5%	82%, 15%, 3%
Vocabulary	10%, 60%, 30%	19%, 62%, 19%	34%, 53%, 13%
Comprehension Literature	12%, 57%, 30%	25%, 53%, 22%	39%, 46%, 15%
Comprehension Informational Text	11%, 56%, 32%	23%, 52%, 25%	34%, 49%, 16%

Student Placement	BOY	MOY	EOY
Mid or above Grade Level	24	53	99
Early on Grade Level	39	59	69
Total	63	112	168
One Grade Level Below	145	112	69
Total	145	112	69
Two Grade levels Below	46	33	17
Three or more Grade Levels Below	27	20	15
Total	73	53	32

EC Student Growth in iReady

Celebrations:

Math:

1. All grade levels made 100% or more growth on D3. Years before Covid were significantly higher but we are getting back there.
2. 5th grade had highest iReady growth. 74 kids were below level at BOY and only 27 kids below level at EOY.

Science:

1. Increase in scores over last 3 years.
2. Proficiency is almost back to pre-Covid.

Reading:

1. Kindergarten is significantly higher. A lot of instruction has changed in kindergarten- leap from balanced literacy from Science of Reading has made a big difference.
2. EOG 3rd-5th grade- Pancakes worked!(incentives) Grew a lot of students with phonics piece in intervention. Cohort growth maintained or grew. Wit and Wisdom implementation is in year 2.

EC: 1. Data Tracking and showing growth. Still below grade level but growing.

Opportunities for Growth:

Math:

1. MOY results always low. Keep grade level staff together. Prioritize lesson completion- if they blow off lessons they didn't grow. Highest kids...Give them sticky notes to write down words/problems they don't know for enrichment. Operations and algebraic thinking-how do we improve it for next year? Number Talks, error analysis. 3rd grade needs support as well. Engage NY doesn't match assessment. How do we supplement to meet the tasks so they can be successful? Explain their thinking. Not just finding the answer.

Science:

1. Continue as we are. On the right track. How are EC students doing in science?

Reading:

1. Continue to focus on literacy K-2. That is where we make sustained growth. Stop summer slide! Fluency and speed continue to be an issue-they can read but are just not quick. We have lost our ability to do a cold read. How do we mess that with what we are doing? Fluency piece is missing?
2. 3-5 quality of intervention
3. 3-5 grew because they maintained numbers and filled in below grade level holes.

Observations:

Math:

1. Track and incentivize time spent on iReady. Rubric for time and passing lessons. Class rewards for 100% on a lesson(spring flower, Easter egg). 5th grade had hole punch and earned a homework pass. Consistency of grade level staff is important. 4th grade needs more support. The cohort needs support moving to 5th. What was 2nd grade proficiency in math last year? How did it compare to EOG proficiency of 3rd grade this year? Engage NY doesn't match assessment. How do we supplement to meet the tasks so they can be successful?

Science:

1. Science matches math scores closely.

Reading:

1. New pacing guide for OG puts a lot of current 2nd grade skills in 1st. Next year 2nd grade will have to double up to cover both.
2. 3rd grade filled a lot of below level holes.
3. Drop from K EOY to 1st BOY- consistent across the state.

What are our next steps? Should this goal be continued for the 2023-2024 school year? Yes this needs to be a goal.

Math:

1. Continue CFA at the end of each topic. Increase independence. Are we scaffolding too much? We need to know if every student has it. Become more student centered- Tasks not ask. They need to be the ones involved in the work. Increase discussion between students. Updated math for math interventions.

Science:

1. Continue vocabulary emphasis.

Reading:

1. Move K-2 reading to 80% so they come to 3rd grade ready to learn.

Measurements:

1. EOGs
2. Classroom Formative Assessments
3. iReady

Reflections:

Math/Science/Reading:

1. Take away- lessons passed AND time. How can we make MOY higher? Incentivize MOY like we do EOY.
2. We have learned so much about interventions and reading instruction and are ready to move forward.
3. Collectively we are all on the same page.
4. We all own our scores-collective responsibility.
5. A data mindset is important. It doesn't hurt us personally. It is objective. It is to be used to help us grow.

Student Success: 100% MTSS Implementation

SIT Representative presenting the data: M Glenn

Date of presentation: 6/15/23

School Improvement Plan Goal:

CNA Requirement

Have we implemented the action steps designed to help us achieve this goal?

N/A

Did we meet this goal? What should we work on specifically for next year?

N/A **We need to make this a goal.** If we do not fix these areas especially with SEL and behavior we cannot continue to grow students academically.

How do we know?

Critical Component	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Leadership	100%	100%	89%	78%	87%
Building Capacity	93.94%	81%	76%	70%	70%
Communication & Collaboration	100%	92%	91%	75%	92%
Data-based Problem Solving	95.24%	95%	91%	67%	86%
3 Tiered Instruction and Intervention	61.9% (mental health lowered this percentage)	86%	81%	67%	67%
Data Evaluation	94.44%	100%	94%	67%	72%
Total	90.92%	92.3%	85%	70%	76%

Fam-S: Look at Summary Sheet

Celebrations:

1. Schedule provides adequate time for MTSS.
2. 4 out of 6 areas of the FamS showed improvement.

3. Communication and collaboration improved and this is the key to everything.

Opportunities for Growth

1. Intervention is still low. Is this because we are too hard on ourselves? Will we ever be good enough?
2. Evaluating effectiveness of interventions
3. Training interventionists
4. Electronic consistent intervention log with more results data individually (Look at Fabian-1st grade data from Colorado)
5. Social-emotional and behavior interventions defined and processes in place.

What are our next steps? Should this be a goal for the 2023-2024 school year?

1. Universal intervention log that is electronic
2. Training for interventionists and teachers on how to log and use strategies.
3. Training on behavior plans and SEL interventions
4. Planned guidance times-not as needed
5. Zones of Regulation training for K and 5th and in small group for students who need it and staff.
6. Social/Emotional/behavior assessments
7. Small groups with Knapp and Weisend

Measurement:

1. FAM S

Reflections:

1. We are stronger with academic interventions and processes than in social/emotional and behavior interventions.
2. Social/Emotional needs are more important than ever.
3. Teacher training and assessments for SEL and behavior are needed.

Family & Community Engagement

SIT Rep presenting the data: Haley Knapp/Lisa Sourisack

Date of presentation:6/15/23

School Improvement Plan Goal:

Increase Attendance to 95%

Have we implemented the action steps designed to help us achieve this goal?

Yes

Did we meet this goal?

Yes

How do we know?

[Wittenburg Elementary Attendance Information](#)

Staff Attendance Sick only 96%

Staff Attendance Personal and Sick 95%

Celebrations!

1. Every grade level was above 95%
2. 1.41% attendance increase from last year

Opportunities for Growth:

1. Celebrate attendance rewards more thoroughly—post on dojo, present on announcements, post pictures of reward time on Wittenburg Facebook
2. Have whole staff training on attendance rules/legalities i.e. excused absences, amount of absences that result in truancy letter, court petitions, etc.

What are our next steps? Should this goal be continued for the 2023-2024 school year?

1. Continue monthly, 9 week and semester attendance rewards
2. Possibly a letter that goes home about how many tardies/leave earlies a student has had and how many hours of instruction they have missed during X amount of time.
3. See what other schools are doing to address chronic tardies/early pickup

Reflection:

1. Data shows our kids want to be at school and our families want their kids at school

Student Success - Decrease Discipline Referrals

SIT Rep presenting the data: Haley Knapp

Date of presentation: 6/14/23

School Improvement Plan Goal:

At Wittenburg Elementary School, student relationships will continue to improve with each other and staff members as evidenced by reducing the 84 ODRs from the 2020-2021 school year to 80 ODRS (reported in Educator's Handbook) and will also be evidenced by student Panorama Ed survey data. (Indicator A.401, A. 406, A.107)

Have we implemented the action steps designed to help us achieve this goal?

Yes

Did we meet this goal?

No, because our ODRs increased. We need to continue this indicator.

How do we know?

Office Discipline Referrals:

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Comparison from 2020-2021	2022-2023	Comparison from 2021-2022
Number of ODRS	77	115	37 (August to January)	105	84	- 21	117	+33

Celebrations:

1. End of the school year discipline referrals were low and age appropriate.
2. Discipline was enforced starting around December.
3. Use of Educator's Handbook.
4. Discipline is handled quickly, which helps because students don't remember their behavior.

Opportunities for Growth:

1. More training on check in/check out to ensure that charts are completed correctly. Sometimes grace plays a role in scoring, which throws parents off.
2. Behavior needs to be more data driven.
3. Check in/check out is subjective. Do all students that receive check in/check out need that?

4. Idea to adopt a student for check in/check out.

What are our next steps? Should this goal be continued for the 2023-2024 school year?

1. Positive adults could be great check in/check out resources. Pair up adults with students who need that connection. Assign different adults to students who have behavior check in/check out.
2. We need training in a behavior log/chart vs. check in/check out. Adults should not necessarily be just giving numbers with CICO—students should have input. Students need training in how to achieve or meet their goals—they are not bought into their goals—forced choice surveys could help to see what motivates students.
3. Spend some time at BOY going through the differences between majors and minors.
4. Update behavior matrix to include our biggest areas of concern. Use reflection sheets for behavior.
5. Add in classroom wildcats for 2023-2024 with a goal of 25. Teachers will keep wildcats in their room.
6. Look at possibility of classroom clipboard with attendance for specials for safety.

Measurement:

1. Educator's Handbook
2. Powerschool
3. Teacher Working Conditions Survey

Reflections:

1. Behavior impacts learning. This indicator needs to continue as a goal for 2023-2024.
2. Classroom wildcats? Adds collective responsibility to classrooms. Can use dojo for individual praise or consequence, but classrooms can earn wildcats.

ACS STRATEGIC PLAN GOAL: Professional Capacity

WES Strategic Goals:

1. Professional Excellence: Strategic 2022-2023 PD Plan
2. Increase Teacher Satisfaction with Working Conditions

1. Professional Excellence - PD Plan

SIT Rep presenting the data: D. Brown

Date of presentation: 6/15/23

School Improvement Plan Goal:

N/A Required for CNA

Have we implemented the action steps designed to help us achieve this goal?

Yes

Did we meet this goal?

Yes

How do we know?

[2022-2023 Professional Development Plan](#)

[REAL 2022-2023 Professional Development Plan](#)

Celebrations!

1. All teachers are OG trained and up to date in their LETRS professional development–this isn't true (Anna, Amber, Whitney are not OG trained)
2. Continue with CFAs every 2 weeks, 1 wildcat chat per month, 1 grade level PLC per month. This helped us become more data driven!

Opportunities for Growth

1. We need more math PD.
2. Interventionists/TAs need training in interventions and logging interventions.

What are our next steps? Should this goal be continued for the 2023-2024 school year?

1. Continue technology PD that we started during the 2022-2023 school year.
2. Amplify CKLA? Guidance here.
3. Interventionists/TAs need PD on STP and appropriate interventions and logging. Create folders/documents for each tier kid that is shared among teachers and interventionists. Check that intervention logs are updated at least once every 2 weeks. Add interventionists/TAs to PLCs in normal intervals.

4. Math standards, math interventions PD
5. Behavior PD for new teachers or teachers struggling with managing behaviors.
6. Math PD for teachers who are trying to pass math Praxis for licensure.

This goal does not need to be part of our NCStar indicators.

Measure

1. Staff attendance at PD and completion of requirements
2. Increased student achievement.

Reflection

1. Utilize LETRS in the classroom. Continue with math PD to increase math benchmark & EOG scores. K-2 possibly needs PD with a comprehension piece.
2. Will Whitney be OG trained at BOY?
3. Wildcat chat—what happens with attendance concerns? (Will have a PD with Lisa at BOY) We have a kid that missed 49 days of school—what is the consequence?

2. Strategic Goal: Increase Teacher Job Satisfaction to 95% on TWC Survey

SIT Rep presenting the data: M. Glenn

Date of presentation: 6/14/2023

Goal: Increase Teacher Job Satisfaction

Have we implemented the action steps designed to help us achieve this goal?

1. Yes

Did we meet this goal? Yes

How do we know?

[TWC SURVEY 2020](#)

[TWC Survey 2022](#)

[2022-2023 NCTWCS Follow up](#)

[2022-2023 Student Focus Group Notes](#)

Only 2 staff member leaving- new job opportunity

Celebrations:

1. Addition of new custodian has been a positive!
2. All teachers agreed or strongly agreed that routine paperwork was lessened!
3. 50 minute plannings

Opportunities for Growth:

1. Following cleaning schedule as close as possible
2. Additional planning time for classroom teachers
3. More emphasis on SEL and meeting kids emotional needs on a regular basis.
4. Cafeteria needs cleaning. We “wash” tables, but then put dirty chairs on top of “clean” tables.
5. Dismissal has to start out stern and be actively monitored—send kids to office
6. Chairs in cafeteria? Do we have enough?

What are our next steps? Should this goal be continued for the 2023-2024 school year? This does not need to be an indicator. Continue working on it.

1. Cleaning Schedule
2. School Schedule: 50 min planning is a plus, extended planning one day per week
3. PD for specials teachers
4. Cafeteria cleaning
5. Help for people who need behavior management help
6. Set times for small groups for guidance
7. Guidance times set and not as needed. Counselor will have an hour or so each day that is designated to small group time.
8. Dismissal plan—expectations for consistent enforcement of behavior. Coverage schedule shared for the year in advance. Assigned seats for students, especially in K-1. Chairs must be down in cafeteria when students enter for car riders. First couple weeks of school...everyone has dismissal duty until students get the expectations. Work on bus dismissal.

Measure:

1. TWC 2023-2024

Reflections

1. See next steps.

Family & Community Engagement

SIT Rep presenting the data: M Glenn

Date of presentation: 6/15/23

School Improvement Plan Goal:

At Wittenburg Elementary School, we will increase our parent engagement and community involvement through: parent nights (remote), community activities, and increased communication between the school and parents. Our community involvement and parent engagement goal team/ committee will implement a variety of activities and programs targeting parent participation. Through this, Wittenburg will increase parent participation in parent/teacher conferences and school-wide events. Parent participation and community involvement will be measured by an increase of 10% participation from the first semester to the second semester. (Indicators: E.106)

Have we implemented the action steps designed to help us achieve this goal?

Yes

Did we meet this goal?

Yes

How do we know?

[Parent Conference Documentation](#)

Literacy Night Attendance (December 2022): 45 families=17%

Math Night Attendance (March 2023): 68 families=25% **8% increase**

Addition of 2 Parent/Child Events- Daughter/Male Role Model Dance and Son/Female Role Model Game Night- approximately **225 people attending**

[Parent Survey-2023](#)

Celebrations:

1. New principal was a positive change.
2. Smaller class sizes.
3. A lot of teacher oriented praises.
4. PTW events brought a lot of positive parent interactions.
5. Having parents in the building for conferences helped build positive relationships among teachers and families.

Opportunities for Growth:

1. Work on family nights. We plan well for them, but family attendance is not great. Possibility of calling it something that doesn't include literacy. Free food would help. Carnival or camping themes would be a possibility. Have family night the same week as the book fair. We used to do homework passes to encourage attendance, but we moved away from that because we don't really assign homework. Recommended to have it before sports etc. get busy.
2. Incentivize parent survey participation with a gift card giveaway.

What are our next steps? Should this goal be continued for the 2023-2024 school year?

1. Plan Fall Family Night October 16-20. Global/around the world literacy night is a possibility, which would help teachers on their evaluations as well.
2. Math night in spring—carnival theme
3. SIT does not want to do WOW awards

Consensus of SIT is that we have fully met this goal and we will replace this indicator for 2023-2024 school year.

Measurements:

1. Parent night attendance, parent survey, conference attendance, volunteer attendance

Reflections

1. We need to work on getting parent volunteers in the building.
2. Career day, read alouds, etc. to get parents in the building during the school day.

Planning and Operational Effectiveness

SIT Rep presenting the data: Scott Bowman Date of presentation: 6/15/2023
School Improvement Plan Goal: Not in current plan
Have we implemented the action steps designed to help us achieve this goal? N/A
Did we meet this goal? N/A
How do we know? N/A
Celebrations: 1. Kindergarten - Students are able to login. Successfully be able to use a mouse and navigate web pages independently. SeeSaw and iReady. 2. 1st Grade - Successfully navigate and use an iPad to appropriate apps. Independently work in the computer lab to find appropriate resources. 3. 2nd Grade - Some students successfully completed a Scratch project with Mrs. Esposito. Students did an animal research project using technology. 4. 3rd Grade - Mrs. Esposito used Merge Cubes. Students used Readworks, online passages to help prepare for online testing with digital passages. Used Edpuzzles and Gizmos to help integrate science and social studies. Students used Reflex as a tool for math fluency facts. Successfully navigated Google Classroom. Students used B-Bots. 5. 4th - Grade - Students used Google Classroom. Probots were utilized to teach geometry. B-Bots also were used. Students used research online to complete projects in the computer lab. Reflex. 6. 5th Grade - Students used Google Classroom. B-Bots also were used. Students used research online to complete projects in the computer lab. Gizmo was used for online science experiments. Reflex was used for Math fluency. Blooket. Khan Academy, Kahoot, and Quizizz were all other resources that were utilized in the classrooms daily.
Do action steps or strategies need to be revised in order to improve progress toward goal? 1. Technology plan identifying main programs and devices used and taught by grade level for continuity across the school. 2. Year long media plans identifying devices(Beebots, Finches, etc) and standards taught each nine weeks by grade level
What are our next steps? Should this be a goal for the 2023-2024 school year? 1. Continue utilizes technology in the classroom and during specials. Media coordinator will implement the Finch Robots into stations. 2. This does not need to be a schoolwide goal. Media coordinator will have a 9 weeks plan for technology instruction by grade level.
Measurements 1. Through observations and student engagement.
Reflections:

1. Students have been exposed to a lot of different types of technology, but there needs to be boundaries set due to students' exposure being high. Students need to understand that technology exposure is for learning purposes, not leisurely.
2. K-2 would like some apps removed from iPads. Scott can submit a list to technology.

EMOTIONAL WELLNESS

SIT Rep presenting the data: Haley Knapp Date of presentation: 6/15/23
School Improvement Plan Goal: Not a part of current plan
Have we implemented the action steps designed to help us achieve this goal? N/A
Did we meet this goal? N/A
How do we know? N/A
Celebrations 1. Having strong administrative support and open communication helps emotional wellness and burnout for staff 2. Attendance is good which shows kids are happy to be here. For a lot of kids, school is their safe place 3. Pinnacle & RHA collaborations–lots of referrals this year and Pinnacle has been a great help with our Medicaid students
Opportunities for Growth: 1. Book study for next year? No was the consensus 2. Book Club optional as an outlet for mental health (contact k/1 if interested)
What are our next steps? Should a goal be added for the 2023-2024 school year? 1. Resource list in office for staff and students (RHA, mobile crisis, food pantries, food box locations, etc) 2. Find a food partnership for the food pantry at Wittenburg instead of having to fund everything ourselves? 3. Need to separate benevolence funds for food pantry and keep track of how much money we get each month (Excel spreadsheet with funds available and funds spent) 4. More food drives to stock our food pantry? 5. May Mental Health month for teachers? Do one day per month instead of all in May
Measurement: N/A
Reflection:

1. Other schools have sponsors for food pantry and backpack program—need to look into this and do more reaching out for resources