

Wood End Elementary School Improvement Plan 2020-2021

Mission of Reading Public Schools		
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>		
Vision		
Wood End Elementary School seeks to create a safe and supportive learning environment. We will work to achieve this aim through the implementation of a tiered support system that promotes clearly defined and consistent student expectations and accountabilities based on our core values, communication and collaboration within our school community, reliance on data for decision making purposes, and an efficient and effective response to the needs of our students who require additional support to be successful. We will foster an environment that focuses on our students' success!		
Core Values		
<i>Wood End Wildcats are responsible, respectful, honest, engaged & safe</i>		
School Goal for 2020-2021 School Year		
During the 2020-21 school year, Wood End Elementary School will implement a learning plan aligned to grade-level standards that can be utilized in both remote and hybrid settings, provide training and support for teachers, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student performance on district-aligned assessments (i.e. iStation, F&P Benchmark Assessment, AMC, and Edulastic assessments), an increase in teacher efficacy using learning platforms and online collaborative tools, an increase in equitable teaching and learning practices, and a decrease in chronic student absenteeism.		
Strategic Objectives		
<p style="text-align: center;">Strategic Objective A - Equity Equity, Diversity & Inclusive Practices</p> <p>The school will focus on improving racial and educational equity in our school and community through informed communication and practices, most notably in our curriculum and classroom instruction.</p>	<p style="text-align: center;">Strategic Objective B - Hybrid Coherent Instructional Systems</p> <p>The school will provide quality standards-based instruction, using both synchronous and asynchronous models, a uniform digital learning platform, and training/support for students, families and staff to promote student growth.</p>	<p style="text-align: center;">Strategic Objective C - Attendance Safe & Supportive Learning Environment</p> <p>The school will provide a safe and supportive learning environment, for both in-person and remote learning, to improve student attendance and reduce chronic absenteeism.</p>
Strategic Initiatives		
<ul style="list-style-type: none"> • Provide Professional development and workshop opportunities in equity and diversity • Teacher Team (3 teachers) to participate in year-long training, "Commitment to Equity, Teaching with Equity" from November 2020 through June 2021 • Administrator to participate in year-long training, "Commitment to Equity, Leading with Equity" from November 2020 through June 2021 with a specific emphasis on educational equity through adult learning and collaboration • Equity Team will lead professional development and school initiatives 	<ul style="list-style-type: none"> • Utilize a Learning Management System (LMS) platform that will enable self-directed study and allow teachers to assign and receive work, track progress, and provide targeted feedback and support (i.e. Google Classroom) • Teachers will learn and use a variety of content platforms for asynchronous and supplemental learning such as SeeSaw, Pear Deck, Epic, Newsela, etc. that are integrated with their LMS • All students – whether learning in-person or remotely – will have access to grade-level instruction in all content areas included in the 	<ul style="list-style-type: none"> • Use Student Connectedness Survey data to develop a list of at-risk students, identify interventions for those students, and monitor progress on a regular basis. • Promote supportive school climate (PBIS) to reduce the use of exclusionary discipline and promote supportive school discipline (restorative practices) • Collaborate with School Council to create information for families on the effects of chronic absenteeism and its impact on student progress (i.e. graphic depicting measurable outcomes)

<p>at Wood End and collaborate on best practices with other district participants</p> <ul style="list-style-type: none"> • Teacher Team will facilitate opportunities to talk about racism/anti-racism with students and colleagues in Reflective Learning Communities • Utilize new Library collection of books on diversity, equity and inclusion to develop teaching points for guided instruction in K-5 classrooms • School Council will focus on this work by engaging families through book clubs & take-home projects: <ul style="list-style-type: none"> ○ Selected podcasts with follow up community discussions via Zoom ○ Explore family culture & identity and create school-wide project (i.e. family tapestry/quilt) • Analyze school data through an equity lens, most notably discipline, attendance, and achievement gap data 	<p>Massachusetts curriculum frameworks. Standards-based instructional materials and assessments will be adapted for in-person, hybrid, and remote settings</p> <ul style="list-style-type: none"> • All students will be assessed following the district-aligned assessment guide in Mathematics and ELA. The grade-level performance criteria will be consistent across in-person, hybrid, and remote learning environments • The district will provide technology training for students, staff, and families as well as remote learning expectations for users, user guides and online resources, and offer technical support as needed • All students will be able to log on to their device and use technology tools and platforms safely and effectively; access curriculum and content; assign and/or complete and submit assignments and receive teacher feedback; monitor progress and student performance (i.e. assessment results); engage with their teacher(s) for instruction; and interact with other students • Teachers will provide appropriate accommodations for students with disabilities for in-person, hybrid, and remote settings to access learning • Teachers will provide opportunities for two-way communication with students and families to ensure they have meaningful opportunities to connect regularly with staff to promote engagement (i.e. office hours, individual check-ins, conferences, etc.) 	<ul style="list-style-type: none"> • Collect data to differentiate between students attending school in-person and remotely to monitor student engagement and remote learning programming • Develop plan for family and provide resources to reduce chronic absenteeism: <ul style="list-style-type: none"> ○ Meet with families to identify barriers to student attendance and support families in alleviating these challenges (i.e. create a support plan) ○ Provide access to community services (i.e. before school programming) • Meet with families of students who are chronically absent to develop a plan to improve attendance • Coordinate resource list of state agency and outside services for families to support students in need
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Outcomes

<ul style="list-style-type: none"> • A decrease in the achievement gap on district assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. • An improvement in student performance on district assessments including iStation and F&P Benchmarks in K-5, AMC assessments in K-2, and Edulastic assessments in grades 3-5. • An increase in student and staff awareness of equity and personal bias through reflective conversations, use of diverse literature, community dialogue, and embedded practice of social justice standards. • An increase in positive overall response in student learning environment scores as evidenced by the Student Connectedness survey and other student data.

- A decrease in the proportion of students who have 10 more absences (chronic absenteeism). Current attendance rate is 96.6%; August 2019 through March 2020 in K-5.
- An increase in teacher self-efficacy and shared decision-making as evidenced by effective implementation of the various learning platforms and online collaborative tools.
- Evidence of instructional practices for continuous improvement: identify grade-level essential standards, select evidence-based resources, evaluate instructional practices, and monitor student progress.