

## John Weldon Elementary School Improvement Plan 2018-2019

### ACHIEVEMENT

**2 YEAR GOAL:**

Increase overall building Communication Arts and Math MAP MPI scores by 3%. Communication Arts will increase from an MPI of 391 to an MPI of 403, and Math will increase from an MPI of 396 to an MPI of 408. The overall SSG ELA goal of 351.9 with a SSG focus group goal of 326.4 for FRL. 2018-2019 Math MAP tests goals include an increase from 396.1 to 407.9 which is an increase of 3%. The overall SSG math goal of 357.9 with a SSG focus group goal of 329.7 for FRL.

**2 YEARGOAL- Update/Adjustments:**

Overall, the MAP scores across the state were expected to drop approximately 15%, the district MAP scores were reported to have dropped approximately 8%. John Weldon building Communication Arts fell from 411.9 to 391 a decrease of 6.1%, while John Weldon building Math fell 418.2 to 396.1 a decrease of 5.3%. 2018-19 Communication Arts MAP test goals include an increase from 391 to 402.9 overall which is an increase of 3%.

**SMART STRATEGY # 1** Increase the percentage of walkthroughs containing QFIC objective and an additional Instructional Strategy by at least 10%. (Objectives- 58% in 16/17; 48% in 17/18 to 58% by end of 18/19; Additional Instructional Strategy- 71% in 16/17; 70% in 17/18 to 73% by end of 18/19.)

**Person Responsible for Reporting Progress:** Administrators

**Progress Metric:** Walkthrough Chart

**SMART STRATEGY #1: Updates and Adjustments:**

**Qtr. 1:** 55% of classrooms were QFIC when setting objectives. 78% of classrooms were plus one additional instructional strategy.

**Qtr. 2:** 56% of classrooms were QFIC when setting objectives. 67% of classrooms were plus one additional instructional strategy.

**Qtr. 3:** 67% of classrooms were QFIC when setting objectives. 78% of classrooms were plus one additional instructional strategy.

**Qtr. 4:** 72% of classrooms were QFIC when setting objectives. 79% of classrooms were plus one additional instructional strategy.

**ACTION STEPS:**

**TIMELINE:**

**PERSON RESPONSIBLE FOR REPORTING PROGRESS:**

**1)** Two hours of professional development will be provided on CITW using QFIC. Ongoing QFIC with the recommendations of setting objectives and additional instructional strategies.

Sept. PD Day  
(60 min.)  
Jan. Mtg Day  
(30 min.)

Administrators  
CITW Trainers

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	Mar. Faculty Mtg (30 min.)															
<i><b>Progress update:</b></i> CITW trainers have completed one hour of CITW PD with the staff.																
<b>2)</b> Teachers will visibly post their objectives relevant to daily lessons using KUD and will refer to objectives throughout their lessons.	Ongoing	Administrators Teachers														
<i><b>Progress update:</b></i> Teachers are working to refine the objectives that they are writing.																
<b>3)</b> Administrators will utilize the CITW walkthrough form during evaluations and walkthroughs with the CITW trainers.	Quarterly	Administrators CITW Trainers														
<i><b>Progress update:</b></i> Administrators and CITW trainers have done quarterly walkthroughs together.																
<b>SMART STRATEGY # 2</b> Increase the percentage of students performing at or above the 50th percentile from 63.7% in the Fall to 66% in the Spring. <b>Person Responsible for Reporting Progress:</b> Administrators and Literacy Team <b>Progress Metric:</b> FastBridge																
<b>SMART STRATEGY #2: Updates and Adjustments:</b> <b>Qtr. 1:</b> Interventions are in place for grades 1-5. Kindergarten interventions will begin 2nd semester. <b>Qtr. 2:</b> The winter FastBridge screening took place on Monday, December 3rd. The overall percentage of students performing at or above the 50th percentile was 62.9% (440 students out of 699).																
<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>FastBridge Data - 50th Percentile and Above</caption> <thead> <tr> <th>Grade Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>59%</td> </tr> <tr> <td>1</td> <td>69%</td> </tr> <tr> <td>2</td> <td>65%</td> </tr> <tr> <td>3</td> <td>70%</td> </tr> <tr> <td>4</td> <td>51%</td> </tr> <tr> <td>5</td> <td>62%</td> </tr> </tbody> </table>			Grade Level	Percentage	K	59%	1	69%	2	65%	3	70%	4	51%	5	62%
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<b>Qtr. 3:</b> Interventions are continuing for all grade levels. Grades 1-5 started their 2nd progress monitoring review meetings before Spring Break and kindergarten started their 1st progress monitoring review meetings before Spring Break.																

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<p><b>Qtr. 4:</b> Interventions continued for all grade levels. Grades K-5 made their intervention recommendations for next year by Friday, May 17th. The overall percentage of students performing at or above the 50th percentile was 60.5%.</p>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Provide systematic and targeted intervention for all student hitting two or more triggers.	Ongoing	Teachers
<p><i><b>Progress update:</b></i> Interventions are occurring for triggered students in grades 1-5. Kindergarten is providing interventions for the top triggered students at this time.</p>		
2) Building Data Team and PLC Data Teams will analyze trigger data to ensure diagnostics are given and appropriate interventions are provided for students who are not meeting grade level expectations/benchmarks in reading.	Ongoing	PLC Data Teams Building Data Team
<p><i><b>Progress update:</b></i> The Building Data Team and PLC Teams are analyzing data to ensure the appropriate interventions are occurring.</p>		
3) FastBridge screenings will occur three times a year. PLCs will analyze data to guide instruction and interventions. This includes dyslexia screening for students in grades 1-5 during their first 30 days of school.	Three times a year	PLC Data Teams Literacy Coach Administrators
<p><i><b>Progress update:</b></i> FastBridge screenings for fall and winter have occurred. The literacy team has completed screening for all new students within their first 30 days of school.</p>		
4) Communicate reading levels and strategies for supporting reading with parents so they can choose good fit books at home and support their student with reading. (Key 4).	Quarterly	Teachers
<p><i><b>Progress update:</b></i> Teachers and literacy team members have shared information with parents.</p>		
5) Solicit and train parents to provide literacy skills support for students needing help in specific skill areas. (Key 3)	Quarterly	Administrators Teachers Literacy Coach
<p><i><b>Progress update:</b></i> One parent has been trained in Great By 8 and other parents have expressed interest in being trained. These parents are assisting students in kindergarten and will soon help first grade students as well.</p>		
<p><b>SMART STRATEGY # 3:</b> Teachers will implement small group literacy instruction and writing mini-lesson with fidelity 80% of the time based on quarterly scheduled classroom visits.</p>		
<p><b>Person Responsible for Reporting Progress:</b> Administrators and Literacy Coach</p>		

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<b>Progress Metric:</b> Balanced Literacy Look Fors Document		
<b>SMART STRATEGY #3: Updates and Adjustments:</b>		
<b>Qtr. 1:</b> Small group literacy instruction was implemented with 100% fidelity based on quarterly classroom visits. The writing mini-lesson was implemented with 100% fidelity.		
<b>Qtr. 2:</b> Small group literacy instruction was implemented with 25% fidelity based on quarterly classroom visits. The writing mini-lesson was implemented with 100% fidelity.		
<b>Qtr. 3:</b> Small group literacy instruction was implemented with 50% fidelity based on quarterly classroom visits. The writing mini-lesson was implemented with 75% fidelity.		
<b>Qtr. 4:</b> Small group literacy instruction was not observed during quarterly classroom visits. The writing mini-lesson was implemented with 67% fidelity.		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Administrators will assess Balanced Literacy and Writer’s Workshop implementation during classroom walkthroughs. This data, in combination with the data from the Literacy Coach, will be shared quarterly with teachers.	Ongoing	Administrators
<i>Progress update:</i> Administrators assess components of Balanced Literacy during CITW walkthroughs.		
2) Literacy Coach will conduct Balanced Literacy classroom visits. Feedback will be given as requested by classroom teacher.	Ongoing	Administrators Literacy Coach
<i>Progress update:</i> The Literacy Coach has conducted Balanced Literacy walkthroughs each quarter and has provided feedback if requested.		
3) Literacy Coach will provide PD supports and resources during PLC time and collaboration.	Ongoing	Administrators Literacy Coach
<i>Progress update:</i> The Literacy Coach has shared information about small group instruction. The Literacy Team will also be sharing out information in January.		
<b>SMART STRATEGY # 4</b> By the end of the 2018-19 school year, at least 70% of students in kindergarten through fifth grade will meet the grade level math SMART goal as determined by formative and summative assessments in Mastery Connect.		
<b>Person Responsible for Reporting Progress:</b> Administrators and Grade Level PLCs		
<b>Progress Metric:</b> Mastery Connect and Quarterly Reported SMART Goals		
<b>SMART STRATEGY #4: Updates and Adjustments:</b>		

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	GOAL	1st Q	2nd Q	3rd Q	4th Q	
K	By the end of 4th quarter 70 % of students in Kindergarten will be at the mastery level for K.CC.4	97.9%	91.6%	89.4%		
1	By the end of 4th quarter 80 % of John Weldon 1st grade students will be at mastery on standard 1.OA.C.6	75.0%	78.0%	71%		
2	By the end of 4th quarter 80% of John Weldon 2nd Grade students will be at mastery on the standard 2.OA.A1, The percentage of second grade students mastering priority standards 2.OA.A,1 will increase from 33.6% to 53.6% by the end of third quarter as measured by Priority Assessment.	33.6%	53.6%	77.1%		
3	Percent of students at mastery in OA.C7 will increase from to 76.8% by the end of second semester.	73.0%	52%	65.0%		
4	The percentage of 4th graders scoring at mastery on 4.NBT.B2 will increase from to 90% by the end of 4th quarter.  The percentage of 4th graders scoring at mastery on 4.NBT.B5 will increase from to 90% by the end of 4th quarter.	45% 13%	60% 71%	62% 65%		
5	80% of 5th graders will show mastery to perform operations with multi-digit whole numbers and decimals to the hundredths (5.NBT.6).	11%	77%	86%		
<b>ACTION STEPS:</b>			<b>TIMELINE:</b>		<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>	
1) All PLC teams will set, track, monitor, and review a quarterly math SMART goal based on at least 1 priority standard as selected by the grade level.			Ongoing		Administrators Teachers	
<i>Progress update:</i> All grade levels are monitoring their SMART goals.						
2) Teachers will communicate the SMART Goals to parents via newsletter and or leadership notebook at end of each quarter. (Key 2)			Quarterly		Teachers	
<i>Progress update:</i> SMART goal information is communicated in leadership binders or newsletters.						
3) Teachers will have at least 4 data entry points entered into Mastery Connect for each priority standard they are tracking for their math SMART Goal.			Ongoing		Teachers	
<i>Progress update:</i> Grade levels have at least two data points at this time.						

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<b>BEHAVIOR</b>		
<b>2 YEAR GOAL:</b> Decrease the number of office referrals through staff professional development on trauma and Restorative Practices.		
<b>2 YEAR GOAL- Update/Adjustments:</b> Faculty meetings and building PD time have been spent learning about trauma. Cherie Magueja has spoken to the staff as well as the TLC team. Our virtual faculty meetings in 3rd quarter with also be focused on trauma. We have a team that attended the Restorative Practices Academy and are developing a plan to share their learning with staff.		
<b>SMART STRATEGY #1</b> Decrease number of office referrals relating to improper physical contact from 56% in 17/18 to 50% in 18/19. Decrease the number of incidents of physical aggression (including improper physical contact, endangerment, assault) resulting in OSS from 16 to 12. <b>Person Responsible for Reporting Progress:</b> Administrators <b>Progress Metric:</b> Infinite Campus Reports		
<b>SMART STRATEGY #1: Updates and Adjustments:</b> <b>Qtr. 1:</b> 53% of discipline referrals (29 out of 55) were for improper physical contact. There were 0 students with OSS during 1st quarter. <b>Qtr. 2:</b> 36% of discipline referrals for second quarter (32 out of 89) were for improper physical contact. For the school year, 42% of discipline referrals were for improper physical contact. There were 6 students with 12 OSS events during 2nd quarter that involved physical aggression. <b>Qtr. 3:</b> 50% of discipline referrals for third quarter (48 out of 96) were for improper physical contact. For the school year, 45% of discipline referrals were for improper physical contact. There were 9 students with 11 OSS events during 3rd quarter that involved physical aggression. This is a total of 25 OSS events for the school year involving 13 students. <b>Qtr. 4:</b> For the school year, 38% of discipline referrals were for improper physical contact. There were 28 OSS events for the school year involving 14 students.		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>

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1) Communicate behavior expectations to students twice annually.	Each Semester	Administrators
<i>Progress update:</i> The Code of Conduct was shared at grade level meetings at the beginning of the year.		
2) Recognize students for following expectations and displaying good behavior/citizenship through Weldon Wows. Partner with local community business to provide certificates for students receiving Weldon Wows. (Key 6)	Ongoing	Administrators Teachers
<i>Progress update:</i> 71 Weldon WOWs were given 1st quarter. 26 Weldon WOWs were given 2nd quarter. 22 Weldon WOWs were given 3rd quarter.		
3) Administrators and counselors will track and monitor behavior data through Infinite Campus. The team will meet twice a month to discuss students in Tier 2 and Tier 3.	Ongoing	Administrators
<i>Progress update:</i> The behavior team has been established and is meeting as scheduled.		
4) Utilize the Inspire Team and TLC Team to share information about trauma informed practices.	Ongoing	Administrators
<i>Progress update:</i> Our faculty meetings are focused on trauma.		
5) Provide parents with information on the district Code of Conduct. (Key 1)	Ongoing	Administrators
<i>Progress update:</i> Over 95% of parents signed off on reviewing the district Code of Conduct.		

### CLIMATE

**2 YEAR GOAL:**

Increase the percentage of SA/A to 80% on all staff survey questions.

**2 YEAR GOAL- Update/Adjustments:**

Fall 2018 staff survey produced varying results.

1. I take pride in working at my school. (92.41%)
2. Our staff holds high expectations for student learning. (90.91%)
3. There are open channels of communication in our school. (76.63%)
4. There are opportunities for shared decision making in our school. (84.21%)
5. Our school has clear direction on how to improve student learning. (71.43%)
6. Our staff collaboratively implements strategies to address student behavior. (73.21%)

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<p><b>SMART STRATEGY #1</b> Increase the percentage of SA/A on Question 6, “Our staff collaboratively implements strategies to address student behavior,” from 73.21% to 80%.</p> <p><b>Person Responsible for Reporting Progress:</b> Administrators</p> <p><b>Progress Metric:</b> Staff climate survey- Fall and Spring</p>		
<p><b>SMART STRATEGY #1: Updates and Adjustments:</b></p> <p><b>Qtr. 1:</b> The staff survey will go out after Thanksgiving Break.</p> <p><b>Qtr. 2:</b> Fall staff survey results indicate that question #3 is 3.37% below the goal, question #5 is 8.57% below the goal, and question #6 is 6.79% below the goal. The other three questions exceeded the 80% goal.</p> <p><b>Qtr. 3:</b> Survey results were shared with staff at the January meeting. Vertical teams shared their continue, start, and stops. The information was sent out to all staff. There was an EDC release day to work on action steps for the items from continue, start, and stops to begin implementing change.</p> <p><b>Qtr. 4:</b></p>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) The TLC and Behavior Teams will discuss students who need tier 2 and 3 interventions. They will brainstorm ideas to support students and staff.	Ongoing	TLC Team Behavior Team
<i>Progress update:</i> There have been numerous SST meetings to help meet the needs of tier 2 and tier 3 intervention students.		
2) EDCs and Administrators will begin to develop a new Character Education plan involving elements of PBIS to help unify the language and expectations of the building.	Ongoing	Administrators EDCs
<i>Progress update:</i> This is a work in progress. There have been discussions with EDCs and teams regarding how this might look. On March 26th, EDCs and administrators will meet to continue the development of this new plan.		
3) Review staff and student survey results with the staff. Discuss action steps to continue progress in struggling areas.	Fall and Spring	Administrators
<i>Progress update:</i> Results were shared at the January meeting.		
4) Engage parents with frequent communication regarding school events through PTO meetings and solicit ideas for behavior at before school Coffee Chats with the Principal (Key 5).	Ongoing	Administrators
<i>Progress update:</i> Mr. Howse has had three parent coffee chats so far. There is one more scheduled for April.		