



**Continuous School Improvement Plan (C-SIP)**  
**Wedgwood Elementary**  
**2016 - 2018**  
**Principal: Stephen Liu**

**SEATTLE  
PUBLIC  
SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The following Continuous School Improvement Plan was drafted with the participation of all staff on October 14, 2016. The document was reviewed, revised, and approved by the Wedgwood BLT and staff on May 23, 2017.

### Mission and Vision

#### Mission:

Wedgwood is an inclusive community of responsible, caring citizens dedicated to students achieving their full potential.

#### Vision:

Wedgwood is committed to:

- \* Building an inclusive school community that supports all students, families and staff.
- \* Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- \* Addressing all students' social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- \* Serving all students' academic needs by maintaining high expectations and differentiating instruction.

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal. Specific, Measurable, Attainable, Realistic and Timely**

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## **School-Wide Programs/Multi-Tiered System of Support**

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

View Ridge School employs a variety of assessment measures to determine goals focused on meeting grade level standards for all students. We follow the district assessment calendar and guidelines, adhering to basic timelines and recommended assessments. Within grade level teams, teachers align assessment tools, strategies and resources to better inform practice and utilize assessment results to inform instruction. We use formative and summative assessments and have developed common formative assessments within grade level teams as well. Teachers assess all students in major content areas and develop student learning plans for students not yet at standard. Through our MTSS (Multi Tiered Support Systems) process we frequently monitor the progress of students, employ a school- wide data sheet, maintain classroom spreadsheets, and staff update screener information for students to assess a whole picture of students with issues, inclusive of academic and social/emotional/safety needs as well. Our MTSS team meets regularly and has scheduled time to meet with grade level teams to better improve our practice.

One of the areas we identified through analysis of our data and connection to SPS (Seattle Public Schools) goals is the early learning benchmark of students being at reading standard by the end of second grade, primarily in English Language Arts (ELA). We are specifically focusing on students not to reading standard in grades two and three. Grade three consists of students we identified as needing support last year and as part of analyzing cohort data intended on closely monitoring their progress. We want all students to be successful readers.

At Grade Level/PLC (Professional Learning Communities) Team meetings, MTSS/ SIT (Student Intervention Team) meetings, Data Team meetings and in our Building Leadership/ Governance Teams, that includes parents and community, we analyzed student achievement data from SBA(Smarter Balanced Assessment), MAP (Measurement of Academic Progress) and classroom-based assessments. We then developed data-based SMART(Specific/Measurable/Attainable/Rigorous/Timely) goals for student growth in all major goal areas.

**For our school climate, our staff is being trained in/and is utilizing the RULER program-this is a program out of Yale University that targets social/emotional learning. It stands for Recognize/Understand/Label/Express/Regulate. We are also developing goals around the Resiliency and Relationship training the district has provided.**

**We will use research-based strategies that help targeted students.**

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, developing common formative assessments and differentiating instruction based on students' readiness, skill levels and learning goals.

We address the needs of all children in the school via our MTSS (Multi Tiered Support Systems) team- we hold weekly team meetings, have entire grade level teams and specialists come to meet with us and share students of concern, as

well as hold SIT (Student Intervention Team) meetings for students in need of more support. We also have a smaller Data team that meets and reviews school wide data, to determine students in need of further supports. In addition, all staff fill out our screeners, inclusive of SWIS (School Wide Information System), health, safety, attendance, behavioral and academic data, for students in their classrooms, identifying needs of students. Our MTSS team has been scheduling meetings with teacher groups to more consistently communicate and align support needs for students.

For our ALO (Advanced Learning Opportunities) students, we have a Walk to Math model in grades 1-5, Integrated classrooms, and flexible groupings based on data. We meet ALO standards in reading in the classroom setting through careful planning and preparation, organization of standards and flexible groups.

Our SWD (Students with Disabilities) students have IEPs (Individualized Education Plans) that address their specific goal areas, and teachers and support staff use district curriculum and other curricular materials to meet the students where they are at, all the while making sure they are progressing in their skills.

Our ELL(English Language Learners) population has increased, and we currently have a part-time ELL teacher, an ELL Instructional Assistant and coaching support. The model for our ELL students can include push in services, or small group pull out services. We also have an online math program that is available for our LAP(Learning Assistance Program) identified students.

Our progress monitoring includes frequent curriculum based assessments, MAP, Teachers College Reading Assessments, and other data. The MTSS team monitors student progress, grade level teams meet to go over assessment results, and we use a triangulation of data to monitor student progress. For the following year, our staff will be attending PD that addresses the new ELA adoption and the Fountas and Pinnell Benchmark assessment tool.

We strengthen the core academic program of our school by having aligned curriculum and using the district's scope and sequence. Administration also allows for team planning time for collaboration, which can include PLC (Professional Learning Communities) work, team planning, sharing of strategies, developing/revising/utilizing common formative assessments, aligning learning targets and success criteria while teaching essential common core standards aligned to district scope and sequences and curriculum.

### **Our school offers professional development that is high quality and ongoing.**

At Staff Meetings (Spring 2016 and Fall 2016), PLC Grade-Level meetings, and in our Building Leadership Team (BLT) meetings (which include parent representation), we analyze student achievement data from standardized assessments such as MAP & SBAC, Common summative assessments (ReThink Math Benchmarks and Teacher's College Reading Assessment), and classroom-based common formative assessments. We then developed databased SMART goals for student growth in all major goal areas.

Upon initial review of our 2015-16 school-wide standardized math assessment results in math we found that:

- 343:385 (89%) of our 1<sup>st</sup> – 5<sup>th</sup> grade students met or exceeded the grade-level standards in math scoring a Level 3 or Level 4 in math on their standardized assessment.
- 288:385 (75%) of our 1<sup>st</sup> – 5<sup>th</sup> grade students exceeded the grade-level standards in math scoring a Level 4 on their standardized assessment.

An initial concern in math was a disproportionate number of our Hispanic and African-American students not meeting standard in our MAP and preliminary SBAC results. This achievement gap was seen again this fall in our SBAC scores where:

- 9:21 (43%) of Hispanics students and 2:6 (33%) of African-American student did not pass the SBAC SP16 in math (compared to 11:117 (9%) Caucasian and 2:37 (5%) Asian passing)

To further explore this discrepancy, we gathered attendance and discipline records (looking for patterns in lost instructional time), Rethink Math Benchmark and Common Formative Assessment Data, and additional anecdotal data from staff. We found that:

- On average, Hispanic and African-American students attended 175:180 (97%) of school days and 29:42 (70%) missed less than 5 days
- 2:42 (4%) Hispanic and African-American students received an Office Referral in 2015-16 that required time out of class

- 7:42 (17%) Hispanic & African-American students qualify for ELL services
- 4:7 (57%) received a level 1 on their SBAC or MAP Spring Assessment.

Additionally, we gathered and reviewed similar data for all of our 2016-17 students who scored a Level 1 or Level 2 in math on a school-wide standardized assessment, as well as explored Descartes and strand data and found:

- 20:34 (59%) of our current Level 1 and Level 2 students scored a Level 1 in math operations (number sense and foundational skills)
- 12:34 (35%) of our current Level 1 and Level 2 students scored a Level 1 in math problem solving and operations
- 7:34 (21%) of our current Level 1 and Level 2 students scored a Level 1 in both math operations (number sense and foundational skills) and problem solving and operations
- 5:17 (29%) of our current 4<sup>th</sup> and 5<sup>th</sup> grade Level 1 and Level 2 students scored a Level 1 in communicating mathematical reasoning on the SBAC assessment

Finally, we reviewed our social-emotional PBIS work and our SPS Student Climate Survey and found:

- Classroom Environment was the lowest performing category on our Wedgwood Student Climate Survey (58% of students surveyed responded favorably to the sub-category questions asked)

Classroom Environment was the only category where our data dropped in all of the subcategories (4:4 sub-categories decreased from the previous year)

We assessed our progress in serving;

#### All Students

We created a master schedule to maximize available student learning time especially in literacy and mathematics. Wedgwood uses a Flexible Grouping method to serve all students, regardless of academic designation (general education, special education, advanced learners). Our balanced literacy models allows each student to read books at an individual level, and work in small guided reading groups with similarly leveled readers, and completes word work for a complete balanced literacy model. Students write narrative, expository and persuasive texts through a workshop model, which allows individual teacher conferences and individualized writing goals. Math instruction is dictated by beginning of year and unit pre-assessments to ensure all students have the opportunity for enrichment or review depending on the specific skill or standard.

We are also using an Instructional Specialist in support of all students below standard and for enrichment opportunities in math. We are studying and putting into place best practices in instructional strategies at all grade levels. Those practices include increasing students' active engagement in their learning, differentiating instruction (based on students' readiness, skill levels and learning goals) and strengthening our Professional Learning Communities (PLCs).

We used Spring data to target groups for interventions starting right away in the Fall. We looked at the criteria and screeners in the Fall to assess students for continued or new services. Our MTSS includes a 6-week check in for all targeted students. Our current MTSS plan identifies students and creates goals with specific interventions. Our goal is to diversify our interventions and streamline our SIT procedures. Teachers use our Learning Goal Form for each child to assure that goals are met or interventions are altered.

#### ELL Students

For the 2017-18 school year, the ELL department at Wedgwood consists of a .4 ELL Teacher and a .4 Instructional Assistant. Currently, we use two models to serve students. The first is sheltered aligned instruction. Small groups work with the teacher and/or the IA on the district provided, Language Power curriculum. There is a language objective and content objective covered each week. Data is collected based on exit tickets, unit tests, voice recordings, rubrics, checklists, and an annual pre and post assessments. The second model is a push-in model. This model is used for specific group of students identified in the C-SIP as needing extra support. For example, the 2016-17 C-SIP identified Latino students not achieving at the same rates as non-Latino students in math. This year, we push into math classes that have Latino students receiving ELL services. Finally, we support teachers and families by providing specific materials or translations to support student learning and family involvement.

#### Advanced Learners

We serve all Advanced Learner and Highly Capable math students based on Beginning-of-Year assessments. Staff work within Professional Learning Communities to study and put into place best practice instructional strategies at all grade levels. Those practices include increasing students' active engagement in their learning, and differentiating instruction. In addition to the classroom teachers, we have an instructional specialist who provides enrichment opportunities in math.

Literacy instruction uses the workshop model, which involves short whole-class “mini-lessons”, with the bulk of the time being individual or small group conferencing to be sure that the instruction is targeted to the needs of the learner. Within each classroom, teachers use formative and summative assessments to monitor student progress to differentiate and enrich curriculum.

### Special Education

Currently the Special Education services for Wedgwood include a Resource Room and a Distinct Model Self Contained classroom. In both settings, certified and classified educators work to bring individualized access of the general education curriculum to each student. When appropriate, push in services are implemented in the general education classroom. To measure progress on IEP goals assessment data is taken through formal and informal observations of small group instruction, discrete one-on-one trials, and unit tests along with data from parents, general education teachers and the school psychologist to help determine placement and level of instruction. Both programs share the goal of teaching students personalized strategies to help be successful in academic and social situations.

### The Resource Room

The Distinct classroom uses the Styer-Fitzgerald assessment at the beginning of the year to find baselines for basic academic and life skills. We use the PCI reading program, the Hand Writing without Tears writing program and several of the current and past general education math textbooks. These sources were provided to us by the district. We also have shared access to the STAR Behavioral Program with another school.

### Gap Closing Groups

We assessed our progress in serving all students and eliminating the achievement gap among students of color to ensure that our goals addressed the needs of underachieving groups. Continual progress monitoring and analysis of interventions used to address the needs of students in underachieving groups occurs on a monthly or bi-monthly basis. We used Spring data to target groups for interventions starting right away in the Fall. We looked at the criteria and screeners in the Fall to assess students for continued or new services. Our MTSS includes a 6-week check in for all targeted students. Our current MTSS plan identifies students and creates goals with specific interventions. Our goal is to diversify our interventions and streamline our SIT procedures. Teachers use our Learning Goal Form for each child to assure that goals are met or interventions are altered. Working through our Building Leadership Team process, we design a school-wide professional development calendar each fall in alignment with our instructional focuses and continuous improvement plan. This includes specifically allocated time for Grade-Level Professional Learning Communities (PLCs) and Math PLCs to establish and progress monitor essential learnings (this year focused on math), differentiate instruction based on common formative and summative assessments, and support our PBIS/RULER social-emotional work this year. Additionally, we plan and provide staff with building-designed professional development opportunities as well as district professional development activities throughout the year that all staff are welcome to participate in. That includes math and science training.

The career ladder team is planning to focus on PBIS and equity next year. This supports the CSIP goals for social –emotional learning, but also supports the academic growth of all students. There is a mounting body of evidence linking equity to student academic success. The goal of the career ladder program is to provide job-embedded professional development and support for educators to improve their practice. Culturally sensitive teaching, building positive relationships, understanding implicit bias, and evaluating curricular resources through an equity lens are ways in which we can support all learners. The career ladder team would like to use the open classroom/ plc model we have developed to dig deeper into these topics.

### **Our school will increase parent/family engagement.**

Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially. Wedgwood's Parent Teacher Association is focused on promoting student growth by financially supporting staff training and the purchase of books for classroom libraries.

Strategies we continue to employ include:

- Ongoing two way communicate with parents
- Email communication – include encouragement for parents to contact teachers with questions and concerns
- Phone calls home
- News letters
- Providing translation services and translating key communications
- Strategically allotting time after school for meetings
- Positive notes home
- Send students work home with feedback

Additional Strategies being explored include:

- Grade levels featured in Wedgwood Weekly with grade level highlights so parents get idea special actives and projects happening.

- Invite family members to come into class to share about a topic (holiday/custom/job).

## **Creating a Math Symposium family night to make connections to college and career aspirations and share home learning math strategies**

### **Our staff is involved in decision-making.**

Teacher representatives and parents participate on our Building Leadership Team (BLT). This group has decision-making authority around Professional Development & Budget. The BLT also provides input on the operational side of building management and school climate. BLT meets at least once per month, depending on the time of year, and our representatives report back to their grade level/department teams. The BLT Chair also provides feedback during staff meetings. Teachers are provided opportunities to provide input to the principal informally and formally, vote on our Continuous School Improvement Plan etc.

We also have grade-level and staff representation of our four major decision-making teams: Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions & Support (PBIS), Wedgwood's Equity Team, and our Safety Team. These decision-making teams meet once a month to review data, progress monitor initiative, plan staff trainings, and serve as a feedback loop for PLCs and the staff as a whole.

### **We will assist our students to meet standard.**

Wedgwood offers all students the opportunity to engage in a rigorous curriculum with highly qualified teachers trained in using assessment data and differentiation strategies to accommodate and extend for learners. This includes individual and small group instruction/conferencing, differentiated station activities, differentiated projects, and additional school/home activities.

Our instructional model (as well as our TPEP, AWSP, and CSIP goals) target students who are underachieving in literacy and math as well as those who are in need of enrichment. We are also focused on supporting a positive climate school-wide.

MTSS: We used Spring data to target groups for interventions starting right away in the Fall. We looked at the criteria and screeners in the Fall to assess students for continued or new services. Our MTSS includes a 6-week check in for all targeted students. Our current MTSS plan identifies students and creates goals with specific interventions. Our goal is to diversify our interventions and streamline our SIT procedures. Teachers use our Learning Goal Form for each child to assure that goals are met or interventions are altered.

Additionally, our .5 ELL certified teacher pushes into classrooms to work with all students designated ELL. Students needing specially designed instruction receive small group and one on one instruction and have access to specialized curriculum that targets specific learning needs. Students with an SM4 service model have access to general education curriculum, with mainstreaming opportunities where appropriate.

Advanced Learners: In English Language Arts (ELA), Wedgwood serves students identified as Advanced Learners through a flexible grouping model in the classrooms. Advanced Learners are reading literature (fiction and nonfiction) at their individual advanced level, and receive tailored instruction in reading and writing working with the teacher individually or in small groups in the classroom. In Math, students identified as Advanced Learners are brought together to participate in a Spectrum math class to receive tailored instruction during the math block. Other students ready for advanced learning receive instruction and extension opportunities in a flexible grouped classroom during the math block.

### **Retain high quality, highly effective, and highly qualified staff.**

We provide mentor teacher/Career Ladder support for those teachers new to our school to help them with instruction and district requirements. New teachers are provided a STAR mentor teacher and regular training throughout the school year, which is centrally funded and coordinated. Administration provides extra support by visiting classrooms and providing feedback to all staff.

Teachers are offered/provided opportunities for regular professional development. We have a professional development plan in place that serves to support all students and teacher growth. Areas of focus include TPEP support for evaluations, conferring strategies for Writers and Readers Workshop, differentiated instruction and flexible grouping, creating a positive school climate using Positive Behavior Interventions and Supports (PBIS), developing, and aligning our practice with the new Common Core State Standards. Teachers are members of Decision-Making Teams including BLT, PBIS, MTSS, and Safety Committee.

### **How do we support the transitions of new students and families into our school?**

We host events to welcome incoming Kindergarten students and their families during the summer months and invite families to tour the school and meet our staff just prior to the start of the school year. We invite Kindergarten families to bring their students in for a morning before school starts so that the Kindergarten teachers can gather some initial data about all students in order to make more informed and supportive placement decisions. The evening before the first day of school the PTA hosts a welcome back BBQ

for all families at which time Kindergarten families are encouraged to visit their student's classroom and meet the teacher. During the BBQ, Curriculum Night and PTA Board meetings, we try to buddy-up new families with families familiar with Wedgwood to help them better acclimate to our community. During each event, we host a volunteer table to help parents get involved with the community and all teachers offer volunteer opportunities in their classroom. This year, the first three days of school were half-days for Kindergarteners, with each family signing their child up for a 1-to-1 assessment time in the afternoon. This is enabled Kindergarten teachers to begin targeted differentiation for all students at the very beginning of the year.

Some strategies we currently employ include:

- Support new families by participation of PTA events.
- Providing PTA liaisons to new families to our school.
- Help new families with participation with curriculum nights and how to make connections with Wedgwood families.

### **How do we support students identified as Highly capable?**

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) and the total number of HQ teachers and instructional assistants are made available to all families each fall through Wedgwood's School Report information available on the OSPI web site. All of Wedgwood's teachers and instructional assistants are considered Highly Qualified under NCLB.

Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 31 Highly Qualified teachers in this school and 3 Highly Qualified instructional assistants. The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) and the total number of HQ teachers and instructional assistants are made available to all families each fall through Wedgwood's School Report information available on the OSPI web site. All of Wedgwood's teachers and instructional assistants are considered Highly Qualified under NCLB.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,792,404	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	11,172	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	9,962	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	31,500	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,238	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	392,946	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP





Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>using common formative and summative assessments to analyze student achievement data in order to guide instruction and provide differentiation, and            creating and using common rubrics for assessing problem-solving skills,            then our 2<sup>nd</sup> grade math PLC will ensure that:</p> <p>By the end of the year 80% or more second graders will be able to solve real-world word problems using drawings and/or math models to represent the problem, or other strategies using addition up to 100            ( Common Core 2.OA.1 )            THIRD GRADE</p> <p>By the end of the year, nearly all third grade students, as measured by a <u>3<sup>rd</sup> grade team created rubric</u>, will be able to solve two-step word problems involving addition and subtraction within 1,000.            (CCSS.MATH.CONTENT.3.OA.D.8, <u>CCSS.MATH.CONTENT.3.NBT.A.2</u>)</p> <p>FOURTH GRADE            If we employ PLC strategies such as:</p> <ul style="list-style-type: none"> <li>• meeting regularly to plan math units aligned to CCSS,</li> <li>• using common formative and summative assessments to analyze student achievement data in order to guide instruction and provide differentiation, and</li> <li>• creating and using common rubrics for assessing problem-solving skills,</li> </ul> <p>then our 4<sup>th</sup> grade math PLC will ensure that:</p> <ul style="list-style-type: none"> <li>• by the end of the year, 80% of the 4<sup>th</sup> grade students will be able to solve 2-step word problems using drawings and/or math models to represent the problem, as measured by a 4<sup>th</sup>-grade-team created rubric. (CCSS 4.OA2 and 4.OA3)</li> </ul> <p>FIFTH GRADE            Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p> <p>By June 2018, all 5<sup>th</sup> grade students will be able to solve word problems involving addition and subtraction of fractions by using visual models and equations, as measured by a problem-solving rubric created by the 5<sup>th</sup> grade team.            (Based on CCSS 5.NFA.2 and 5.NFB.6)</p>		



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### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In the 2016-2017 student climate surveys 69% of students report having a sense of “Belonging”. This was down 4% from 2016-2017.</p>	<p>If teachers and students work collaboratively to:</p> <ul style="list-style-type: none"> <li>• Continue implementation of PBIS expectations and RULER curriculum</li> <li>• Utilize equity checklists and rubrics to analyze and change school practices</li> <li>• Participate in Equity PD</li> <li>• Examine curriculum and PBIS with an equity lens and revise as necessary</li> </ul> <p>Then the percentage of students who have a positive sense of “Belonging” will increase from 69% in 2016-17 to 80% in 2017-2018 as measured by the spring SPS Student Climate Survey.</p>	<p>All Staff</p>	<p>As outlined in Wedgwood PC Calendar</p> <p>Initial launch in September; Follow-up throughout the year</p> <p>Initial launch in September; Follow-up throughout the year</p> <p>June of 2018</p>

### Wedgwood Elementary: Advanced Learning Plan - Overview

The Wedgwood Advanced Learning (AL) program stems from the belief that educational experiences must target the unique academic and learning needs of every child. AL practices are designed with the intention of providing a varied instructional experience tailored to the needs of the advanced learner while supporting the integrity and consistency of the classroom experience.

All of our students engage in educational experiences that are rooted in mastery of the Common Core Standards and push students’ foundational skills, conceptual skills, and communication skills. Children who are identified as Highly Capable or Advanced Learners may require individualized classroom-based instruction that provides enrichment or acceleration, as determined by assessment data and in-class observations. In addition, children who did not qualify for the District designation of either Highly Capable or Advanced Learner may require these opportunities as well.

The Wedgwood AL Plan is intended to align with current SPS policies and procedures regarding Advanced Learning, including AL services being a component of Multi-Tiered Systems of Support (MTSS) available to all students, school-wide, based on need and performance data.

### Wedgwood AL Plan Components - Identification

#### **District Identification of Highly Capable requires:**

- 98th-plus percentile in at least two areas on CogAT (e.g., verbal, quantitative, non-verbal, or composite scores).

- 95th- plus percentile in reading and math on District-approved or other nationally normed achievement tests.

**District Identification of Advanced Learner (AL) requires:**

- 87th- plus percentile in at least two areas on CogAT (e.g., verbal, quantitative, non-verbal, or composite scores).
- 87th-plus percentile in reading and math on District-approved or other nationally normed achievement tests.

Teachers review the list of Highly Capable and Advanced Learners that have qualified for these programs.

**Wedgwood Data to determine additional Advanced Learners:**

- We will consider students performing at a similar achievement level as the District Identification (87<sup>th</sup> - plus percentile in Reading or Math) using District-approved or other nationally normed achievement tests (MAP, SBAC) and internal Wedgwood assessments including Teacher's College Assessment (Reading), ReThink Benchmark & Checkpoint Assessments (Math - grades 1-5), Math In Focus Unit Tests (Math), and other common formative assessments.

***Wedgwood AL Plan Components - Mathematics***

Math instruction at Wedgwood centers on the Common Core State Standards using the *Math in Focus* Curriculum as well as teacher-identified supplemental lessons. Teachers balance their math approach by supporting students developing a deep understanding of mathematical concepts, working towards mastery of mathematical procedures, and communicating their mathematical thinking and reasoning effectively.

In 2017-2018, we will be launching two adjustments to our Advanced Learning plan in Math:

1. At all grade levels at Wedgwood, flexible grouping will be used to ensure that all students work with a wide range of peers while also being offered the proper challenge and enrichment for math lessons and/or units. We will provide advanced learning opportunities for all our students, whether they have the designation or not.
2. When a student demonstrates mastery in a standard or a skill, we will engage them with increased complexity, depth and enrichment. We want to ensure that all of Wedgwood's students are prepared with a solid foundational knowledge of mathematical concepts and skills at every level of math, before moving on.

This Advanced Learning plan will be developed by grade level teams and the Building Leadership Team using District AL and HCC designations, District-approved/nationally normed achievement tests (such as MAP or SBAC), and Wedgwood formative and summative assessment data (ReThink Benchmark Assessment, *Math In Focus* Unit Tests, Math ReThink Checkpoints and other classroom-based assessments). The goal of the plan will be to outline how to best serve the instructional needs of all students mathematically.

This plan describes the strategies and procedures in place when advanced learners are identified (see examples below). These strategies may be delivered in a student's homeroom classroom, small group instruction (either within the classroom or pulled out), or walk-to style setting depending on the student needs and capacity.

### **Advanced Learning Math Strategies:**

- Higher level thinking is integrated into supplemental, extension, or curricular enrichment activities that deepen mathematical learning by focusing more deeply on application, analysis, synthesis, and evaluation
- Flexible Grouping is used where students move in and out of groups upon assessment results and demonstrated need
- Acceleration to the next grade level standards/instruction in a standard or skill upon assessment results and demonstrated need
- Higher Level Questioning within teacher-directed lessons
- Peer to peer learning and discussion around problem solving and finding solutions
- Parallel programs or activities to be worked on in extra time or at home
- Use of digital resources such as DreamBox Math, IXL Math, ST Math, and Khan Academy

### **Wedgwood AL Plan Components – Reading**

Through the Comprehensive Literacy Approach to instruction student reading levels are individually determined through assessment and reading/writing lessons are prepared to align with the ability of each child. The advanced learner benefits greatly from this approach as his/her reading level is often significantly above that of his/her classmates.

Teachers balance their reading instructional approach through a workshop model that includes guided reading groups by ability, independent reading practice by level, individual reading conferences with students (providing them with individualized feedback on their reading strengths and progress), and writing and language experiences blended with reading content.

Teachers use various reading strategies and procedures when advanced learners are identified (see examples below). These strategies may be delivered in a student's homeroom classroom, small group instruction (either within the classroom or pulled out), or walk-to style setting depending on the students' needs and capacity.

### **Advanced Learning Reading Strategies:**

- Higher level thinking is integrated into supplemental, extension, or curricular enrichment activities that deepen literacy learning by focusing more deeply on application, analysis, synthesis, and evaluation
- Flexible Grouping is used where students move in and out of groups upon assessment results and demonstrated need
- Students are provided with individualized choice in the books they independently read to appropriately place them in groups of interest and ability
- Students are placed within guided reading ability groups based on a child's ability to access complexity of text and higher level content reading
- Interactive and shared read-alouds create a supportive learning environment for a range of readers to hear fluent reading and teacher generated questions to help develop higher level thinking skills
- Integrated Reading Projects incorporating literacy skills into content areas such as science and social studies
- Global Reading Challenge offered to all 4th and 5th grade students interested in additional reading challenge.

## ***Wedgwood AL Plan Components – Social-Emotional Development***

All students, including advanced learners, receive social-emotional instruction through our Positive Behavior Interventions & Supports (PBIS) and RULER programs as well as their individual classroom and school environment throughout the day.

Students will have mentorship opportunities through all-school Reading Buddies where older students partner with younger students for social-emotional and literacy activities.

Additionally, students can advance their intellectual and artistic development by participating in enrichment opportunities during and after school such as:

- Conflict Managers – builds confidence, problem solving skills, and self-esteem.
- Student Council - provides leadership opportunities for 2 students per classroom 2<sup>nd</sup> – 5<sup>th</sup> grade, per year. In addition, the student council has the following leadership positions for 4<sup>th</sup> and 5<sup>th</sup> grade students: president, vice-president and secretary.
- Global Reading Challenge: optional for 4th & 5th graders
- Instrumental Music classes (4th – 5th)
- Wedgwood Choir
- Wedgwood Musical
- Garden Docent Lessons
- Art Docent Lessons
- Chess Instruction (2<sup>nd</sup> -3<sup>rd</sup> Grade)
- Chess Club
- Girls on the Run Club
- Recess Science Activities

## Wedgwood Elementary: Homework Policy

*Wedgwood Elementary recognizes that purposeful homework that is an extension of the classroom learning objectives can be a constructive tool in the teaching and learning process to enhance student achievement and develop self-discipline and associated good working habits. Homework is meant to review and reinforce the learning done in class, not introduce new material or learning.*

*Below you will find the homework expectations for each grade level. These expectations include: Maximum amount of time per day/week; reading expectations; math expectations; other types of homework activities and estimated time allotments. Studies show that additional reading time each day is a key factor in student progress in literacy and that should be prioritized.*

*If your child is spending longer on individual assignments or the maximum homework time allotted, we ask that you communicate with your child's classroom teacher so additional modifications can be made.*

*To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (CSIP).*

### **Kindergarten**

Total Minutes: 20-30 minutes per night 3-5 nights per week.

- 20 minutes of reading 5 days per week
- 3 nights per week of family activities chosen from calendar

Our goal is that children will learn the routine of using a folder to carry communication and homework between home and school, read consistently at home, and spend quality time on age appropriate activities with family members.

### **1<sup>st</sup> Grade**

Total Minutes: 30 minutes per night 5 nights per week.

The first grade team expects students to read for 20 minutes each night and complete a math or literacy homework page each night. A homework packet is sent home each Monday and consists of literacy practice, a writing response and math fact practice. Students have a full week to complete and turn in the packet the following Monday. Our goal is that children will learn the routine of using a folder to carry communication and homework between home and school and read consistently at home.

### **2<sup>nd</sup> Grade**

Total Minutes: 30 minutes per night 4 days per week.

- 20 minutes of reading everyday
- 10 minute a reading/writing or math activity

### **3<sup>rd</sup> Grade**

Total Minutes: 45-50 minutes per night 4 days per week.

- 20 minutes of reading
- 15-20 minutes of math

- 10 minutes of word work

Work must be completed to participate in Friday/Fun Choice Time. Our goals are to encourage independence and personal responsibility; it will be review and reinforcement of learning done in class, not new material. In addition, there may be up to one long-term homework project each trimester.

#### **4<sup>th</sup> Grade**

Total Minutes: 45-50 minutes per night 4 days per week. 60 minutes of reading on weekends.

- 20 minutes of reading
- 15-20 minutes of math and/or spelling
- 10 minutes of word work

#### **5<sup>th</sup> Grade**

Total Minutes: 30-60 per night 5 days per week.

- 30 minutes of reading at least 5 days a week
- 20-30 minutes of math homework Monday-Thursday.
- 10 minutes: complete unfinished work from class, may choose to study for a test.

Students should expect to spend 30-60 minutes, depending on the day of the week and whether they have unfinished class work they are bringing home. Our goal is to allow students who do not finish work in class an opportunity to complete assignments at home, and ensure that students are engaging with text for at least 30 minutes at least five days a week