**William Winsor Elementary School**

**Goal:** Strengthen students’ social skills and improve classroom culture, reducing office referrals by 10% and increasing time-on-task in classrooms.

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| **Initiative 1:** Continue to utilize the Responsive Classroom framework and strategies to ensure a safe and joyful learning community where students develop strong social and academic skills and every student can thrive. | | | | |
| **Action Step** | **Person(s) Responsible** | **Resources** | **Timeframe** | **Evidence** |
| Provide 4-6 additional teachers and principal with training through a 4-day workshop held in Smithfield. | Principal  Assistant Superintendent | Title II Funds | August | Training schedule |
| Support a voluntary book study group with Interactive Modeling | Principal | Title II Funds | October - December | Sign-in sheets, reflection sheet |
| Provide itinerant teachers the opportunity to collaborate with trained peers on effective Responsive Classroom practices during Activity Block | Principal | No Cost | September-  October | Sign-in sheets |
| Host a school walk-through to look for evidence of Responsive Classroom techniques | Principal | No cost | January | Summary Sheet |
| Compare office referral data between RC teachers and non RC teachers | Principal | No cost | February | Office Referral Data, September-January |

**Goal:** Improve math performance on district assessments and on the annual state assessment by at least 10%

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| **Initiative 2:** Develop and Implement, in conjunction with the other elementary schools, a revised pacing guide and math curriculum. | | | | |
| **Action Step** | **Person(s) Responsible** | **Resources** | **Timeframe** | **Evidence** |
| Three to four Winsor educators will serve on a district level curriculum writing/pacing guide team | Principal  Assistant Superintendent | FY19 Budget | Spring, 2019 | Curriculum Documents |
| Provide professional development to the remainder of the faculty to support implementation. Educators may also use part of the 5.5 hours for this purpose. | Principal  Assistant Superintendent | Activity Block  Faculty Meetings | August-October, 2019 | Sign-in sheets, training materials |
| Provide opportunities for early adopters to collaborate and discuss instructional practices. This could be done after school via the 5.5 PD hours and/or faculty meetings. | Principal | Activity Block  Faculty Meetings | November | Sign in sheets, Notes from participants |
| Compare Math data between students in the 2018-2019 and 2019-2020 school year. | Principals | Title II Funds | Winter/Spring Data Days | Assessment data |

**Goal:** Increase the number of students writing proficiently by 10%, as measured by the district’s common writing assessments, administered at the end of each trimester.

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| **Initiative 3:** Teachers will continue to utilize the Collins writing approach and will administer common writing assessments twice per trimester. | | | | |
| **Action Step** | **Person(s) Responsible** | **Resources** | **Timeframe** | **Evidence** |
| Provide PD for staff to support continued use of the Collins Writing approach | Principal  Assistant Superintendent | Title II Funds | Throughout 2019-2020, at least 3 days. | Sign-in Sheet and training materials |
| Staff will use faculty meetings and Activity Block to examine and assess student writing.  Staff will use a Student Work Analysis protocol to sort work and identify trends (FCAs) for further instruction during activity blocks and faculty meetings. | Principal  Teachers | No Cost (already in budget) | Ongoing-19/20 school year | Student work samples & exemplars |