

WLCSD School Improvement Plan 2016-17

This school improvement plan has emerged from conversations around student achievement data, as well as contextual data such as discipline and attendance data. The vision and mission statements are the result of six different meetings held during the 2014-15 school year. The goal statements owe their origin to five meetings held since May 2015; the most recent meeting was held on August 8, 2016. This plan contains three major goals, including indicators of success for each goal, and a list of actions the staff plan to take to meet each goal.

The Local School Improvement Advisory Council (LSIAC) includes WLCSD staff, parents and other community members. Students have also been recruited to serve. On an annual basis, the LSIAC meets 4 – 6 times during a school year to review and analyze data; receive progress reports; discuss needs and possible adjustments; and make revisions to the plan.

Vision

WLCSD partners with families, staff and community members to develop our students' abilities and make possible the discovery and pursuit of their dreams to the benefit of the greater society. We strive to provide a nurturing, comprehensive and innovative approach to education and graduate successful, curious, creative, lifelong learners ready to confront the challenges of their time.

Mission

The **mission** of the West Liberty Community School District is to support and engage students in challenging, diverse learning opportunities to prepare them for productive and meaningful lives in a changing world.

Goals

- 1) Ensure that each student meets or exceeds appropriate expectations relative to intellectual growth, physical development, personal responsibility and social-emotional well-being.
- 2) Increase collaboration among teachers and the effectiveness of professional development
- 3) Increase community and family engagement

Goal #1: Ensure that each student meets or exceeds appropriate expectations relative to intellectual growth, physical development, personal responsibility and social-emotional well-being.

Indicators of Success for Goal #1

Iowa Assessments: Meet or exceed state average percent proficient for reading, math and science; increase percentage of students meeting expected growth; narrow gaps between subgroups (Latino-White, ELL-nonELL, etc.).

ELC Standards: By the end of the school year at the ELC, 80% of preschool and kindergarten students will meet or exceed the GOLD standards, or the report card standards, that address intellectual growth, physical development, personal responsibility, and social-emotional well-being.

Graduation Rate: Equal or exceed state average graduation rate

"On Track" Status: By the end of 2016-17, 95% of students in grades 9, 10 and 11 will be "on track" to graduate on time.

Intervention: 90% of students on D & F lists each month for grades 9-12 will attend intervention or extra help sessions.

Reading: From Fall to Spring, the percentage of students who read at grade level, as measured by FAST CBM-R (K-5) and SRI (6-12) will increase. Each Elementary English-only classroom reading teacher will reduce the number of students who are below proficiency (red) by 2-3 students, per the Spring FAST CBM-R. At the end of the year, the percentage of 3rd grade students proficient per FAST CBM-R will equal or exceed the state average.

Attendance: The percentage of students who are chronically absent will decrease by 10% [Chronic absenteeism = 15 days per school year]; the percentage of students who are absent 5 days or less will increase.

Discipline: 90% of the students will have zero or one discipline referral for the year.

School Climate: The percentage of students (grades 6, 8 & 11) who respond favorably to all questions in the construct "School Staff/Student Support" on the Iowa Youth Survey will increase from 62% to 75%. 75% of students who receive targeted PBIS support will respond favorably. Staff in grades 6-12 will employ the 2x10 strategy to improve relationships with students.

Extracurricular Activities: The percentage of students (grades 7-12) participating in extracurricular/co-curricular activities will increase over the previous year.

College & Career Readiness: 90% of all 11th grade students will earn a National Career Readiness Certificate (via ACT WorkKeys).

The percentage of students enrolled in AP or concurrent enrollment courses will remain steady or increase. The percentage of seniors completing a college application by the end of December, and a FAFSA application by the end of March, will increase (baseline year). The percentage of students who score at least 70% on the Math 3 end-of-course exam will increase.

Postsecondary Enrollment: The percentage of students enrolled in institution of higher learning within 16 months of graduation will exceed state averages for all students, as well as for subgroups.

To accomplish goal #1, we will:

Close gaps through intervention with identified students: Assign non-proficient students to co-taught sections (MS); place identified students in year-long courses in math and English Language Arts; provide remediation for students with AIPs; maintain SIOP fidelity; provide targeted assistance after school (ASAP); focus on individual students in grade level team meetings (P-8); build an intervention period into the schedule at the high school; provide a summer school program for students not at grade level in reading (K-3). Other interventions: resource class for ELLs, Walk to Literacy, and tutoring for identified students (Title I).

Improve attendance: Call home for unexcused absences; make home visits for the habitually absent (56 days in 1st trimester, 1012 days in 2nd trimester); Muscatine County attorney referrals; establish attendance contracts for students with 3 or more unexcused absences (HS).

Multi-tiered Systems of Support (MTSS) for social-emotional well-being: weekly advisor-advisee meetings (homeroom) to review grades, progress reports, attendance data, etc. (6-12); counselors visit with students, work with families and provide group sessions; staff provide an environment characterized by caring, safety, & connectedness. Staff implement the following learning supports: PBIS strategies; climate surveys; address & document reports of bullying; implement the 2x10 strategy to strengthen adult-student relationships; discuss cases at grade level meetings (MS); and provide targeted intensive support for identified students. Add the position of at-risk counselor to the dropout prevention plan.

Extracurricular Activities: Staff recruit students to participate in activities. Schools celebrate extracurricular activities through assemblies & announcements.

Use of Instructional Software: Every student in grades 1-5 will spend at least 60 minutes per week engaged with the ST Math program; every ELL student in grades 1-5 will spend at least 80 minutes per week engaged with the Imagine Learning program.

Monitor data: Teachers will monitor fluency weekly for students who have not yet reached the cutoff score. Teachers will monitor data available through instructional software (ST Math, Imagine Learning, myON Reader, etc.).

Writing: Teachers of grades 6-12 implement writing strategies.

Dual Language: Strengthen the Spanish component of the Dual Language program at the ELC and ES: math instruction exclusively in Spanish for grades K-2; implement the bi-literacy model in grades K-2.

Community Service: Students at the ELC will participate in four community service projects per year.

College & Career Readiness: establish CCR indicators for grade bands K-5, 6-8 and 9-12.

Goal #2: Increase collaboration among teachers and the effectiveness of professional development.

Indicators of Success for Goal #2

ELP Standards: 100% of Elementary content area teachers, 6-12 English teachers, and K-12 ESL teachers complete the training modules for the English Language Proficiency (ELP) standards.

SIOP: 80% of teachers implement 80% of SIOP features with a high level of fidelity (level 3 or 4 on the Pearson rubric)

Technology: Implementation data collected through *Clarity* will show that teachers are closing the gap with state averages in the use of technology for the Four Cs in the classroom (communication, collaboration, critical thinking & creativity).

Surveys: Levels of satisfaction with the PD program will increase each trimester throughout the year, as measured by end-of-trimester surveys.

To accomplish goal #2, we will:

SIOP: Administrators will provide feedback to teachers after SIOP walk-through observations. **Instructional coaches and administrators will guide and support teacher teams as they work to implement SIOP strategies.**

Lesson plans: Teachers will submit evidence of planning for and implementation of SIOP, as well as specific strategies targeted by their teams (content area, grade level, or building-wide).

Teams: Teachers will meet and collaborate in grade level and content area teams, data teams, PLCs, etc. Literacy and math teachers at Elementary will meet weekly in grade level teams to write SIOP lesson plans.

Support: instructional coaches and AEA personnel will support teachers in the design of rigorous curriculum aligned with the Iowa Core and English Language Proficiency (ELP) standards. Instructional coaches and model teachers will design professional development that is differentiated and serves the needs of each individual teacher. The district will provide the necessary resources and training to successfully implement the PD goals set by each Building Leadership Team (BLT).

Technology: PD plans will include support for implementation of technology [devices, apps, and instructional software]

Writing: Teacher leaders will continue to provide support for writing strategies at the secondary level.

Vocabulary: **In 2017-18**, Instructional coaches and administrators will guide and support teacher teams in the development of a PK-12 vocabulary scope & sequence, identifying specific content area and academic vocabulary that will be taught at each grade level.

ITPDPs: Teachers will align their Individual Teacher Professional Development Plans (ITPDPs) with building improvement plans.

MTSS: With the help of AEA personnel, teacher teams will review and revise their pyramid of interventions (MTSS).

Survey: The instructional coaches and model teachers will design a survey to be administered at the end of each trimester, providing feedback on the effectiveness of the PD program.

Growth Mindset: The concept of “growth mindset” (Dweck) will be woven into PD sessions.

ELP Standards: All Elementary content area teachers, 6-12 English teachers, and K-12 ESL teachers will complete the training modules for the English Language Proficiency (ELP) standards.

Math Screening Tool: Math teachers at the Elementary will select, pilot and implement a math screening tool.

Goal #3: Increase community and family engagement.

Indicators of Success for Goal #3

P-T Conferences: The percentages of parents attending parent-teacher conferences this year will be greater than the previous year. In 2016-17, attendance at October conferences will be 95% (K-5), 80% (6-8) and 75% (9-12).

ELC Family Nights: Parents of 80% of the students at the ELC will attend at least three of the ten Family Nights offered throughout the year [Health & Safety, Literacy, Math, Winter Program, Transition, Kindergarten Winter Celebration, Dance, Parent-Teacher Conferences (2), Home/School Visit.

Attendance: Chronic absenteeism and tardiness to school will decrease by 10%.

To accomplish goal #3, we will:

Weekly Communications: Staff will provide weekly feedback to parents on student performance or classroom issues (Friday Folders, weekly entry of grades JMC, etc.)

Newsletter: The Elementary newsletter will be converted to a monthly, digital document. Teachers will communicate the Iowa Core standards they plan to address the following month, as well as other items of interest.

Communication Platform: Elementary teachers will explore communication applications such as Class Dojo.

Parent Nights: Staff will offer evening programs to show parents how to support their sons'/daughters' achievement (reading, math, college applications, FAFSA, etc.).

JMC Guide: The district will create and post a guide for parents on how to use JMC to see student grades, attendance and other data. [JMC is our student information system – the computer system we use to record student grades and other data.]

College & Career Ready (CCR) Indicators: Staff will report student progress on CCR indicators after the end of each trimester.

Activities: Staff will reach out to parents of students who are not participating in any extracurricular activities, and support them in encouraging their sons/daughters to get involved.

Healthy Indicators: The school nurse will share health records with parents of students in grades P-5, including comparisons with norms.

Mentoring: Staff will encourage and support mentoring programs such as Dream Catchers and Upward Bound.

Website: Each building will post pertinent information (such as calendars and other info) on the district website, and seek feedback from parents on how to improve the content posted.

Feedback: Staff will seek input and feedback from parents at every opportunity, such as parent nights and parent-teacher conferences.