

# **WOODROW WILSON SCHOOL IMPROVEMENT PLAN UPDATE**

**PROGRESS TOWARD 2018-2019  
GOALS AND ACTION STEPS**

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# Standard I: Curriculum, Planning, and Assessment

*High Leverage Goal 1: Develop shared leadership using grade level and school leadership teams, focused on improving student achievement.*

*Lever 1.2 Cohesive instruction through frequent and timely formative feedback on best practice and what rigorous instruction looks like.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Utilization of the Progress Monitoring Template to use data to inform our instructional practice.</li><li>● Complete Classroom Round Visits (CVRs)</li><li>● Statewide Systems of Support (SSoS)/District Leaders site visits</li><li>● The Instructional Leadership Team (ILT) will develop a process for reviewing progress monitoring data throughout the year. The ILT will use that data to inform school wide decisions and resource allocation</li></ul>	<ul style="list-style-type: none"><li>● Progress monitoring template used to measure progress towards meeting lever goal(s)</li><li>● CVR data shared with ILT and teaching staff</li><li>● Monthly meetings with ILT to review data and analyze trends</li></ul>	<ul style="list-style-type: none"><li>● Start peer observations</li><li>● Increase frequency of CVR visits and share data collected weekly with teaching staff</li><li>● Strengthen lines of communication to grade level teams regarding action steps</li></ul>

# Standard I: Curriculum, Planning, and Assessment

*High Leverage Goal 2: Shared understanding of high quality instruction including content, instructional strategies, and pedagogy by all staff and executed in all classrooms and instructional settings.*

*Lever 2.1 Deepen content knowledge in ELA and Math standards and shifts: knowledge of the progression of standards across grade levels.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Coaches discuss standards with district and state leaders</li><li>● Coaches unpack standards with teachers during coplanning sessions</li></ul>	<ul style="list-style-type: none"><li>● Tier III Coach professional development sponsored by SSOS through consultants in coordination with the district</li><li>● Coplanning resulting in standards driven lesson plans in Reading and Math</li></ul>	<ul style="list-style-type: none"><li>● Continue unpacking standards and finding progression of “look fors” for meeting the standard</li><li>● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) professional development with coaches and teachers to strengthen access and equity to Tier I instruction</li></ul>

# Standard I: Curriculum, Planning, and Assessment

*High Leverage Goal 2: Shared understanding of high quality instruction including content, instructional strategies, and pedagogy by all staff and executed in all classrooms and instructional settings.*

*Lever 2.2 Collaborative lesson planning and reflection: grade level collaboration to develop, implement, reflect, and refine common lessons and the use of a common learning plan template; use of a common learning plan template.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Establish collaborative planning once a week for reading and math to develop daily lessons</li><li>● Math Workshop professional development for grades 2 and 3</li></ul>	<ul style="list-style-type: none"><li>● Weekly collaborative planning for all grade levels in progress</li></ul>	<ul style="list-style-type: none"><li>● Learning Plan Rubric to assess lesson plans</li><li>● Increase focus through coplanning on DOK and UDL principles to align to schoolwide focus</li><li>● Allocate time to plan International Baccalaureate (IB) units/lessons and reflect</li></ul>

# Standard I: Curriculum, Planning, and Assessment

*High Leverage Goal 2: Shared understanding of high quality instruction including content, instructional strategies, and pedagogy by all staff and executed in all classrooms and instructional settings.*

*Lever 2.4 Assessments to differentiate and adjust instruction: use of assessments to adjust practice.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Implement Data Chats between administrators and teachers</li><li>● Administer iReady Diagnostic Assessments in Reading and Math three times per year</li><li>● Implement iReady Instructional Component K-5</li><li>● Administer common End Of Unit (EOU) math assessments (K-5) and analyze data</li></ul>	<ul style="list-style-type: none"><li>● Administration and coaches facilitated Data Chats in the Fall and Winter with classroom teachers</li><li>● iReady usage and pass rates analyzed weekly</li><li>● Nonfiction standards mastery assessment administered for 3-5th grade</li><li>● Data sheets created and implemented: EOU math (K-5) and ELA summative, literacy diagnostics</li></ul>	<ul style="list-style-type: none"><li>● Focus on formative assessments to drive instruction during coplanning</li><li>● Create nonfiction standards mastery assessments in Portuguese</li><li>● Begin use of Imagine Learning (Literacy &amp; Math) instructional component and assessments</li></ul>

# Standard II: Teaching All Students

*High Leverage Goal 2: Shared understanding of high quality instruction including content, instructional strategies, and pedagogy by all staff and executed in all classrooms and instructional settings.*

*Lever 2.3 Multiple, varied groupings with meaningful learning tasks: supporting all students in academics and social emotional development are part of the design*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Implement Math Workshop (K-5)</li><li>● Analyze data &amp; generate groupings based on data</li><li>● Unpack standards within coplanning sessions</li></ul>	<ul style="list-style-type: none"><li>● Refined math coplanning template to reflect three workstations to support the shift to Math Workshop</li><li>● Determined Depth of Knowledge (DOK) level of standards</li></ul>	<ul style="list-style-type: none"><li>● Balance tasks based on standards and DOK criteria</li><li>● Examine how Universal Design for Learning can enhance lessons</li></ul>

# Standard II: Teaching All Students

*Focal Area: Strengthen school climate and culture to promote student achievement*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Develop monthly focus of International Baccalaureate (IB) learner profile</li><li>● Create student Seal of Biliteracy portfolio for Pathway Award</li><li>● Create Positive Behavioral Interventions and Supports (PBIS) binders</li><li>● Implement PBIS staff meeting to review major vs minor</li><li>● Implement Second Step and Zones of Regulation curriculum</li><li>● Develop a Tier 2 handbook</li><li>● Create attendance google form for teachers</li></ul>	<ul style="list-style-type: none"><li>● Implemented monthly Global Gathering meetings</li><li>● Created student Seal of Biliteracy portfolios</li><li>● Analyzed PBIS walkthrough data</li><li>● SWIS data reviewed biweekly</li><li>● PBIS lessons introduced and reviewed</li><li>● Book of the month read aloud opportunities created with an alignment to the IB learner profile word of the month</li><li>● Implementation of Second Step and Zones of Regulation schoolwide</li><li>● Created Tier 2 Handbook with PBIS team and district coach</li><li>● Created and implemented attendance google form to track attendance</li></ul>	<ul style="list-style-type: none"><li>● End of year portfolio presentation for the Seal of Biliteracy Pathway Awards</li><li>● Introduce Second Step extension lessons</li><li>● Compiling IB books for next year</li><li>● Tier 2 team will continue to analyze data to put supports in place for identified students</li><li>● Continue to work with Student Support Team and Tier 2 team to create supports for making sure we meet with families who have students with chronic absences</li></ul>

# Standard III: Family and Community Engagement

**Focus Area:** *The school promotes the learning and growth of all students through effective partnerships with caregivers, community members, and organizations.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>● Partnership with Jewish Family Services (JFS) and Read to a Child</li><li>● PTO Nights with consultant Jordan Grinstein (Mindfulness Coach)</li><li>● Collaborate with community partners to create and open Wilson's Parent Center</li></ul>	<ul style="list-style-type: none"><li>● JFS provides after school programs for students in grade 4 (Math Academy) and grade (All Stars).</li><li>● Read to a Child provides over 80 mentors who read aloud to students during their lunch time once a week.</li><li>● Mr. Grinstein has offered various mindfulness techniques &amp; trainings for parents to allow consistency between school &amp; home.</li><li>● Provided Summer Ice Cream social, costume dance, Valentine's Day dance and multiple potluck opportunities</li><li>● Opened Wilson's Parent Center which provides services and information for parents</li></ul>	<ul style="list-style-type: none"><li>● Continue to expand the Parent Center at Wilson</li><li>● Continue to work with community partners (JFS, BRACE, Wayside, Adult ESL, etc.) to promote family and community engagement</li><li>● JFS will provide guest speakers for Parent University sessions. Topics will be: Parenting help (managing challenging behaviors, information on Social Emotional Learning, Growth Mindset and how to use it at home); Health resources information – mental health, free medical program, health insurance; and immigration mini consult clinics</li><li>● Increase PTO leadership</li></ul>



# Standard III: Family and Community Engagement

**Focus Area:** *The school promotes the learning and growth of all students through effective partnerships with caregivers, community members, and organizations.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>● Attend Brazilian American Center (BRACE) Multicultural Fair</li><li>● Address and meet the needs of the community who have expressed a desire for more dual language options</li></ul>	<ul style="list-style-type: none"><li>● Participated at BRACE Multicultural Fair and on Brazilian radio station with Mara Silva with information on our programs and services</li><li>● Align Bilingual programming to research which supports and reflecting a program that is additive and not subtractive</li></ul>	<ul style="list-style-type: none"><li>● Presenting PBIS to families during the 2019-2020 school year</li><li>● Growing Dual Language program to include Kindergarten and First Grade in 2019/2020</li><li>● Hold a Kindergarten parent information night for families interested in Dual Language programming</li></ul>

# Standard IV: Professional Culture

*High Leverage Goal 1: Develop shared leadership using grade level and school leadership teams, focused on improving student achievement.*

*Lever 1.1 Collective, distributed leadership structures for improving student achievement: Collaborative planning, PLCs, school leadership team.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Establish collaborative planning, School Leadership Team (SLT), Instructional Leadership Team (ILT)</li><li>● ILT reviews data, reflects, makes adjustments to practices using roles</li><li>● International Baccalaureate (IB) coordinators facilitate collaborative discussions around IB topics</li></ul>	<ul style="list-style-type: none"><li>● Weekly collaborative planning started for all grade levels</li><li>● Bimonthly ILT meetings held</li><li>● International Baccalaureate Primary Years Programme (IB PYP) Program of Inquiry update is in progress</li><li>● Held IB training opportunities for staff</li></ul>	<ul style="list-style-type: none"><li>● Reinstate new teacher meetings to support onboarding of new staff</li><li>● Continue to identify takeaway action steps for each ILT member to communicate with their grade level teams</li><li>● Continue to update learner profiles and offer training opportunities in preparation for IB certification visit</li></ul>

# All Standards

*Focus area: Expand Opportunities for Bilingualism and Biliteracy*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Dual Language (Portuguese-English) program development for 2019-2020	<ul style="list-style-type: none"><li>● Participated in planning retreat - October 2018</li><li>● Held monthly informational staff meetings with Bilingual Department</li><li>● Attended a school visit to sister IB &amp; Dual Language International Charter School in Rhode Island</li><li>● Purchased instructional supplies in Portuguese</li></ul>	<ul style="list-style-type: none"><li>● Hire dual language program staff</li><li>● Develop language allocation plan</li><li>● Provide additional training for Kindergarten and Grade 1 teachers and support staff</li><li>● Continue to utilize funds to purchase materials and texts in Portuguese</li></ul>