

**Country and Woodland
School Improvement Plan
2021-2022**

| WPS Strategy 1: Innovative Instruction For All Students | | |
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| Action Steps | Measurable Outcomes | Status |
| <p>A. Plan and provide at least eight Culturally Responsive Education (CRE) training sessions focusing on building learning partnerships and supporting students' information processing.</p> <p><i>(Principal, CRE leadership team)</i></p> | <p>At least eight school-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions, May 2022</p> <p>CRE strategies for building learning partnerships and supporting students' information processing observed in visits of practice in 2021-2022</p> | |
| <p>B. Incorporate CRE, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching playbooks. Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</i></p> | <p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Playbook of key practices constructed in summer 2021</p> <p>Increased number of coaching cycles with teachers on these key practices in 2021-22</p> <p>Evidence of increased use of these practices when observing classroom instruction in 2021-22</p> | |
| <p>C. Ensure that all educators know both the content and practice standards for their content area(s). Support teachers in integrating content and practice standards into their lesson objectives.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, Directors and Department Heads, Curriculum Specialists, Coaches)</i></p> | <p>More than 80% of observed lessons contain objectives that are clearly derived from at least one content standard and at least one practice standard in 2021-22.</p> <p>Data will be gathered and reflected in Visits of Practice for each educator.</p> | |
| <p>D. Form school-based working groups, determine how best to integrate social emotional learning into academic instruction. Develop a set of SEL competencies as a basis for lesson objectives and</p> | <p>An agreed upon set of SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the public, by June</p> | |

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| <p>share the SEL competencies with faculty and staff.</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p> | <p>2022</p> | |
| <p>E.Complete the three-year Calkins <i>Reading Units of Study</i> roll out for grades 3-5. Emphasize the curriculum-supported workshop model and how it helps with differentiated, individualized learning.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Principals, Literacy Curriculum Specialist, Instructional Coaches)</i></p> | <p>In 2021-2022, all K-5 classroom teachers are teaching reading through Reading Units of Study and Foundations (phonics) curricula in a workshop model</p> <p>Student reading data in Spring 2022 shows improved growth and a reduction of students falling below benchmarks and needing intervention</p> | |
| <p>F.Launch and begin to roll out the Primary Source <i>Cornerstones for Civic Engagement</i> social studies curriculum for grades 3-5.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Elementary Principals, Science/Social Studies Curriculum Specialist)</i></p> | <p>In 2021-2022, all 3-5 classroom teachers collaboratively plan for and teach at least two <i>Cornerstones</i> units (approximately half the curriculum)</p> <p>Student and educator feedback on the efficacy of the new curriculum in spring 2022</p> <p>Metrics developed for measuring student growth in civic engagement by spring 2022</p> | |
| <p>G.Provide professional development for the <i>Illustrative Mathematics</i> curriculum for grades K and 1 and evaluate the curriculum.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Principals, Math Curriculum Specialist, Instructional Coaches)</i></p> | <p>In 2021-2022, all K-1 classroom teachers collaboratively learn about, plan for, and teach mathematics using <i>Illustrative Mathematics</i> as a curricular resource</p> <p>After an analysis of student assessments and teacher feedback, elementary educators and administrators will decide whether to begin roll-out of <i>Illustrative Mathematics</i> for grades K-5 in 2022-2023</p> | |
| <p>H.Create/enhance a consistent system of data teams and classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Principals)</i></p> | <p>Data teams in all three elementary schools follow a consistent, regular process to identify and support students needing intervention and to monitor their progress throughout 2021-2022.</p> <p>Using a needs based intervention model, we will be able to ensure all students in need of and receiving intervention show growth in target areas.</p> | |

WPS Strategy 2: Diversity, Equity and Inclusion

| Action Steps | Measurable Outcomes | Status |
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| <p>A. Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p>https://www.cultofpedagogy.com/relationship-building/</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p> | <p>Introduction of practices at August faculty meetings.</p> <p>Grade level teams will collaborate to support and plan for continued use of practices.</p> | |
| <p>B. Create/enhance a consistent system of classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Principals)</i></p> | <p>Classroom Support Teams (CST) at each Elementary School will meet weekly with the goal of supporting classrooms in need targeted strategy intervention.</p> <p>Responsive support teams (RST) will meet monthly at each Elementary School with the goal of enforcing Tier 1 supports and Responsive Classroom practices.</p> | |
| <p>C. Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p>Example: https://drive.google.com/file/d/1x4qmiSZw2swCKsu9HDkMicuKUvEMDiSf/view?usp=sharing</p> <p><i>(Director of District Advancement, Principals and Leadership teams)</i></p> | <p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by June, 2022</p> | |
| <p>D. Utilize Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive learning structures.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p> | <p>Evidence of democratic classroom practices found in over 80% of visits of practice during the 2021-22 school year</p> | |

WPS Strategy 3: Communication and Community Connections

| Action Steps | Measurable Outcomes | Status |
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| <p>A. In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity.</p> <p><i>(Principals, event organizers, PTO)</i></p> | <p>Community-building events for each school scheduled throughout the 2021-22 academic year to include possible Movie Night, BINGO, Picnics, etc.</p> | |
| <p>B. Distribute monthly family newsletters and host family forums to provide information about specific and relevant topics.</p> <p><i>(Principals)</i></p> | <p>Monthly newsletters will be sent via email and posted on each school's website. We will monitor how many families attend forums and check for correlation between attendance and topics.</p> | |
| <p>C. Continue all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Responsive School Team Members)</i></p> | <p>Each monthly all school meeting will be connected to a school-wide SEL focus. Throughout the remainder of the month, we will monitor for implementation through visits to classroom morning meetings, observing use of CARES in student behaviors, and in follow up conversations with the Responsive School Team.</p> | |