

Worthington Estates Elementary
Worthington Schools
School Wide Continuous Improvement Plan
2021-2022

District Mission Statement

To empower a community of learners who will change the world.



Comprehensive School Improvement Components Considered by the
Building Leadership Team (BLT)

1. **SUMMARY of the building's Comprehensive Needs Assessment**
The document below summarizes the needs of Worthington Estates Elementary as determined by external state assessment results and internal formal standardized assessments. The building has identified a literacy, mathematics, and building culture and climate goal. Literacy needs have been identified as interpreting informational text in order to support a written argument. This need was determined through review of state assessments and MAP assessment data. Mathematics needs in the areas of modeling and reasoning identified through review of state and district testing. Building culture needs and goals were determined through a desire to support students, the Panorama Student Survey and through internal staff feedback.
2. **Scientific Research-Based Strategies Employed**
Progress towards goals will be grounded in research based strategies and common assessments. Literacy work will be grounded in the Structured Literacy Framework to guide appropriate instruction to meet student needs. A focus on better understanding and integrating mathematical practices within grade level math content, increasing rigor through allowing students to face problems with greater depth of knowledge on a regular basis, reviewing grade level standards, and engaging in professional development to better understand and implement strategies.
3. **Professional Development**
Ongoing professional development in the building will include work with mathematical practices, engaging in and explaining higher level mathematical thinking, providing specific and impactful reading and writing feedback, in-depth learning about specific elements of Structured Literacy and the science of reading, and work centered on enhancing school culture and student connection.
4. **Intervention/Extended Learning Opportunities**
Building staff will engage in Multi-tiered Systems of Support implementation to better serve all students. Specifically, building staff will explore methods to structure the classroom and interventions to meet the academic, social, and emotional needs of students. Staff will also continue work with Responsive Classroom implementation and work focused on increasing rigor through dissection of standards and vertical grade level professional development in math and ELA.
5. **Teacher Mentoring/Instructional Coaching**
Teachers and their instructional practice are mentored through a variety of district-supported programs designed to enhance both teaching and student learning. The staff is supported on an ongoing basis by a building instructional coach and ongoing, in building professional development. First year teachers are supported by a dedicated mentor and Resident Educator program as well as observational feedback.
6. **Assessment Evidence**
Movement towards building goals will be monitored through the use of common progress monitoring assessments and surveys reviewed by the Building Leadership Team. Specifically, a common, grade level appropriate benchmarking and progress monitoring assessment will be given three times a year in both mathematics and ELA classrooms as measured by common rubrics. Progress towards the building culture goal will be measured through a student survey.

Improvement Plan for Literacy

Identification of the Building-SPECIFIC area of FOCUS/improvement: *Students will demonstrate reading comprehension knowledge by using textual evidence from informational text to effectively construct argumentative writing.*

Measurable Performance TARGET: *By the conclusion of the 2021-22 school year, all grade levels will achieve the indicator of proficiency on Ohio's State Tests. To monitor progress toward the goal, given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.*

STUDENT PERFORMANCE INDICATOR	DESCRIPTION
Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.	Common grade level writing prompt with common scoring rubric administered in Sept./Jan./Apr.

Improvement Strategy	Resources/Budget/Support Needed	Monitoring/Reporting Timeline	Evidence: What will success look like?
Grade/Content Area			
Kindergarten Kindergarten teachers will engage with writer's weekly to model the conferring and feedback process with students. Students will participate each trimester in a stand-alone task to show growth.	Professional learning on feedback and conferencing through focused TBT discussion and work with instructional coach.	Stand-alone activity employed to students each trimester.	Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.
1st Grade Improvement Strategy: After reading a book together, we will participate in shared and interactive writing experiences that work on supporting the targets for a proficient first grade argumentative writing according to the Lucy Calkins rubric.	Professional learning on feedback and conferencing through focus on TBT discussion and work with instructional coach.	3x per year as indicated above through common grade level writing progress monitoring prompts.	Students will show growth on common writing rubric from September 2021- May 2022. Students will show growth on the Lucy Calkins rubrics/checklists from fall to spring. Feedback and conferencing strategies used weekly during the 2021-22 school year.
2nd Grade Improvement Strategy: 2nd Grade will use interactive read alouds and shared writing examples to model how to find text evidence and use it to support their opinions in writing.	Access to quality mentor texts. Professional learning on feedback and conferencing through focus on TBT discussion and work with instructional coach.	Monthly through discussion and exploration of work samples in TBT.	Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.

		3x per year as indicated above through common grade level writing progress monitoring prompts.	<p>Students will show growth on the Lucy Calkins rubrics/checklists from fall to spring.</p> <p>Students will show growth on the common writing rubric from September 2021- May 2022.</p> <p>Modeling and critiquing specifically used with students twice a month during the 2021-22 school year.</p>
<p>3rd through 5th</p> <p>Improvement Strategy: We will focus on providing instruction and feedback to students within the areas of elaboration and craft. (5th grade to include evidence as well). Teachers will employ a variety of feedback and goal setting strategies weekly to enable students to enhance their writing in the areas of craft and elaboration within an argument piece as measured by the Calkins writing rubric.</p>	<p>Access to current and high interest texts for students to respond to, Calkins checklists and rubrics to score students</p> <p>Scholastic News subscription, Lucy Calkins lessons, other strong mentor texts (supported by district/coaches).</p> <p>Support of principal and instructional coach in providing opportunities for observation, and providing professional learning.</p> <p>Evidence of conferring, goal setting, and other methods of providing student feedback.</p>	<p>Ongoing during the 2021-2022 School Year (TBTs and grade-level/department meetings)</p>	<p>Evidence of conferring, goal setting, and other methods of providing student feedback obtained through observation, lesson plans, and student work samples.</p> <p>Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.</p>
<p>Intervention Specialists</p> <p>Intervention Specialists will incorporate a variety of instructional strategies for writing techniques (conventions, organization and content) through a tiered scaffolding approach based on students IEP goals, objectives and current progress when writing responses related to text, measured by student work samples and observations.</p>	<p>Sped. Cohort Sessions</p> <p>Professional learning on feedback and conferencing through focus on TBT discussion and work with instructional coach.</p> <p>Wilson materials, BLS materials, GoogleReadandWrite, writing rubrics, writing intervention resources</p>	<p>Ongoing through collaborative TBT discussion centered on differentiating feedback and instruction and through progress reports sent home each trimester to parents.</p>	<p>Students will demonstrate mastery of writing techniques related to text through work samples and observations based on IEP progress monitoring.</p>

Improvement Plan for Mathematics

Identification of the Building-SPECIFIC area of FOCUS/improvement: *Students will demonstrate the ability to use strategic extended thinking and reasoning to solve mathematical problems with Depth of Knowledge levels of 3 and 4.* Mathematics teachers will utilize Mathematical Practices in the classroom with a specific focus on modeling (MP 4) and reasoning (MP3) by providing students increased opportunities to interact with problems requiring usage of mathematical modeling and reasoning a minimum of once weekly.

Measurable Performance TARGET: *By the conclusion of the 2021-22 school year, all grade levels will achieve the indicator of proficiency on Ohio's State Tests. Given a mathematical assessment composed of Depth of Knowledge level 3 and 4 problems, 85% of students will demonstrate appropriate use of mathematical practices 3 and 4 as determined through the use of a common rubric by obtaining a score of 29 or higher.*

Improvement Strategy	Resources/Budget/Support Needed	Monitoring/Reporting Timeline	Evidence: What will success look like?
Grade/Content Area			
Kindergarten Improvement Strategy: We will do math activities where students can share their thinking and reasoning.	Mentor Text, manipulatives	At the end of each trimester students will participate in building progress monitoring. Team will discuss and alter modeling and practice needed to support student growth.	Students will show growth during observation and in writing samples.
1st Grade Improvement Strategy: Weekly math investigations that allow students to demonstrate modeling and reasoning with mathematical thinking	manipulatives, paper, math mentor texts, investigation resources/websites	Ongoing during the 21-22 school year through TBT discussion.	Based on teacher observation and notes, students will demonstrate improvement in modeling, and explaining their thinking
2nd Grade Improvement Strategy: We will work towards implementing a math workshop to differentiate and provide a variety of math activities including math investigations and problem solving activities where students can model and share their thinking and reasoning	Math tasks, problem solving and investigations	Ongoing during the 2020-21 school year through monthly TBT discussion	Students will be able to model, discuss and explain their thinking
3rd Grade Improvement Strategy: We will focus on providing feedback to students within the areas of elaboration and craft. Teachers will employ a variety of feedback and goal setting strategies weekly to enable students to enhance their writing in the areas of craft and elaboration as measured by the Calkins writing rubric.	Rich math tasks appropriate for 3rd grade. Continued professional learning about mathematical practices	Teachers will monitor each initial attempt, looking for growth in modeling and reasoning by the final attempt October-April	Teachers have a better understanding of modeling and reasoning. Teacher demonstrates through observation and work samples ability to create and utilize with students tasks that require critical thinking.

			<p>Teachers will consistently support students with modeling and reasoning.</p> <p>Students will show increased ability to show their thinking through modeling and reasoning. Students will improve their ability to critique the thinking of others and identify strong examples of modeling and reasoning</p> <p>Given a mathematical assessment composed of Depth of Knowledge level 3 and 4 problems, 85% of students will demonstrate appropriate use of mathematical practices 3 and 4 as determined through the use of a common rubric by obtaining a score of 29 or higher.</p>
<p>4th Grade Improvement Strategy: 4th Grade Math teachers will provide rich math task opportunities twice a month, which correlate to current mathematical content strands. Teachers will model specific strategies by using accurate examples and non-examples to provide support and then allow students to further practice/develop their skills individually and in small groups. The class will come back together and further analyze and critique two-three exemplar samples.</p>	<p>Rich math problems to align to the standards and appropriate level of rigor. Continued professional learning about mathematical practices and math workshop.</p>	<p>Teachers will use Sept. - Oct. to construct rich math tasks to implement throughout given mathematical units. Guided, small group, and independent student opportunities will be developed and run from Oct. - April.</p> <p>At the end of each trimester students will participate in grade-level progress monitoring. Teachers will discuss and alter practices needed to support student growth.</p>	<p>Given a mathematical assessment composed of Depth of Knowledge level 3 and 4 problems, 85% of students will demonstrate appropriate use of mathematical practices 3 and 4 as determined through the use of a common rubric by obtaining a score of 29 or higher.</p> <p>Greater understanding of standards and knowledge of rigor associated with each standards as evidenced through standards breakdown/use of DOK resources. Implementation of modeling the problem solving process weekly as evidenced by lesson plans. Bi-monthly student opportunities to independently show reasoning and modeling related to current standards.</p>
<p>5th Grade Math teachers will devote one TBT per month to explore and develop understanding of the rigor in math/science standards by breaking down standards they are currently teaching and develop specific weekly tasks to model</p>	<p>Rich math problems to align to the standards and appropriate level of rigor. Continued professional learning about</p>	<p>TBT will use our prior experiences to develop independent student</p>	<p>Given a mathematical assessment composed of Depth of Knowledge level 3 and 4 problems, 85% of students in grades 3-6 will</p>

<p>the problem solving process at that level of rigor using mathematical practices. Students will provided 2 independent opportunities to show what they know each month November through April. SAME</p>	<p>mathematical practices and math workshop.</p>	<p>opportunities that we'll use from November through April.</p>	<p>demonstrate appropriate use of mathematical practices 3 and 4 as determined through the use of a common rubric by obtaining a score of 29 or higher.</p> <p>Greater understanding of standards and knowledge of rigor associated with each standards as evidenced through standards breakdown/use of DOK resources. Implementation of modeling the problem solving process weekly as evidenced by lesson plans. Bi-monthly student opportunities to independently show reasoning and modeling related to current standards.</p>
<p>Intervention</p> <p>Improvement Strategy: Intervention Specialists will incorporate a variety of instructional strategies for math concepts and application problems (computation skills, word problems, etc.) through a tiered scaffolding approach based on students IEP goals, objectives and current progress when given a set of math problems at their instructional level, measured by student work samples and observations.</p>	<p>Mathusee manipulatives, access to grade level instructional materials, AIMSweb access</p>	<p>Ongoing through collaborative TBT discussion centered on differentiating feedback and instruction and through progress reports sent home each trimester to parents.</p>	<p>Students will demonstrate mastery of math concepts and application skills through work samples and observations based on IEP progress monitoring.</p>

Improvement Plan for Culture and Climate

Identification of the Building-SPECIFIC area of FOCUS/improvement: *Students and staff will demonstrate a commitment to character and support a culture of empathy and inclusion through fostering an increased sense of belonging with specific focus on strengthening student to student relationships.*

Measurable Performance TARGET: *By the end of the 2021-22 school year we will see an increase in the areas of "Sense of Belonging" (75% goal) and percent of students reporting feeling respected by peers (70% goal) as reported by the Panorama Student Survey spring data.*

Climate/Culture

Goal: Students and staff will demonstrate a commitment to celebrating diversity and fostering equity and inclusion in our classrooms. Panorama student survey data will be used to monitor progress in the areas of "Sense of Belonging" and establish baseline data through the administration of initial surveys in the areas of "Diversity, Equity, and Inclusion".

STUDENT PERFORMANCE INDICATOR	BASELINE MEASURE	DESCRIPTION
By the end of the 2021-22 school year the building will maintain or see an increase in the areas of "Sense of Belonging" and percent of students reporting feeling respected by peers as reported by the Panorama Student Survey.	73% in spring of 22' Sense of Belonging per Panorama 71% in spring 22' feeling respected by peers.	Panorama Student Survey, spring 2022

Improvement Strategy	Resources/Budget/Support Needed	Monitoring/Reporting Timeline	Evidence: What will success look like?
Grade/Content Area			
All Staff - All teachers will participate in professional learning on culturally responsive teaching. This includes working to better understand our students' cultures and its impact on classroom instruction, understanding trauma and trauma informed teaching, and exploring teaching strategies for working with children in poverty.	Professional Learning Opportunities from: DEI committee, Mental Health Specialist, BLT, Family Group planning committee, Responsive Classroom teacher leaders, staff, mental health specialist, and instructional coach.	Aug. 2021-May 2022	Increase in Sense of Belonging as measured by the Panorama Student Survey.

Teachers will demonstrate increased number of strategies of recognizing and reaching all students, regardless of background or past.			
Grade/Content Area			
All Staff - All teachers will incorporate elements of the Responsive Classroom teaching practices into classrooms as measured through observation.	Ongoing opportunity for staff to attend RC trainings as available.	Aug. 2021-May 2022	Increase in Sense of Belonging as measured by the Panorama Student Survey.
Grade/Content Area			
All Staff - Staff will aim to ‘reboot’ pre-covid Family Group small group structure monthly as a means of facilitating student to student relationships, adding a trusted adult into the lives of students, and as a method to reinforce character virtues.	N/A	dependant on scheduling	Increase in Sense of Belonging as measured by the Panorama Student Survey.
All Staff - All teachers will continue to extend methods of recognizing students to reinforce positive relationships and behaviors.	N/A	Aug. 2021-May 2022	Increase in Sense of Belonging as measured by the Panorama Student Survey.
All staff Integration of Responsive Classroom teaching practices.	Continuation of professional development and conference attendance as able for staff members.	Aug. 2021-May 2022	Evidence through observation and increased Sense of Belonging per Panorama Student Survey.
Kindergarten through 2nd Improvement Strategy: We will use diverse read alouds/texts to broaden student understanding around culture and diversity	Read Alouds to support diversity Books, partner with DEI committee to access resources and strategies	Aug. 2021-May 2022	Higher rate of use for diverse texts and students observed to participate in discussion regarding the texts. Gr1-2: Students will be able to read about cultures and experiences different than their own and show empathy and understanding.
3rd through 5th Improvement Strategy: Teachers will use diverse texts in all content areas and implement culturally responsive practices when creating word problems and scenarios with which students interact. Using diverse texts across content areas and implementation of culturally responsive	Access to diverse texts through classroom library, school library, resource room, etc. Creation of diverse books lists for teachers and students alike (partnering with DEI committee?)	Aug. 2021-May 2022	Students will be able to read about cultures and experiences different than their own and show empathy and understanding.

practice when creating word problems and scenarios students grapple with in all content areas.			
<p>Intervention</p> <p>Improvement Strategy: Intervention specialists will incorporate strategies to create an inclusive and safe learning environment.</p>	Diverse books, visuals to describe vocabulary, access to sensory tools	Aug. 2021-May 2022	Students will be engaged in meaningful strategies to support an inclusive and safe learning environment.