



## Worthington Estates

### 2019-2020 Continuous Improvement Plan Summary

**Rob Messenheimer, Principal**

At Worthington Estates Elementary we are committed to nurturing students academically, socially, and emotionally to support their ongoing growth and success.

We are proud of the mindset for growth and improvement that our school community holds.

#### **Points of Celebration for Worthington Estates from 2018-19 Include:**

- All students at Worthington Estates are moving forward. The building received an “A” again this year on the report card under the Gap Closing category, meaning that all groups of students, regardless of ethnicity, race, socio-economic status, or disability are exceeding the growth standard. Our performance index score, measuring how students scored on Ohio’s assessments rose this year as well.
- Year over year building progress monitoring data shows student growth in the areas of supporting an argument through writing with information text and the ability to model and reason through rich task mathematical problems.
- Students reported a 5% increase in the Sense of Belonging measure from spring 2018 to spring 2019 on the Panorama student survey. A continued focus remains on building positive relationships with students and insuring all students have trusted adults within the building. As noted in the fall and spring Panorama Student Survey results measuring culture and climate indicators, students very favorable report positive feelings about relationships with adults at WES.

#### **Focus Areas for Growth**

**One goal of our district improvement plan is that building leaders and teachers will use the 5-Step Process to develop, measure, and analyze effective instructional practices in order to reduce student sub-group achievement gaps by 50%, while increasing the quality of instruction for all students across all settings. The following action steps support this work:**

**Literacy Goal #1:** Students will demonstrate reading comprehension knowledge by using textual evidence from informational text to effectively construct argumentative writing. Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing demonstrating growth as determined using a rubric for argumentative writing. Additionally, we aim for all grade levels to meet the achievement indicator level on Ohio’s State Tests by the end of the 2020-21 school year.

- ELA, EL, Science, and Social Studies teachers will provide opportunities for students to interact with informational text and produce pieces of writing using the text to support a claim. Math teachers will support this goal by providing students opportunities to justify mathematical thinking through writing using mathematical information to support claims. Instruction will occur based on student need determined by argumentative writing progress monitoring.
- All ELA teachers will engage fully with the Units of Study writing curriculum and will utilize leveled, guided reading instruction based on student need as determined by BAS assessment and classroom formative feedback. All ELA classrooms will feature the Structured Literacy instructional approach.
- All teachers will participate in Teacher Based Teams with specific focus on raising rigor and expectations for all students through engaging in work and professional learning focused on providing feedback aimed at raising each individual student’s writing and reading skills.

**Mathematics Goal #2:** Students will demonstrate the ability to use strategic extended thinking and reasoning to solve mathematical problems. Given a mathematical assessment, 85% of students will demonstrate appropriate use of mathematical practices 3 and 4 as determined through the use of a common rubric. Additionally, we aim for all grade levels to achieve the achievement indicator level on Ohio’s State Tests by the end of the 2020-21 school year.

- 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.
- All teachers will participate in Teacher Based Teams with specific focus on raising rigor and expectations for all students through work focused on standards analysis and identifying areas for improvement through vertical grade level collaboration and professional development.

**Climate/Culture Goal #3:** Students and staff will demonstrate a commitment to character and support a culture of empathy through fostering an increased sense of belonging. By the end of the 2019-20 school year we will 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.

- All staff 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.
- Continuation of Responsive Classroom practices to build and enhance a positive classroom community. Further implementation of the Nest monthly multi-grade level character meetings.