

## SY2017-18 Comprehensive School Plan\_ Wheatley Education Campus

<b>DCPS/ School Vision</b>	<b>DCPS Vision:</b> Every student feels loved, challenged, and prepared to positively influence society and thrive in life. <b>Wheatley's School Vision:</b> Wheatley Education Campus is a school where students will be prepared for college and career. We will be achievement-oriented, and academic and personal growth are encouraged and celebrated. We also maintain a positive, loving environment because respect and cooperation make our community stronger. <b>Wheatley's Instructional Vision:</b> 3D – Data, Discourse, and Differentiation		
<b>Focus Area</b>	<b>Literacy (DCPS Required)</b>	<b>SEL (DCPS Recommended)</b>	<b>Math: Mathematical Discourse (School Specific)</b>
<b>School- Specific Strategy</b>	<i>Implement differentiated Small Group Instruction with fidelity (aligned to LEAP Pathway's A &amp; B) which includes the following components:</i> <ul style="list-style-type: none"> <li>○ Phonics Instruction</li> <li>○ Data-Driven Guided Reading Instruction</li> <li>○ Differentiated Workstations</li> </ul>	<i>Promote student engagement in learning and ensure safe and welcoming school environment implementing researched based programs and interventions including Second Step, LiveSchool, Dojo and, PBIS that support Social Emotional Learning.</i>	<i>Implement the Eureka curriculum with fidelity and promotes high quality academic discourse in math (aligned to LEAP Pathway B) which includes the following:</i> <ul style="list-style-type: none"> <li>○ Facilitate Meaningful Academic Discourse- Foster Math Talk Communities</li> <li>○ Pose Purposeful Questions to Empower Students</li> </ul>
<b>Aligned DCPS Strategic Priority &amp; Rationale</b>	<ul style="list-style-type: none"> <li>● Ensure Excellent Schools</li> <li>● Promote Equity</li> <li>● Educate the Whole Child</li> <li>● Provide data-driven literacy instruction that promotes academic success for all students.</li> </ul> <p>Based on 2017 BOY data, 43% (37 out of 86) of students in grades K-2<sup>nd</sup> performed on or above grade level in basic reading skills as measured by the TRC assessment. Based on 2017 BOY, data 13% (17 out of 139) of students in grades 4-8<sup>th</sup> performed on or above level as measured by the Reading Inventory Assessment.</p>	<ul style="list-style-type: none"> <li>● Promote Equity</li> <li>● Educate the Whole Child</li> <li>● Engage Families</li> <li>● Ensure Excellent Schools</li> <li>● Enable teachers to effectively implement SEAD into their daily instructional practices</li> </ul> <p>Student satisfaction in SY16-17 was 79%, compared to 92% for similar schools within Cluster 10.</p>	<ul style="list-style-type: none"> <li>● Educate the Whole Child</li> <li>● Ensure Academic Excellence</li> </ul> <p>While PARCC levels 1 and 2 decreased by 6% in math SY16-17, the overall levels of students far below grade level remain high.</p> <p>2017 BOY i-Ready scores indicate that 96% of our students performed in the range of a Profile 1 or Profile 2 student which indicates they are 1 or more grade levels below.</p>
<b>Goal(s)</b>	<ul style="list-style-type: none"> <li>● Increase students in grades K-2 performing on grade level as measured by TRC</li> <li>● Increase percentage of students who meet growth expectations as measured by Reading Inventory in grades 4<sup>th</sup>-8<sup>th</sup></li> <li>● Decrease students scoring Level 1 PARCC by 10%</li> </ul>	<ul style="list-style-type: none"> <li>● Increase Student satisfaction at 90%+ by EOY</li> <li>● Increase ISA at 92% or higher by EOY</li> <li>● Increase Home Visit Completion at 75%+ by EOY</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease the percentage of students performing one or more grade levels below as measured by the i-Ready Assessment</li> <li>● Decrease students scoring Level 1 PARCC by 10%</li> </ul>
<b>Owner</b>	<ul style="list-style-type: none"> <li>● Nathan Warner, Assistant Principal</li> <li>● Ms. Beckley, LEAP Coach</li> </ul>	Mr. Pittman, Dean & Dr. Kogon, Dir of SI	<ul style="list-style-type: none"> <li>● Shenora Plenty, Principal</li> <li>● Ms. Aggarwal, LEAP Coach</li> </ul>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Implement LEAP (Appendix A).</li> <li>2. Implement RTI (Appendix C).</li> </ol>	1. Implement SCI (Appendix B).	1. Implement Eureka with fidelity which includes staying on track with pacing and implementing the core components of the program during each lesson

	<ol style="list-style-type: none"> <li>ALT will provide differentiated training for all teachers on Guided Reading, with a focus on effective, research-based strategies for moving struggling readers quickly. Far and below benchmark students will participate in guided reading daily and will be progress monitored with fidelity to make adjustments to small group literacy instruction.</li> <li>All teachers K-2<sup>nd</sup> will implement Foundations with fidelity.</li> <li>Below benchmark students in K-2<sup>nd</sup> will receive intervention through Reading Partners.</li> <li>Purchase classroom library sets for grades K-5 using <i>Excellence through Equity (EtE)</i> funding</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will implement Second Step lessons at least once/week in each classroom.</li> <li>Attendance team will analyze monthly attendance reports and make contact with families when a student reaches 3, 5, 10 unexcused absences. Social worker will do home visit at 7+</li> <li>The School Culture Committee will meet bi-weekly to address changing needs and plan monthly PBIS incentives</li> <li>The School Culture Committee will engage in a book study of the text: <i>Mindsets in the Classroom</i> by Mary Cay Ricci and share effective strategies with grade level teams.</li> <li>Students will participate in out of classroom experiences using the <i>Excellence through Equity (EtE)</i> funding</li> </ol>	<p>(sprint, concept development, student discourse exit ticket.</p> <ol style="list-style-type: none"> <li>Implement a school-wide focus on mathematical discourse with aligned universal talking stems</li> <li>Teachers will receive feedback on engagement strategies focused on discourse during lesson plan checks.</li> <li>LEAP Math coach will provide feedback to teachers based on use of measures for academic discourse weekly</li> <li>Principal will pull a 2<sup>nd</sup> grade small group daily for 30 minutes to build fact fluency and gap skills based on data.</li> <li>Teachers will receive training from Eureka coaches using the <i>Excellence through Equity (EtE)</i> funding</li> </ol>
<b>Leading Indicators</b>	<ul style="list-style-type: none"> <li>ALT will track and report on the following data sets: <ul style="list-style-type: none"> <li>DIBELS Progress Monitoring (MOY reduction of far below proficient)</li> <li>Increase of K-2<sup>nd</sup> students who will move to proficient by MOY, as measured by TRC assessment</li> <li>Foundations data tracker and unit test results</li> </ul> </li> <li>Key instructional look-fors: Admin team and Literacy Coach will conduct monthly literacy walkthroughs to monitor implementation <ul style="list-style-type: none"> <li>50% of teachers will implement Guided-Reading look-fors by MOY, 80% by EOY</li> </ul> </li> </ul>	<p>The School Climate and Attendance Team will track and report the following data sets:</p> <ul style="list-style-type: none"> <li>Reduction of referrals for ISS or OSS</li> <li>Student Satisfaction Survey will increase from 79% to 90%</li> <li>Increase ISA at 92% or higher by EOY</li> </ul>	<ul style="list-style-type: none"> <li>ALT will track and report on the following data sets: <ul style="list-style-type: none"> <li>i-Ready data: Admin will meet with grade level teams after each testing window to review data for all students.</li> <li>LEAP Math Coach will review exit slip data weekly during debrief sessions</li> <li>Eureka End of Unit Assessments (pass rate of 75% or higher)</li> </ul> </li> </ul>
<b>Needed Support from Central Office</b>	<ul style="list-style-type: none"> <li>Literacy Team (central office) walkthroughs with Key Instructional Look-fors to norm with ALT</li> <li>Engage in the high touch LEAP support coaching</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and support on Second Step lessons in order to provide better coaching to teachers regarding implementation</li> </ul>	<ul style="list-style-type: none"> <li>Engage in the high-touch LEAP Leadership cohort</li> <li>Eureka fidelity walk-through with the DCPS Math Team</li> <li>Eureka professional development support from the DCPS Math Team</li> </ul>