

School Improvement Plan: Westbrook School for Young Learners

School: Westbrook School for Young Learners
Year: 2015-16

School Improvement Team Members:

Mary Budreau, Speech/Language Pathologist
Kendall Carlson, First Grade Teacher
Eileen Carpenter, Early Childhood Teacher
Barb Golik, Literacy Support Teacher/Interim Principal
Mary Gorr, Principal
Margaret Miller, First Grade Teacher

Lisa Ryno, Social Worker
Mandy Steegmueller, Special Education Teacher
Alex Solimini, English Learner Teacher
Samantha Valsamis, Psychologist
Kathy Winters, Speech/Language Pathologist
Janice Zemaitis, Kindergarten Teacher

The Most Powerful Strategy for Improving Student Learning

- Teachers work together in collaborative teams to:
 - Clarify what students must learn
 - Gather evidence of student learning
 - Analyze the evidence
 - Identify the most powerful teaching strategies

- Reflective teaching must be based on evidence of student learning. Reflection is most powerful when it is collaborative. (Hattie, 2009)

Executive Summary

The 2015-16 Westbrook School Improvement Plan continues to build upon the goals identified during the 2014-15 school year. Consistent with the District-wide commitment to our Strategic Plan, a multi-year focus emphasizes a sustained effort and continuous improvement as achievement targets in the identified areas are increased and/or adjusted as appropriate, and additional activities are added to facilitate reaching these new targets. Westbrook School improvement efforts for 2015-16 will focus on further increasing individual student growth in literacy and numeracy, as well as increasing staff interdependence. These goals, as described in the table below, are in alignment with professional development efforts across District 57 and directly connect with the District 57 Strategic Plan. This alignment and consistency of focus will help to leverage resources at the school and District Level.

GOAL 1:	To ensure student progress, we will increase the number of students meeting and exceeding their literacy growth goals as measured by achievement indicators.
Rationale	This aligns with the District 57 Strategic Plan.
Indicators	<ul style="list-style-type: none"> • Continue support for all Kindergarten and 1st grade teachers in the implementation of Running Records (as formative assessments) to foster corresponding Balanced Literacy instruction and plans for student growth (e.g. Guided Reading) • Continue to benchmark kindergarten and 1st grade students in the fall, winter, and spring to monitor growth and inform necessary interventions • Collaborate with Early Childhood Team to support alignment between early childhood learning outcomes and kindergarten learning outcomes • Collaborate with Kindergarten Team to support alignment between kindergarten learning outcomes and 1st grade learning outcomes • Continue providing support and training for the BUZZ Words High Frequency Words Program and the K-1st Phonics Curriculum.

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District 57 Key Success Factor	<i>Outstanding Student Performance, Coherent and Rigorous Programs and Services</i>
GOAL 2:	To ensure student progress, we will increase the number of students meeting and exceeding their numeracy growth goals as measured by achievement indicators.
Rationale	This aligns with the District 57 Strategic Plan.
Indicators	<ul style="list-style-type: none"> • Provide continued support for kindergarten and 1st grade teachers in second year of implementation of Math in Focus Curriculum through use of Math Support Teacher and Content Area Specialist • Continue to benchmark kindergarten and 1st grade students in the fall, winter, and spring to monitor growth and inform necessary interventions • Collaborate with Early Childhood Team to support alignment between early childhood learning outcomes and kindergarten learning outcomes • Collaborate with Kindergarten Team to support alignment between kindergarten learning outcomes and 1st grade learning outcomes • Provide training for Early Childhood Team on Math in Focus Curriculum • Implement Math Assessment for K-1st students in fall, winter, and spring
District 57 Key Success Factors	<i>Outstanding Student Performance, Coherent and Rigorous Programs and Services</i>
GOAL 3:	In order to ensure a healthy, nurturing, and empowering learning community, we will improve the level of interdependence among Westbrook School staff members.
Rationale	This aligns with the District 57 Strategic Plan and will fulfill an expressed need by staff members to build upon the contributions of a high quality staff through greater collaboration, teaming, and interdependence.
Indicators	<ul style="list-style-type: none"> • Teams/staff implement Response to Intervention and corresponding problem solving process in timely and effective ways • Teams collaborate with a specific focus on making learning accessible to all students • Enhance staff knowledge and skill in implementing the Problem-Solving Process • Continue exploring ways to support the successful transition of students from preschool to kindergarten, kindergarten to first grade, and first grade to second grade. • Explore opportunities for dialogue and collaboration between early childhood team and K-1st special education team to enhance students' successful transition between grades.
District 57 Key Success Factors	<i>Safe, Caring, Supportive Learning Environment, Outstanding Student Performance, Coherent and Rigorous Programs and Services</i>