

# Westbrook School for Young Learners

## School Improvement

2019-20

### Building Leadership Team Members:

- *Karl Anderson, Assistant Principal*
- *Eileen Carpenter, Early Childhood/Special Education Teacher*
- *Elena Coughlin, First Grade Teacher*
- *Shannon Fratamico, Psychologist*
- *Kara McCarthy, Literacy Support Services (LSS) Teacher*
- *Lisa Ryno, Social Worker*
- *Maria Paraskevopolous, P.E. Teacher*
- *Melissa Robinson, Instructional Assistant*
- *Kristin Vonder Haar, Principal*
- *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 2019-20 Westbrook School Improvement Plan continues to build upon the goals identified during the 2018-19 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 this school year focus on advancing students' success in literacy and math as well as continuously developing staff capacity in order to best serve students.

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.

<b>GOAL 1:</b>	<b>To ensure student progress, we will increase the number of students meeting and exceeding their literacy growth goals as measured by achievement indicators.</b>
<b>Rationale</b>	This aligns with the District 57 Strategic Plan.
<b>Action Plan</b>	<ul style="list-style-type: none"><li>● Monitor emergent literacy skills for preschool students using Teaching Strategies GOLD Assessments</li><li>● Benchmark kindergarten and 1<sup>st</sup> grade students in early literacy skills in the fall, winter, and spring to monitor growth and inform necessary interventions</li><li>● Implement District Literacy Assessment for K-1<sup>st</sup> students in fall, winter, and spring</li><li>● Monitor the implementation of the Westbrook BUZZ Words (Sight Word) Program for K-1st students</li><li>● Continue to monitor the successful transition of students from preschool to kindergarten, kindergarten to first grade, and first grade to second grade</li></ul>

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	<ul style="list-style-type: none"> <li>● Build staff knowledge of new writing program through professional development plan designed by the district.</li> </ul>
<b>District 57 Key Success Factor and Goal</b>	<i>Outstanding Student Performance, Coherent and Rigorous Programs and Services 1a) Monitor achievement on internal performance measures; address individual needs of students who do not meet targets</i>
<b>GOAL 2:</b>	<b>To ensure student progress, we will increase the number of students meeting and exceeding their numeracy growth goals as measured by achievement indicators.</b>
<b>Rationale</b>	This aligns with the District 57 Strategic Plan.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>● Monitor emergent math skills of preschool students using Teaching Strategies GOLD Assessments</li> <li>● Benchmark kindergarten and 1<sup>st</sup> grade students in early numeracy skills in the fall, winter, and spring to monitor growth and inform necessary interventions</li> <li>● Implement District Math Assessment for K-1<sup>st</sup> grade students in fall, winter, and spring</li> <li>● Continue implementation of math fact fluency Program for 1<sup>st</sup> grade students</li> <li>● Continue to monitor the successful transition of students from preschool to kindergarten, kindergarten to first grade, and first grade to second grade</li> </ul>
<b>District 57 Key Success Factors</b>	<i>Outstanding Student Performance, Coherent and Rigorous Programs and Services 1a) Monitor achievement on internal performance measures; address individual needs of students who do not meet targets</i>
<b>GOAL 3:</b>	<b>In order to ensure a healthy, nurturing, and empowering learning community, the Westbrook Staff will continue to strengthen knowledge and skills regarding Social Emotional Learning.</b>
<b>Rationale</b>	This aligns with the District 57 Strategic Plan.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>● Implement year-long professional book study with Westbrook Staff related to social emotional development.</li> <li>● Build staff knowledge of Illinois Social and Emotional Learning Standards.</li> <li>● Continue to explore professional practices that support social emotional development for Westbrook Students.</li> <li>● Implement Second Step Curriculum for preschool students</li> <li>● Implement Olweus Bullying Prevention Classroom Meetings Curriculum for K-1st Students</li> <li>● Continue to develop support school-wide positive behavior systems across all school settings.</li> <li>● Embed Restorative Justice practices related to community building into classrooms and amongst the staff.</li> <li>● Pilot Check-In, Check-Out as a Tier II intervention to support students with social, emotional, and/or behavioral needs.</li> </ul>

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<b>District 57 Key Success Factors</b>	<i>Safe, Caring, Supportive Learning Environment, Outstanding Student Performance, Coherent and Rigorous Programs and Services, Climate and Communications</i> <ul style="list-style-type: none"><li>• <i>Sustain the relevance and rigor of student learning</i></li></ul> <i>4c) Support a collaborative environment that fosters mutual respect and appreciation</i>
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