

Student/Stakeholder Focus

Analysis of MSA, mClass, MAP-R, and TN2 data shows a discrepancy among the performance of Special Education, LEP, and Farms students. These students are not performing at the advanced level as compared to other students.

- 100% of Wayside’s grade five students are enrolled in Math 6 or higher.
- 85% of our students are performing beyond grade level benchmarks in reading.
- Desegregated data shows that the overall performance of African American and Hispanic students in the advanced categories is moderately lower than their Asian and White counter parts.
- Informal Teacher Survey results show that written work is an overall weakness for students compared to reading and math performance. Teachers felt that 16% of the student population needed additional writing support.
- 97.9% of the student population stated that they recognize that their teachers set high expectations for their learning, as represented on the student survey of school environment.
- 97.2% of parents at Wayside stated that they recognize teacher’s high expectations for their children’s work at school, as represented on the parent survey of school environment.

By teaching students writing processes and strategies across all content areas, students will be able to communicate what they know and understand on the reading and math MSA tests.

Faculty/Staff Focus

All stakeholders were involved in a collaborative discussion and decision making process in which the following needs were revealed:

- Preservice time will be spent on School Improvement Processes and developing the SIP with a writing focus
- Train and Review 6 + 1 Traits of writing
- Grade level team meetings to develop rubrics and score writing samples
- Vertical teaming to discuss grade level writing trends
- Equity training to examine the needs of all student groups
- School-wide monitoring of student reading level with Mclass in grades k-2 and Fountas and Pinnell in grades 3-5.

# WAYSIDE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

Leadership

- Vision: The Wayside Elementary School community builds successful, life-long learners through its commitment to the highest standards of teaching and learning.
- Mission: Wayside Elementary School will meet the needs of all students as it promotes academic excellence through effective communication, rigorous instruction, and collaborative teaming in a safe, nurturing environment.
- The Leadership Team will monitor all school improvement initiatives through quarterly data chats and weekly team meetings.
- Wayside’s mission and expectations are communicated through Leadership, Team, and PTA meetings, school grade level newsletters, community Parent Academies, signage, and staff development trainings.

Strategic Planning

Increase the percentage of students scoring advanced on the math and reading MSA by 5%, emphasizing underperforming subgroups by:

- Developing and implementing writing rubrics to be used school wide for all content areas
- Reviewing base line data through the collection of writing samples throughout the year
- Developing and implementing Brief Constructed Responses to be collected and scored as teams
- Providing staff development time for training on 6 +1 Traits of Writing and to develop rubrics
- Providing opportunities for daily and formal writing with students
- Involving students in the process of evaluating their own writing and selecting work for student writing portfolios
- Providing staff development training on Fountas and Pinnell to grades 3 to 5 teachers.

Process Management

Implementation of Current School Structures and Systems:

- Master Schedule reflecting: block scheduling, content teaching, extended planning every day, common planning with team members every day. Students are cluster grouped for Special Education and ESOL support.
- Support Schedule: Specialists’ (Resource teacher, ESOL teachers, SDT, Reading Specialist, Counselor) schedules reflect direct instruction with students in small groups and whole class settings.
- Paraeducator Schedule addresses student needs and the implementation of identified students’ academic intervention plans.
- Teachers conduct weekly team data chats with quarterly follow-up with the leadership team.
- Teachers are provided on-going extended and common planning time every day to plan for reading and/or math with their grade level counterparts.
- Monthly Team Leader’s meeting focuses on making school-wide decisions.
- Staff Development meetings two times a month focused on technology, equity, and reading and math development.

Performance Results

See attached

Measurement, Analysis, and Knowledge Management

Wayside Elementary will utilize multiple sources to monitor student progress:

- Student Writing Portfolios/Journals
- Student Writing Samples
- During Collaborative Problem Solving meetings at least once per month, the following data will be reviewed: Quarterly Reading MAP-R, Fountas and Pinnell with Reading Benchmark Data , MClass and Math Data review.
- Quarterly review of Special Education, ELL and Academic Intervention Plans (individual monitoring tools)
- Data Notebook review
- Classroom Data Walls used with students
- Quarterly Data Chats with Grade Level Teachers, Leadership Team Members, and Specialists