

The Plan for Growth and Improvement Update Jennifer Sinsebox ~ December 19, 2016



# Guiding Questions

- What do schools and districts look like when they are organized around a commitment to the achievement of high standards by all students?
- What is my role in creating, implementing, and maintaining such a school and district?

# Mission

The Wheatland-Chili Central School community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

## Values

Learning

We believe in providing a **world class education** for each student.

Character

We expect all to model behaviors of respect, responsibility, trust-worthiness, fairness, caring, and citizenship.

Leadership

We believe in developing and retaining strong leaders.

## Values

- Environment
  We believe it is necessary to have a clean, safe, and healthy environment.
- Communication
   We believe in maintaining open communications with all stakeholders.
- Community/Parental involvement
   We value the importance of collaborative relationships
   between the school district and the community.



- Encourage all students to meet college and career readiness expectations.
- Improve engagement, communication, and customer service.





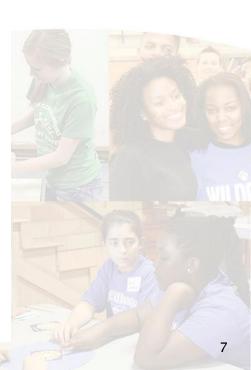


## WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

**PATHWAY TO EXCELLENCE:** 

THE PLAN FOR GROWTH AND IMPROVEMENT (Updated 8.2.16)







#### WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT: EXCELLENCE BY DESIGN



Excellence by Design is a strategic planning framework of the Middle States Accreditation process that focuses the District on the future. Based on the District's Mission - and built on the Vision for Graduates, Values, and Commitments of the District - this framework helps us focus on steps to ensure that every student is able to achieve the knowledge, skills, and characteristics described in our Vision for Wheatland-Chili Graduates.

COMMITMENTS

#### PATHWAY TO EXCELLENCE: GREATEST AREAS OF NEED

(TJC and MS/HS)

#### PLAN FOR GROWTH AND IMPROVEMENT

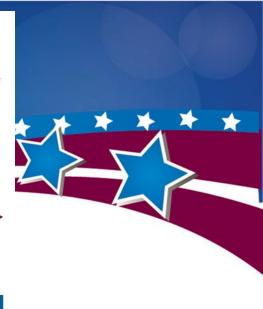
(District)

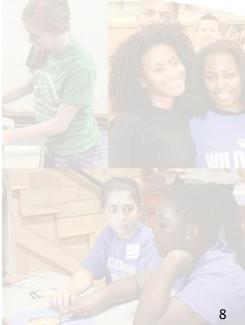
#### BOARD OF EDUCATION PRIORITIES

Encourage all students to meet college and career readiness expectations. Improve parent engagement, communication, and customer service.

	Wheatland-Chili graduates will:	VALUES	We are committed to:
se be	Effectively use a wide array of strategies to olve problems and think critically. They will e able to compete with other high-achieving raduates in the global society.	Learning We believe in providing a world class education for each student.	Sustaining a rigorous and engaging continuum of learning through meaningful experiences that supporthe highest level of achievement.
T ar	advocate for themselves and others, and coept responsibility for their own actions. They will demonstrate respect for the opinions and beliefs of all regardless of cultural, olitical, religious, and gender differences while taking a difference for the greater good.	Character We expect all to model behaviors of respect, responsibility, trust-worthiness, fairness, caring, and citizenship	Treating all members in the Wheat Chili community with honesty, rest and compassion. Modeling a positive attitude, fosteri an enthusiasm for learning, and exemplifying a growth mindset with students, colleagues and the comm
de	ake the leadership skills they have learned to emonstrate civic responsibility by working ollaboratively to enhance their community.	<b>Leadership</b> We believe in developing and retaining strong leaders.	Working as dedicated individuals who, as part of a collaborative team continually strive toward excellence.
er lo	be mindful of and responsive to the invironmental and technological needs of their ocal and global community. They will strive to inhance the world around them.	Environment We believe it is necessary to have a clean, safe, and healthy environment.	Creating a safe and supportive environment that centers on wellness
W	Communicate and collaborate effectively as well as consider other views while contributing to the global society.	Communication We believe in maintaining open communications with all stakeholders	Enhancing open, consistent communication.
of	decome responsible, compassionate members of society. They will participate in community ervice, develop skills of collaboration, and will pareciate diversity.	Community/ Parental involvement We value the importance of collaborative relationships between the school district and the community.	Advocating for and responding to the needs of the Wheadand-Chili Community.
	excellence which empowe	MISSION  Intral School community is community all individuals to become motor to excel as citizens in a global	ivated learners and

Vision







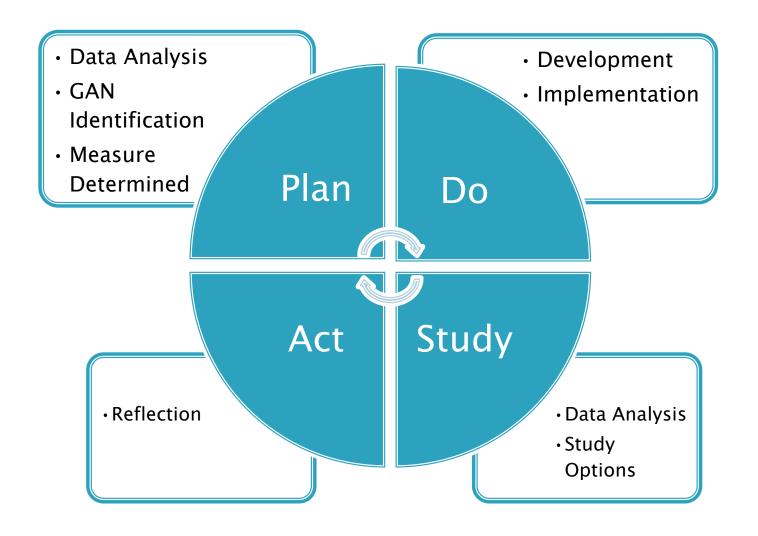




If every other area of our work remained at its current level of performance, what is the one area where change would have the greatest impact?



### **Greatest Area of Need Process**



# Greatest Area of Need (GAN)

- Conduct data analysis
- Identify the GAN
- Select one action step to support GAN
  - Behavior
  - Results
- Determine the measure

- Develop and implement GAN that includes the following:
  - Action Step
  - Professional Development
  - People Responsible
  - Resources
  - Measure/Indicator
  - Start/End Date

**PLAN** 

DO

## Greatest Area of Need (GAN)

- Analysis of data collected throughout each quarter
  - What are the strengths?
  - What are opportunities for improvement?
  - What information/data are needed that we do not have?

- Reflect on data analysis
  - Which option best describes your direction for the next quarter?

## Study

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Encouraging All Students to Meet College and Career Readiness Expectations

## **Options**

- Target goal has been met and is changed to reflect new target.
- ☐ Target goal not met, but data indicates current approach is effective so we will continue current approach and repeat action steps for the next quarter.
  - Study

- Target goal not met so we will continue current approach but make improvement to action plan based on data analysis above.
- ☐ Target goal not met, and data indicates gap is widening so we will abandon current approach and identify a new approach

## Revise or Continue



What are your next steps?

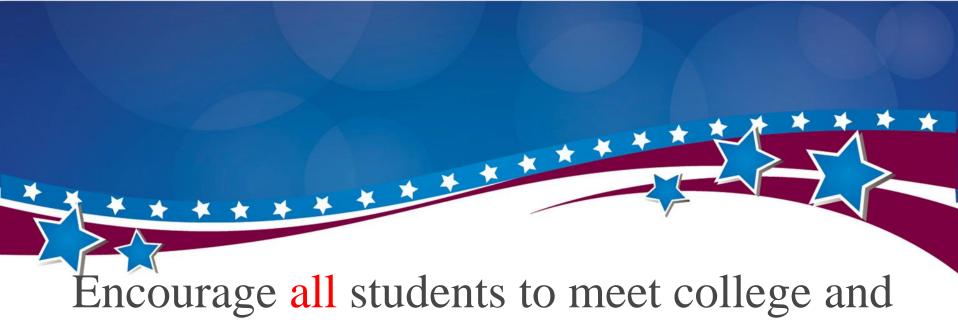
- This stage is completed at the end of each quarter
- Identify key approach or strategy?

Act

Curriculum Leaders
update the
Curriculum Council
and Leadership Team
of GAN progress

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Encourage all students to meet college and career readiness expectations.



Grade Level/ Department	Greatest Area of Need	GAN Action Step		Measure
Kindergarten	Demonstrate their improvement on phonemic awareness	Implement the Alphabet Book during ELA Module instruction.	•	Checklist 5 times per week
100% of teachers have used the book a total of 25 times since 10/31/16.	of initial and final sounds and medial phoneme discrimination.  (K.RF.3)			
Grade One	Increase reading foundational skills.	Use IXL computer program during Daily 5	•	Checklist 2 times per week
100% of teachers have been using IXL app 2 times a week since 11/28/16. (4 times)	(R.1.2)	in ELA.		
Grade Two	Ask and answer such questions using the	Use graphic organizer to have students answer	•	Checklist 75% of students
Pending data	5W's and demonstrate understanding of key details in text. (RI.2.1)	5W questions.		will answer the questions correctly

Grade Level/ Department	Greatest Area of Need	GAN Action Step		Measure
Grade Three	Demonstrate their understanding of a text by asking and answer questions related to the text.	Create a bank of questions that could be used with any text for guided reading or independent practice.	•	Bank of questions 88% or more of students scoring a 3 on NYS rubric.
36% of students are scoring a 3 or higher.	(RL.3.1).			
Grade Four	Writing a claim with supporting evidence on constructed and extended response	Use of CEEC strategy for both types of written responses.	•	Student rubric results on constructed and extended response
*Pending student data *100% of teachers have introduce rubric and CEEK	questions. (W.4.8).			questions per week.
Grade Five	Writing a claim with supporting evidence on constructed and	Use of CEEC strategy for both types of written responses.	•	Student rubric results on constructed and
Pending student data *100% of teachers have introduce rubric and CEEK	extended response questions. (W.5.8).			extended response questions per week.

Grade Level/ Department	Greatest Area of Need	GAN Action Step	Measure
Business/ Technology/ FACS/Health/ Physical Education  75 vocabulary activities completed.	Comprehension and application of Tier 3 Content-specific vocabulary.	Implement a variety of vocabulary strategies in the classroom from the work of Paula Rutherford.	<ul> <li>OneNote         Spreadsheet         Percentile change from Pre-         Assessment to Post-Assessment for each unit of study.     </li> </ul>
ELA/LOTE  The strategy was used 23 times. 61% of time students achieved a success rate of 75% or	LOTE: Reading Comprehension.	Implement a Reading Comprehension Checklist of Instructional Best Practices as well as teach synonyms of frequently used words in the native language.	<ul> <li>Maintain a log of terms taught chosen from the frequently occurring items aligned to Units.</li> <li>Reading Comprehension Checklist</li> </ul>
above.  Math	Analyzing problems and justifying responses.	Use the word "explain" in various assessments at least three times per	<ul><li>Report of weekly percentage</li><li>Three times per</li></ul>
65% overall average achievement		five-day week.	five-day week.

Grade Level/ Department	Greatest Area of Need	GAN Action Step	Measure
Music	Demonstrate their improvement on	Use of aural review of new rhythmic patterns,	OneNote     Spreadsheet
Music department completes an average of 6 instructional components related to GAN goals per week.	rhythmic proficiency.	rhythm syllables and performance of rhythms in musical context.	• Weekly
Art	Increase improvement on comprehension and	Use of Tier 3 vocabulary and	<ul><li>Checklist</li><li>Rubrics on</li></ul>
An average of 23 instructional components related to GAN goals per week.	creative application of the elements and principles of art.	presenting the vocabulary word in a visual format.	Summative Assessments
Science	Decoding vocabulary and deconstructing	Use of Tier 3 vocabulary-based	Report of percentage correct
Strategy was used weekly by each teacher, beginning 10/17/16 Total of 6 times per teacher.	tasks involved in answering multistep questions.	formative assessments.	
Social Studies  GAN Completion = 40	Deconstruction and analysis of documents using primary and	Professional development for teachers.	Agendas for department meetings
times.	secondary questioning.		



Improve engagement, communication, and customer service.



Grade Level/ Department	GAN Action Step	Resource	Measure
Kindergarten	Monthly     Newsletter	<ul><li>SMORE</li><li>Electronic or</li></ul>	Checklist of monthly newsletter
100% of teachers have sent home a November and December Newsletter (2 times)		hardcopy Newsletter	
Grade One	• Increase parent participation with at-home-reading	• Send home leveled books with students	<ul><li>Weekly</li><li>Log to track frequency of</li></ul>
Since 10/31, 100% of teachers have been sending home a book and communication log 1 time a week. (6 times)	at nome reading		notices
Grade Two	Increase two-way communication with parents	Use of ClassDoJo	Track contacts     weekly or number     of contacts and     messages received     in a checklist
41/46 families = 89% have signed up			

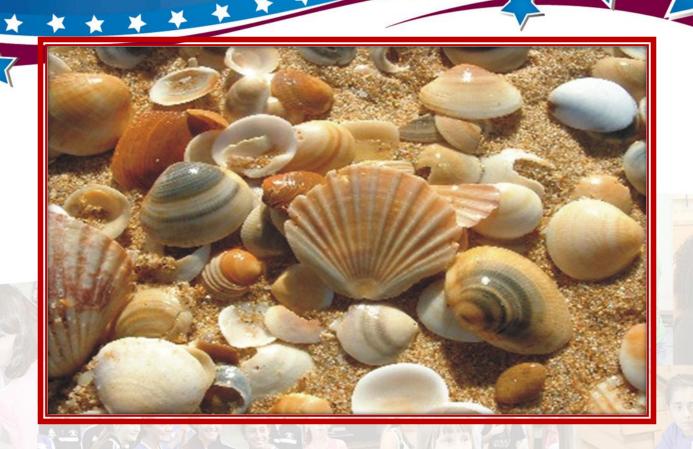
Grade Level/ Department	GAN Action Step	Resources	Measure
Grade Three	Increase two-way communication with parents	Use of ClassDoJo	<ul><li>Number of Accounts</li><li>Reports</li></ul>
*39/43 families using ClassDoJo *Pending data from one class			
Grade Four	• Send a positive compliment to parents using a variety of methods.	<ul><li>Email</li><li>Phone Calls</li><li>Postcards</li><li>Notes home</li></ul>	<ul><li>Checklist</li><li>Twice a week</li></ul>
33 parent contacts			
Grade Five 30 parent contacts	Send a positive compliment to parents using a variety of methods	<ul><li>Email</li><li>Phone Calls</li><li>Postcards</li><li>Notes home</li></ul>	<ul><li>Checklist</li><li>Twice a week</li></ul>

Grade Level/ Department	GAN Action Step	Resources	Measure
Business/ Technology/ FACS/Health/ Physical Education 58 total contacts including 7 website updates, 43 parent contacts, 8 other forms of communication	Maintaining an updated website page that includes vocabulary and resources for each unit.	• Website	<ul> <li>OneNote Spreadsheet         of updates</li> <li>Visual inspection of         teachers webpages         once a month</li> </ul>
ELA/LOTE  100% of teachers send an email update every 5 weeks.	Email blasts to parents.	<ul><li>Schooltool</li><li>Email</li></ul>	<ul> <li>OneNote Spreadsheet</li> <li>1 times every 5 weeks- No less than 8 times per year</li> </ul>
Math  16 mass parent emails	Send mass emails for each unit and/or assessment.	<ul><li>Schooltool</li><li>Email</li><li>Remind</li></ul>	Number of emails/Remind Notifications

Grade Level/ Department	GAN Action Step	Resources	Measure
Music/Art  The fine arts department has logged 6 newsletters, 874 emails, and 15	Email parents on student progress, curricular highlights and events.	<ul><li>Schooltool</li><li>Email</li></ul>	<ul><li>OneNote     Spreadsheet</li><li>Weekly frequency     will be collected.</li></ul>
Wildcat Ways postcards.			
Science	Email parents     monthly with     course updates and	<ul><li>Schooltool</li><li>Email</li></ul>	Monthly email updates to parents
Strategy was used once in October and once in November by each teacher.	current projects or assessments.		
Social Studies	Increase parent     communication     regarding     curricular topics	• Remind	<ul><li>OneNote</li><li>Spreadsheet</li><li>1x per week</li></ul>
38 parent notifications	and assessments.		

Grade Level/ Department	GAN Action Step	Resources	Measure
Special Education 6-12	• Use of Face-To- Face meetings, emails and/or phone calls to	<ul><li>Schooltool</li><li>Email</li><li>IEP Direct</li></ul>	<ul><li>OneNote     Spreadsheet</li><li>Weekly frequency     will be collected</li></ul>
162 Parent Contacts, 555 General Ed Teacher Contacts, 121 Service Provider contacts by SPED Department.	phone cans to parents or school personnel.		<ul> <li>Logging into IEP         Direct Contact         Log Section     </li> </ul>
ESOL  1 parent meeting	<ul> <li>Parent meetings regarding student goals</li> <li>Produce a progress report per student in native language</li> </ul>	<ul><li>Schooltool</li><li>Translator</li><li>Software</li></ul>	<ul> <li>OneNote         Spreadsheet     </li> <li>Tracker of         progress notes     </li> </ul>

## Thank you for your attention



WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

Encouraging All Students to Meet College and Career Readiness Expectations