

# **SCHOOL IMPROVEMENT PLAN WILDWOOD ELEMENTARY SCHOOL 2011-2014**



## **SCHOOL COUNCIL MEMBERS 2010-11**

Nick Yaffe, Principal Co-chair

Linda Ganesin, Assistant Principal

Katherine Appy, Parent

Christine Gray-Mullen, Co Chair, Parent

Katie McDermott, Parent

Shannon Borrell, Parent

Megan Rosa, Parent

Julie Rivera, Teacher

Therese Chehade, Teacher

## **Wildwood School Improvement Plan – Executive Summary**

I am pleased to present the Wildwood School Improvement Plan for the years 2011-14. This plan not only provides a blueprint for the direction of our school in the future, but describes the daily dedicated efforts of the Wildwood staff in the present. It is meant to be a living, breathing document that will be adapted and strengthened based on our ongoing assessments of the needs of our students. Our School Improvement Plan is very much aligned with the district goals and the other elementary schools in Amherst and Pelham. Sustained, focused collaboration is and will be providing the energy and the means for enhancing our instruction to improve student learning. Through this teamwork Wildwood staff will continue to work together to deliver a rich core curriculum that is coordinated across our school and the district. Another coherent theme interwoven in this plan is an emphasis on developing systems and consistent ways to implement interventions, both academically and behaviorally, for our students.

Wildwood has undergone great changes in the past year. When we opened our doors for the beginning of school one year ago over one hundred and fifty of our students were entering our school for the first time. Many of our staff members were new to the school and to each other. Since we were in effect a ‘new’ school, we have focused our efforts as a community on creating a Wildwood school culture. We began this process by inviting students, staff and families to complete the sentence “*I want Wildwood to be a school where...*” Developing a strong school culture where there is joy, celebration and vibrant traditions will lay the foundation for lasting school improvement to take root and grow. At the core of our mission is the child, and our vision that each student is welcomed as a unique individual who will experience a sense of belonging to our community and *is a successful learner, is fully respected, and learns to respect others.*

As a way of assessing how well we had supported our families during this transition our School Governance Council developed a survey which went out to all families in the spring of 2011. The results of this survey helped to guide some aspects of this plan.

I would like to thank the members of our School Governance Council for their contributions to the development of this School Improvement Plan. Thank-you to Katie McDermott and Kyle Andrejczyk for all of their work in creating and analyzing the results of the Family Survey. I especially want to thank the Wildwood staff for their tireless efforts to make these goals a reality for every student every day. I do want to acknowledge that I have borrowed aspects of the Crocker Farm School Improvement Plan since it so clearly described the implementation of some of the district/school goals. I also want to express my appreciation to Maria Geryk and our district leaders for their vision and support.

Respectfully submitted,

Nick Yaffe,  
Principal, Wildwood

## ***Wildwood School Improvement Plan Goals***

**School/District Vision:** *The mission of our schools is to provide all students with a high quality education that enables them to be contributing members of a multiethnic, multicultural, pluralistic society. We seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others.*

### **Wildwood School Improvement Plan Goals**

Goal 1: To develop a professional learning community where sustained disciplined collaboration is the driving force through which our students will experience meaningful learning that will lead to increased achievement for all.

Goal 2: To develop an engaging curriculum which challenges each student and is aligned both horizontally within a grade level and vertically, Grades K-6.

Goal 3: To create a welcoming learning environment throughout our school by focusing on positive behaviors and communicating consistent expectations of what it means to be a Wildwood student.

Goal 4: To use data and ongoing assessments to inform our instruction and support our work in developing a systematic approach to interventions throughout our school.

Goal 5: To strengthen our partnerships with all Wildwood families so that we can work together to mutually support our students' learning.

Strategy/Action	Personnel Responsible	Measurement	Resources Needed	Timeline
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Goal 1: To develop a professional learning community where sustained disciplined collaboration is the driving force through which our students will experience meaningful learning that will lead to increased achievement for all.

<i>To strengthen our collaborative teams throughout our building so that staff members develop their capacity to work collaboratively to share practices and examine student work and data to improve student learning.</i>	Administration, instructional coaches, all professional staff, director of curriculum, UMass partners	Each team will develop norms of collaborative practice. Each team will examine student work, analyze data and share problems of practice.	Ongoing professional development, staff meeting time devoted to collaborative work, weekly grade level meetings with instructional coaches	Begin in Fall 2011
<i>Staff communication systems/norms</i>	All staff, director of curriculum	All staff will develop norms of communication, collaborative teams will set agendas, keep and post meeting notes, use protocols to guide reflections and discussions	Staff training in collaborative work	Began in spring of 2011
<i>To develop a shared, mission, vision and guiding principles for our school</i>	All staff, school-based leadership team, School Council	All staff will work together to develop our shared mission and vision as well as guiding principles which will help us make our vision a reality	- staff meeting time - consult with Middle School	Begin in Fall of 2011

Strategy/Action	Personnel Responsible	Measurement	Resources Needed	Timeline
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Goal 2: To develop an engaging curriculum which challenges each student and is aligned both horizontally within a grade level and vertically, Grades K-6.

<i>Fully implement the Teachers' College Reading and Writing Curriculum using the workshop model and Units of Study</i>	Literacy Instructional Coach, classroom teachers working in grade level teams,	- Increase in achievement scores in literacy as demonstrated by formative assessments such as reading records and conferring record-keeping, as well as writing prompts and MAP and MCAS results	Professional development provided by Teachers' College, regular meetings with the Literacy Instructional Coach	Began in the Fall of 2010 Continue in Fall 2011
<i>Fully implement the recommendations of the Math Program Review presented by the Curriculum Director in the spring of 2011</i>	Administration, math instructional coach, all staff	- improved Achievement Scores (MCAS, MAP, and formative assessments: end of unit and midyear)	- Looking at student work protocols - Math Learning Labs	Begin Fall 2011
<i>Sharing Practices</i>	Literacy and Math Instructional Coaches, classroom teachers working in grade level teams	-Increase of the number of peer observations in Wildwood -Learning Labs	- Protocols for peer observations - Professional development provided by Teachers' College	Begin in Fall 2011
<i>Challenging all students by increasing our strategies for differentiating instruction</i>	Literacy and Math Instructional Coaches, classroom teachers working in grade level teams, administration	Development of problems and extensions which encourage students to think more deeply about math concepts at every grade level for each math unit	Professional development in differentiation	Begin Fall of 2011

<i>Development of inclusion models</i>	Literacy and Math Instructional Coaches, special education teachers, classroom teachers, administration	Increase in writing prompt scores of our special education students.	Creation of a Master Schedule that allows for inclusion. Professional development in inclusion models	Begin to implement an inclusion model in writing in all classrooms, K-6, fall 2011
<i>Executive Functioning Training/sensory integration</i>	Occupational Therapists, physical education teacher, therapeutic teachers, all staff	Increased use of sensory strategies by students to regulate their own attention, increased self-awareness by students of their own learning style and what 'works' to help them focus their attention, fewer referrals as measured by Educators' Handbook for behaviors caused by attentional issues. Expansion of teachers' repertoire of strategies to use to help students learn executive functioning skills	In-house professional development during staff meeting time conducted by our occupational therapists. Development of sensory centers in the classroom	Sensory Centers have begun to be created and used in many classrooms. Team has been formed and has begun meeting to plan how to implement this goal. Staff meeting training will take place in 2011-12.
<i>Arts integration to enrich the curriculum</i>	Aesthetics Team (art, music, physical education, technology, and Spanish teachers and librarian. Math and Literacy instructional coaches.	Every grade level will share the sequence of their curriculum with the Aesthetics Team so that they will be able to make connections between their domains and the learning in the classrooms. Every grade level team will choose one unit study subject to focus on for the integration of the arts into the curriculum with the help of the aesthetics team.	Staff meeting time for aesthetics team to meet with grade level teams	Sharing of general curriculum plans by mid-October 2011. Beginning development of one unit study per grade level which integrates the arts etc into the curriculum by the end of the school year 2012.

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Goal 3: To create a welcoming learning environment throughout our school by focusing on positive behaviors and communicating consistent expectations of what it means to be a Wildwood student.

<i>To teach positive expectations across the different domains in our school</i>	PBIS Leadership group, all staff	Students are exhibiting positive behaviors in the hallways, cafeteria, buses, and on the playground. Staff is consistently teaching the same expectations to all students.	Consultation with UMass partner, ongoing PBIS Leadership group	Fall 2011 begin implementation
<i>To expand our repertoire of strategies which build learning communities in classrooms and reinforce positive behaviors</i>	PBIS Leadership group, all staff	Teachers are using a range of strategies in their classrooms that are consistent across the school,	Consultation with UMass partner, ongoing PBIS Leadership group	Begin implementation 2011-12
<i>To develop our capacity to teach our students the social skills that are necessary for successful interactions and relationships</i>	Jen McIntire (autism, behavioral consultant), Speech/Language pathologists, therapeutic teachers, guidance counselors, administration	Demonstrated understanding of social awareness and use of social skills by Wildwood students. Social skills lessons are introduced to Wildwood students. Social skills vocabulary used throughout the school. Small skill groups for children who need more explicit teaching	Training at staff meetings, collaboration with our behavioral consultant, speech/language pathologists and classroom teachers	Study group begins Fall 2011, social skills groups already in formation, pilot implementation in classrooms January 2012
<i>To agree on core values for our school through a</i>	all staff, PBIS leadership	Each student is asked the	Consultation with	Begin process Fall

<i>process whereby students, staff and families share how we can make Wildwood a school where 'all students are welcomed and can do their best learning'</i>	team	question, "What can I do to make Wildwood a school where all students feel welcomed and can do their best learning?"	UMass partner, ongoing PBIS Leadership group, staff meeting time, Parent survey	2011, agree on core values by June 2012
<i>To develop clear procedures for how we respond when students are not meeting our behavioral expectations</i>	Administration, guidance and therapeutic team, all staff.	Creation of a 'flow chart' for staff to refer to when students' behaviors are exhibiting disruptive behaviors. These incidents are used as opportunities for learning and for communication and partnership with families.	Consultation with UMass partner, ongoing PBIS Leadership group, Staff meeting time	Begin Fall 2011, re-evaluate January 2012
<i>To expand our use of data to analyze students' behaviors in order to detect patterns which will guide our interventions.</i>	PBIS Leadership group, guidance and therapeutic team, all staff,	Begin to use Educators' Handbook as a tool to document student behaviors and office referrals.	Consultation with other elementary schools	Begin in October 2011
<i>To refine our use of the Oasis Program as a means to support students who are having difficulty functioning in the classroom environment so that they regain calm and focus and return to the classroom.</i>	Guidance and therapeutic team, administration	As evidenced by data collected, students will successfully be able to transition back to the classroom.	Staff meeting time	Implement Fall 2011

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Goal 4: To use data and ongoing assessments to inform our instruction and support our work in developing a systematic approach to interventions throughout our school.

<i>We will use the data from multiple assessments, such as the MAP, MCAS and our ongoing curricular assessments, to inform our instruction and guide our interventions in math and literacy.</i>	Response to Intervention Leadership Team, Intervention Team, Classroom teachers, Math and Literacy Instructional Coaches	- use of multiple assessments to guide our instruction - use of multiple assessment data to develop targeted interventions for students who are not working at grade level. - use of multiple assessment data to develop challenging extensions for students who are performing at above grade level	- Training for all staff on how to analyze and use the MAP assessment data - MAP software - support for MAP set-up and proctoring	Begin in Fall 2011
<i>Refine our Child Study Team meetings so that data is used to inform our understanding of the student and guide our interventions</i>	Administration, guidance counselors, intervention staff, all professional staff	Child Study Team meetings will include a review of data and student work. Child Study Teams will lead to specific recommendations to address the student's needs. There will be consistent follow-up in four to six weeks after the first meeting.	Increased involvement of the Intervention Team in the presentation and analysis of data.	Begin in Fall 2011
<i>Implement thirty minute daily enhancement block in each grade level using</i>	Intervention Team, Classroom teachers, Administration ,	-Ongoing assessments of students' learning will be examined to	- Professional development and training in the use of	Begin Fall 2011

<p><i>data from assessments to provide consistent interventions</i></p>	<p>Literacy and Math instructional coaches</p>	<p>document growth. -documentation of the number of students who received targeted interventions -documentation of the challenge activities that are made available to students based on their readiness</p>	<p>specific intervention programs. - Consultation with UMass partners in Response to Intervention</p>	
<p><i>To analyze MCAS data to identify areas in need of focus in our instruction.</i></p>	<p>Intervention Team, all professional staff, Administration , Literacy and Math instructional coaches</p>	<p>- Grade level teams, including intervention teachers, will meet with Literacy and Math Coaches to analyze MCAS data to inform instruction and interventions</p>	<p>- technical support from the district's information systems staff</p>	<p>Begin Fall 2011</p>

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Goal 5: To strengthen our partnerships with all Wildwood families so that we can work together to mutually support our students' learning.

<i>Welcoming new families and students</i>	Administration, PGO, all staff	- New Family welcome night - Results of new family survey	Coordination with our PGO	New Family Night – August 2011 New Family survey – January 2012
<i>Creating connections between families, building a sense of community</i>	Administration, PGO, School Governance Council	- PGO and School Governance Council will develop events to help families connect with one another - School Climate survey results	- The Wildwood Blog - Survey technology and development	School Climate survey spring 2012
<i>To develop safe and orderly dismissal procedures</i>	Administration, School Governance Council, Dismissal Task Force	-Clear dismissal procedures will be developed for our parent pick-up room - School Climate survey results	- Dismissal Task Force to observe current situation and study different options - Consultation with district safety coordinator and maintenance director	Task force created Fall 2011. Plan presented January 2012
<i>After School Clubs</i>	PGO, Administration	- Variety of clubs offered to Wildwood students. - Participation by a wide range of students	Support for a Club coordinator, volunteers to 'teach' clubs	Study and plan Fall 2011 Begin in the winter of 2012
<i>To develop systems of outreach to families to ensure that all have access to what our school has to offer</i>	Administration, district equity administrator, guidance counselors	- increased participation and communication with all families	-Coordination with family support agencies	Study and plan Fall 2011 Begin in the winter of 2012