

Westerly Creek Elementary School Improvement Plan

Academic Value Statement –What is the school all about?

Westerly Creek achieves academic excellence by nurturing students' curiosity in a child-centric, inclusive learning community. Utilizing diversified instruction, the staff fosters a love of learning and a sense of civic responsibility within an innovative and enthusiastic environment.

Compelling Story –What is unique about our school?

In the fall of 2007 Westerly Creek Elementary reconfigured with a new principal as a school that serves 3 year olds through first grade. The school will grow year by year to become a school serving 3 year olds through 5th grade in 2011. The Westerly Creek Community believes that love of learning, high academic achievement and parental involvement are keys to a lifelong education.

Our growing school, nestled in the heart of the Stapleton community, serves a close knit community that is interested and involved in all children's intellectual and social growth. A devotion to the DPS Literacy Curriculum and Everyday Math as our core with Science and Social Studies woven into these areas unites our students and staff. An integral part of our curriculum is a dedication to advancing the arts, physical education, technology and character. Our commitment to each child is to provide a community in which that child can thrive and become a lifelong learner.

School Community—should be based on data

Westerly Creek Student population: 187 (ECE through 1st grade)

Students by Ethnicity:

11	5.88%	Asian/Pacific Islander
7	3.74%	Black
14	7.49%	Hispanic
155	82.89%	White (not Hispanic)

Total male/female 84/103

Total staff members:	31
Males	3 (9.68%)
Females	28 (90.32%)

Administrator:	1
Full time teachers:	6
Part time teachers:	6
Part time support staff:	4
Other support staff:	14 (office support, custodians, paraprofessionals and lunchroom personnel)

Probationary teacher's :4

Tenured teacher's :4

Parent/Families:

We have a high parent involvement at the school in both classrooms and PTA.

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Performance Analysis—should be based on data

- 80% of Westerly Creek first grade students are scoring at or above grade level.
- Gender:
- 81% of Westerly Creek first grade girls are scoring at or above grade level.
- 79% of Westerly Creek first grade boys are scoring at or above grade level.
- ELL students:
- 50% of Westerly Creek students whose primary language is not English are scoring at or above grade level.
- Special Education Students:
- 4% of Westerly Creek first grade students are identified with a disability code of 7 or 8 (1 student each).
- 50% of Westerly Creek first grade students identified with a disability are scoring at or above grade level. (Disability code 8= 1 student below grade level, Disability code 7=1 student scoring above grade level)
- Racial Group performance:
- 100% of Westerly Creek first grade students identified as Ethnicity code 2: Black are scoring at or above grade level.
- 66% of Westerly Creek first grade students identified as Ethnicity code 3: Asian are scoring at or above grade level.
- 33% of Westerly Creek first grade students identified as Ethnicity code 4: Hispanic are scoring at or above grade level.
- 83% of Westerly Creek first grade students identified as Ethnicity code 5: White are scoring at or above grade level.

Literacy: Teaching and Learning Goal #1:

Westerly Creek students will improve reading skills at every grade level as measured by child appropriate assessments: Work Sampling, DRA2, Benchmark and CSAP.

Objective 1 The number of students at each grade level achieving proficient or higher will increase by 10% each year to 90% proficient or higher using child appropriate assessments: Work Sampling, DRA2, Benchmark and CSAP.

Strategy 1: The WCE staff will implement the data team process.

Action Steps:

Plan a 90 minute uninterrupted literacy block

Meet and plan as grade level

Weekly grade level meetings with facilitator

Word walls

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Strategy 2: The WCE staff will use the districts "Best Practices" documents to assure effective instruction.

Action Steps:

Utilize standards when planning assessments and instruction
Teachers will participate in peer observations using the "Best Practices" document
Determine curricular content based on student need

Milestone: 80% of students will reach proficiency on grade level goals measured by child appropriate assessments: Work Sampling, DRA2, Benchmark and CSAP.

Teacher and Learning Goal #1:

Westerly Creek students will improve reading skills at every grade level as measured by child appropriate assessments: Work Sampling, DRA2, Benchmark and CSAP.

Objective 2: Students will participate in small group reading instruction, targeting literacy needs three times per week.

Strategy 1: Use data team process to identify intervention needs.

Action Steps:

Create and administer summative and formative assessments
Examine Running Records and anecdotal notes during weekly PLC meetings
Small group instruction

Strategy 2: Use data team process to identify areas of differentiated instruction.

Action Steps:

Analyze information gathered from assessments and plan instruction accordingly
During weekly literacy planning, meetings, teachers will plan differentiated instruction
Collect and analyze student work
Support Staff G.T.

Milestone: 80% of students will reach proficiency on end of year grade level goals.

Math: Teacher and Learning Goal #2

Westerly Creek students will improve math skills at every grade level as measured by child appropriate assessments: Work Sampling, Benchmark, EDM points and CSAP.

Objective 1: Number of students at each grade level achieving proficient or higher will increase by 10% each year to 90% proficient or higher using child appropriate assessments: Work Sampling, Benchmark and CSAP.

Strategy 1: The WCE staff will implement the data team process.

Action Steps:

Introduce 2007 Everyday Math series

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Grade-level specific teaching strategies
Effective implementation of EM Components

Strategy 2: The WCE staff will use the districts "Best Practice" documents to assure effective instruction.

Action Steps:

Utilize Standards
Teachers participate in peer observations using the "Best Practices" document
Collect and analyze student work
Determine curricular content based on student needs

Milestone: 80% of students will reach proficiency on end of year grade level goals.

Teacher and Learning Goal #2

Westerly Creek students will improve math skills at every grade level as measured by child appropriate assessments: Work Sampling, Benchmark, EDM points and CSAP.

Objective 2: Students will participate in small group instruction three times a week to build math fluency in the area of number sense.

Strategy 1: Use data to identify intervention needs.

Action Steps:

Students that are identified will receive weekly individualized instruction
Look at anecdotal notes during weekly PLC meetings
Small group instruction

Strategy 2: Use data to identify areas of differentiation.

Action Steps:

Teacher will assess students and plan groups and instruction based on the results
During planning time teachers will plan differentiated math instruction
Collect and analyze...
Support Staff (G.T) Use data to identify areas of differentiation

Milestone: 80% of students will reach proficiency on end of year grade level goals.

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Parent and Community Engagement Goal: Westerly Creek will increase the level of parent engagement in students' learning and in their involvement in school functions.

Objective 1: Provide parents the opportunities to be engaged in their child's academic and social development.

Strategy 1: Communicate with parents about the upcoming events and parent participation opportunities

Action Steps:

Newsletter

Thursday Folder

Survey parents

Web site

Orientation

Conferring with Parents

IC phone interaction

Back to school night

Strategy 2: Provide opportunities that encourage parent involvement.

Action Steps:

Parent Education

Math and Literacy Nights

Orientation

Conferring with Parents

Back to school night

Class Lemonade

Back to school potluck

Milestone: A sign in sheet will be used to measure the number of parents year by year and establish baseline data.