

WEST IRONDEQUOIT CENTRAL SCHOOL

Listwood Elementary School-Based Plan

2020-2021

# LISTWOOD SCHOOL

## School-Based Plan

### 2020-2021



**Key Focus Area: Learning and Achievement – English Language Arts and Reading**

**Overarching Goal: 100% of our students will be reading on grade level by the time they leave 3<sup>rd</sup> grade.**

**Grade Specific Goals:**

Kindergarten:

- Students will be able to increase their letter name fluency from 67% meeting grade level benchmark to 90%.
  - Black (0%)
  - Multi-racial (0%)
  - Hispanic (50%)
- Students will be able to increase their letter sound fluency from 74% meeting grade level benchmark to 90%.

1<sup>st</sup> grade:

- Students will be able to increase their letter name fluency from 48% meeting grade level benchmarks to 100%.
  - Black (0%)
  - Hispanic (33%)
  - Socio-economically disadvantaged (50%)
- Students will be able to increase their letter sound fluency from 61% meeting grade level benchmarks to 100%.

2<sup>nd</sup> grade:

- Students will be able to increase their reading fluency from 75 WCPM to at least 92WCPM by June, with special attention to our:
  - Female students (Fall = 68 WCPM)
  - Hispanic students (Fall = 47 WCPM)
  - Socio-economically disadvantaged students (Fall = 58 WCPM).

3<sup>rd</sup> grade:

- Students will be able to increase their reading fluency from 105 WCPM to at least 119 WCPM by June, with special attention to our:
  - Black students (Fall = 75 WCPM)
  - Students with special needs (Fall = 74 WCPM)
  - Socio-economically disadvantaged students (Fall = 63 WCPM).

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
Explore implicit bias, culturally responsive pedagogy, and restorative practices as a way to meet the needs of the diverse culture of the school	<ul style="list-style-type: none"> <li>• Implicit bias</li> <li>• Culturally responsive pedagogy</li> <li>• Restorative practices</li> </ul>	Progress monitoring data disaggregated <ul style="list-style-type: none"> <li>• Letter name fluency</li> <li>• Letter sound fluency</li> <li>• Fluency (words correct per minute)</li> </ul>

**Key Focus Area: Learning and Achievement – Mathematics**

<p><b>Overarching Goal: 100% of our students will be on grade level mathematicians by the time they leave 3<sup>rd</sup> grade.</b></p>
<p><b>Grade Specific Goals:</b></p> <p>1<sup>st</sup> grade:</p> <ul style="list-style-type: none"> <li>• Students will be able to increase their math proficiency on iReady from 17% of students working on grade level to 50% with special attention to our:             <ul style="list-style-type: none"> <li>○ Male students (Fall = 3% on grade level)</li> <li>○ Socio-economically disadvantaged students (Fall = 3% on grade level).</li> </ul> </li> </ul> <p>2<sup>nd</sup> grade:</p> <ul style="list-style-type: none"> <li>• Students will be able to increase their math proficiency on iReady from 26% of students working on grade level to 50% with special attention to our:             <ul style="list-style-type: none"> <li>○ Multi-racial students (Fall = 0% on grade level)</li> <li>○ Hispanic students (Fall = 0% on grade level)</li> <li>○ Socio-economically disadvantaged students (Fall = 0% on grade level).</li> </ul> </li> </ul> <p>3<sup>rd</sup> grade:</p> <ul style="list-style-type: none"> <li>• Students will be able to increase their math proficiency on iReady from 17% of students working on grade level to 50% with special attention to our:             <ul style="list-style-type: none"> <li>○ Students of color (Black and Hispanic, Fall = 0% on grade level)</li> <li>○ Students with disabilities (Fall = 0% on grade level)</li> <li>○ Socio-economically disadvantaged students (Fall = 0% on grade level).</li> </ul> </li> </ul>

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
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<p>Explore implicit bias, culturally responsive pedagogy, and restorative practices as a way to meet the needs of the diverse culture of the school</p> <p>Acquisition to iReady platform prior to testing and preparing students with the tools that they need to take the test with results that reflect their true math abilities</p>	<ul style="list-style-type: none"> <li>• Implicit bias</li> <li>• Culturally responsive pedagogy</li> <li>• Restorative practices</li> <li>• Growth monitoring assessments within iReady</li> </ul>	<p>Progress monitoring data disaggregated</p> <ul style="list-style-type: none"> <li>• IReady data</li> <li>• Growth monitoring assessment assignments</li> </ul>
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**Key Focus Area: Social-Emotional Learning – Climate and Culture**

<p><b>Overarching Goal: Listwood will utilize positive character traits to become good citizens and role models for their community.</b></p>		
<p><b>Action Steps and Strategies</b></p>	<p><b>Professional Learning</b></p>	<p><b>Evidence and Methods for Monitoring</b></p>
<p>1. Students will learn about positive characters traits based upon the monthly themes within their classrooms.</p> <ul style="list-style-type: none"> <li>a. Students get recognized through Listwood Kids Care and shout outs on the announcements.</li> <li>b. Listwood faculty, staff, and students will work together to showcase the traits via video.</li> </ul>	<p>Social – Emotional Learning integration during faculty meetings</p>	<p>-Students are able to explain the monthly themes</p> <p>-Students receive weekly certificates/hearts on the wall</p> <p>-Third grade leaders providing targeted/theme-based shout outs connected to monthly themes</p>
<p>2. Through community service and PTSA, students will utilize the positive character traits to give back to the larger community.</p>	<p>Students collaborate with each other in a virtual world to build relationships with each other outside of their cohorts.</p>	<p>Students will remain connected with their grade level peers and their school community.</p>

**Key Focus Area: Social-Emotional Learning – Health, Safety, and Transitions**

**Overarching Goal: Students will understand the importance of being safe and healthy at school. Students will practice safe and healthy habits.**

<b><u>Action Steps and Strategies</u></b>	<b><u>Professional Learning</u></b>	<b><u>Evidence and Methods for Monitoring</u></b>
<ul style="list-style-type: none"><li>• Face mask wearing 101</li><li>• Social distancing</li><li>• Hand hygiene</li></ul>	Teacher and staff understanding of new practices and protocols within the building	<ul style="list-style-type: none"><li>• Nurse visits</li><li>• COVID cases via school spread</li><li>• Students can self-identify how they can stay safe and why it is important that we are following these new protocols.</li></ul>