

WEST IRONDEQUOIT CENTRAL SCHOOL

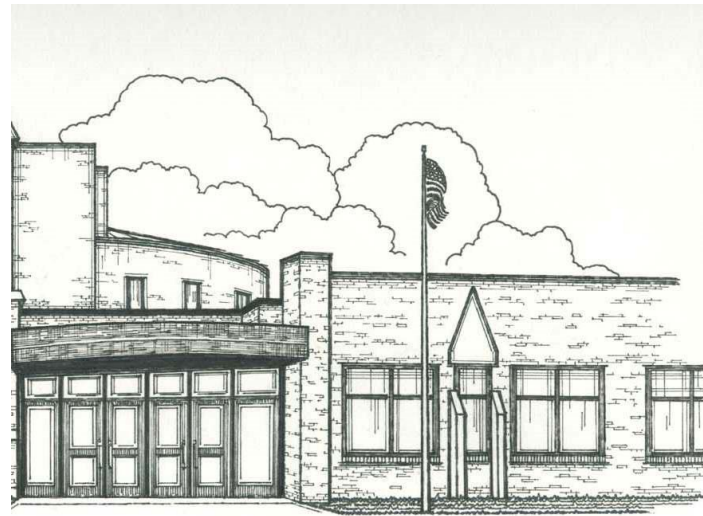
Southlawn Elementary School-Based Plan

2020-2021

# SOUTHLAWN SCHOOL

## School-Based Plan

### 2020-2021



• SOUTHLAWN SCHOOL •

## 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:

- Letter Name Fluency: Students will be able to increase their letter name fluency from 50% At or Above Grade level to 95%.
  - Socio-economically disadvantaged (0%)
  - Students with special needs (0%)
  - Multi-racial (0%)
- Letter Sound Fluency: Students will be able to increase their letter sound fluency from 50% At or Above Grade level to 95%.
  - Socio-economically disadvantaged (0%)
  - Student with special needs (0%)
  - Multi-racial (0%)
  - Black (0%)

#### 1<sup>st</sup> grade:

- Letter Name Fluency: Students will be able to increase their letter name fluency from 66% At or Above Grade Level to 100%.
  - Socio-economically disadvantaged (50%)
- Letter Sound Fluency: Students will be able to increase their letter sound fluency from 57% At or Above Grade Level to 100%.
  - Socio-economically disadvantaged (33%)

#### 2<sup>nd</sup> grade:

- Fluency: Students will be able to increase their reading fluency from 62 WCPM to at least 92 WCPM by June with special attention to:
  - Female students (Fall = 55 WCPM)
  - Socio-economically disadvantaged students (Fall = 32 WCPM).

#### 3<sup>rd</sup> grade:

- Fluency: Students will be able to increase their reading fluency from 77 WCPM to at least 119 WCPM by June with special attention to:
  - Female students (Fall = 69 WCPM)
  - Hispanic students (Fall = 66 WCPM)

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
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**

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

**Grade Specific Goals:**

1<sup>st</sup> grade:

- Students will be able to increase their math proficiency on iReady from 14% of students working on grade level to 60% with special attention to our:
  - Students of color (Fall = 0% on grade level)
  - Socio-economically disadvantaged students (Fall = 0% on grade level).

2<sup>nd</sup> grade:

- Students will be able to increase their math proficiency on iReady from 12% of students working on grade level to 60% with special attention to our:
  - Students with special needs (Fall = 0% on grade level)
  - Socio-economically disadvantaged students (Fall = 4% on grade level).

3<sup>rd</sup> grade:

- Students will be able to increase their math proficiency on iReady from 14% of students working on grade level to 60% with special attention to our:
  - Students with special needs (Fall = 2% on grade level)
  - Socio-economically disadvantaged students (Fall = 2% on grade level).

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
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>• IReady data</li> </ul>

**Key Focus Area: Social-Emotional Learning – Climate and Culture**

**Overarching Goal: Everyone can feel safe and cared for in our school community.**

School-wide Goals: Students will learn to be a part of the school and classroom community while identifying their feelings and strategies to problem solve independently.

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
<ul style="list-style-type: none"> <li>• Adults will work on getting students to understand what they are good at and empower them to use their assets and voice.</li> <li>• Create social-emotional learning opportunities within the school building to build “Home Sweet School”.</li> <li>• Students will create goals and create plans to meet these goals</li> </ul>	<ul style="list-style-type: none"> <li>• Resources for strength-based goal setting</li> <li>• Professional development around social-emotional learning specifically during the pandemic</li> <li>• Resources and examples for goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• 1 on 1 consultation/talks with students</li> <li>• Less crisis calls, recess issues, and more positive relationships</li> <li>• Specific skill development</li> <li>• Students goals will be met</li> <li>• Reinforcement of school community</li> <li>• Rebuilding of social skills</li> </ul>

**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>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
<ul style="list-style-type: none"> <li>• Face mask wearing 101</li> <li>• Social distancing</li> <li>• Hand hygiene</li> </ul>	<p>Teacher and staff understanding of new practices and protocols within the building</p>	<p>Nurse visits COVID cases via school spread</p>