

Noah Wallace School School Development Plan 2017-2018



Message from the Principal:



Noah Wallace Elementary School

A Caring and Sharing Community

Principal
Dr. Carrie Huber

At Noah Wallace Elementary School we are excited to launch the 2017-18 school year focusing on 3 important goal areas that are aligned with the district's commitment to **ENGAGED** and **PURPOSE-DRIVEN LEARNING**.

At Noah Wallace we are focusing on:

- **Culture and Climate**
 - Cultivating a Culture of Respect
- **Academic Achievement**
 - Mathematics Problem Solving
 - Strategic Reading and Writing
- **Teaching and Learning**
 - Purposeful Engagement
 - Challenging Expectations

Over the past several years the Noah Wallace Community has been working to support students as “leaders of their own learning” through our work towards the **Vision of the Graduate**. We now see many ways in which our students are becoming increasingly independent and resourceful learners. When children feel a sense of ownership and pride in their work and are supported with academic challenges that are “just right” they are eager to engage in a variety of learning opportunities.



Noah Wallace



School Development Plan



2017-2018

Goal #1 Culture and Climate	
<p>A. To establish a culture of respect where students CARE for themselves, others, and their school.</p>	
Performance Indicators:	
<ul style="list-style-type: none"> o During student-led conferences, students will reflect on their growth related to the report card indicator “Exhibits respectful, responsible, and safe behavior” using a body of evidence. o Survey results will indicate improvement on indicators for “Climate and Culture” on staff, faculty, parent, and student surveys. o The number of students meeting or exceeding on the report card indicator, “Exhibits respectful, responsible, and safe behavior” will increase. 	
Strategic Actions:	
<p>Culture of Respect</p>	<p>Teachers and students will collaboratively:</p> <p>A1. Study the facets of a self-managed classroom: Respectful, Active, Collaborative, Growth-Oriented.</p> <p>A2. Create classroom norms and connect classroom norms to schoolwide norms.</p> <p>A3. Understand and display “empathy” for others.</p> <p>Teachers will:</p> <p>A4. Build a collective understanding and implement Tier 1 and Tier 2 interventions.</p> <p>A5. Track Tier 1 and Tier 2 behavior data with fidelity to progress monitor behavioral interventions.</p> <p>A6. Research the ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (ALSUP).</p>

Goal #2 Academic Achievement	
<p>A. To improve well-reasoned thinking and formulation of evidence-based conclusions in mathematics by building students’ ability to think flexibly, reflect accurately, and demonstrate persistence when faced with challenging tasks.</p> <p>B. To insure the development of strategic readers who can respond to reading through oral/written response while using close, evidence-based reading and writing.</p>	
Performance Indicators:	
<ul style="list-style-type: none"> ○ Student achievement levels will demonstrate growth on math performance tasks, daily anchor tasks, benchmark assessments, journals, or daily problem solving experiences. ○ Students will show growth in performance expectations as measured by text level, report card indicators and performance tasks. 	
Strategic Actions:	
Critical Thinking and Reasoning	<p>Teachers and students will collaboratively:</p> <p>A1. Develop norms and routines that promote a self-managed classroom.</p> <p>A2. Develop strategies to solve a range of complex and authentic math problems in everyday life.</p> <p>A3. Develop student-engaged assessment practices to monitor progress and improve mathematical problem solving.</p> <p>A4. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.</p> <p>A5. Implement effective instructional interventions to assist targeted students in achieving the mathematics standards.</p>
Strategic Readers	<p>Teachers and students will collaboratively:</p> <p>B1. Develop norms and routines that promote a self-managed classroom.</p> <p>B2. Develop strategic readers by improving students’ ability to read closely and become evidence-based readers.</p> <p>B3. Develop strategic readers by improving students’ ability to talk about and/or write with evidence.</p> <p>B4. Develop student-engaged assessment practices to</p>

	monitor strategic reading progress and improve writing and/or talking about reading.
Goal #3 Teaching and Learning	
<p>A. To foster intellectual curiosity and to develop an ethic of excellence as teachers and students collaboratively design purposeful and authentic learning experiences that provide opportunities to construct meaning and deepen understanding.</p> <p>B. To provide challenging learning experiences for all students as teachers work collaboratively to investigate and design just-in-time, just-right-level support for all students.</p>	
Performance Indicators:	
<ul style="list-style-type: none"> o Students and teachers will possess positive academic mindsets so they are more confident learners who feel they belong to the Noah Wallace academic community, succeed in their learning, grow their competence with effort, and find value in their work as measured by students and teacher surveys. o Students will produce “beautiful work” for an intended audience to be shared through an “active” portfolio. o Public spaces and learning celebrations will share evidence of the learning process – revision, multiple drafts, refinement. o Survey results will indicate growing opportunities for challenge, choice, leadership, and engagement in purposeful work. 	
Strategic Actions:	
Purposeful Engagement	<p>Teachers and students will collaboratively:</p> <p>A1. Develop norms and routines that promote a self-managed classroom.</p> <p>A2. Access and review resources for examples of purpose-driven lessons – Expeditionary Learning Models of Excellence.</p> <p>A3. Explore positive academic mindsets and how they can be shaped by deeper learning experiences.</p> <p>A4. Teachers will participate in collaborative inquiries or lesson studies with a focus on planning lessons that challenge, engage, and empower students.</p>
Challenging Expectations	<p>Teachers and students will collaboratively:</p> <p>B1. Reexamine the role of learning targets in order to increase rigor.</p> <p>B2. Use the Vision of Quality framework to reexamine units for goal setting, reflection/portfolio work and</p>

	<p>authentic learning opportunities throughout a unit. B3. Participate in collaborative inquiries or lesson studies with a focus on planning lessons that challenge, engage, and empower students at all learning levels to produce “beautiful work.”</p>
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Longitudinal Report of Academic Achievement Noah Wallace School

The indicators described below are used to determine school priorities and to assess school improvements. Other indicators, including student work and locally developed standards-based assessments, are utilized as well to determine school priorities and progress.

Percentage of Students Meeting Reading Standards, 2013-2017

	2013	2014	2015	2016	2017
Kindergarten	67%	89%	91%	83%	82%
Grade One	94%	89%	88%	95%	88%
Grade Two	91%	90%	94%	85%	88%
Grade Three	95%	87%	86%	91%	88%
Grade Four	86%	92%	89%	91%	87%

Percentage of Students Meeting Writing Standards, 2013-2017

	2013	2014	2015	2016	2017
Kindergarten	79%	87%	89%	77%	83%
Grade One	87%	82%	85%	89%	80%
Grade Two	91%	84%	90%	78%	71%
Grade Three	85%	85%	84%	88%	82%
Grade Four	95%	92%	88%	78%	84%

Percentage of Students Meeting Math Standards, 2013-2017

	2013	2014	2015	2016	2017
Kindergarten	84%	84%	88%	80%	83%
Grade One	87%	88%	90%	94%	86%
Grade Two	88%	85%	90%	81%	83%
Grade Three	69%	82%	81%	88%	76%
Grade Four	81%	81%	90%	81%	83%

Smarter Balanced Assessment Scores for Noah Wallace

Percentage of Students Meeting / Exceeding State Goal, 2015 – 2017

	2015	2016	2017	2015	2016	2017
	Grade 3			Grade 4		
English Language Arts	64%	86%	71%	73%	76%	85%
Math	64%	78%	69%	69%	67%	85%

**Positive School Climate
Indicators Noah Wallace
School**

**Student and Parent Survey
Data**

Student Responses*

Key Indicators	2014	2015	2016	2017
The adults at this school care about me.	99%	97%	97%	99%
Students are nice to each other in this school.	80%	71%	72%	65%
I feel safe when I am at school.	96%	93%	92%	96%
I like coming to school.	91%	91%	92%	88%
Teachers make sure students follow the rules.	99%	95%	97%	97%

Parent Responses*

Key Indicators	2014	2015	2016	2017
2013: This school is a good place to learn. 2014: Teachers at this school make learning interesting.	98%	100%	100%	98%
The school is a safe place for my child.	98%	97%	100%	99%
2013: Mean behavior is not a problem at this school. 2014: Students are nice to each other at this school.	94%	93%	100%	92%
2013: Teachers at this school care about and support my child. 2014: Teachers at this school care about my child.	100%	99%	100%	99%
The school promotes understanding among students from different backgrounds.	97%	98%	100%	97%

*Questions are updated on an annual basis and may vary from year to year.