



FARMINGTON
PUBLIC SCHOOLS

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Noah Wallace School School Development Plan 2018-2019



A Message on Behalf of Our School Community:



- Noah Wallace Elementary School
- A Caring and Sharing Community
- Principal – Dr. Carrie Huber

Our work at Noah Wallace School during the 2018-2019 school year will focus on three important goal areas that align with the district’s commitment to **Mastery-Based and Self-Directed Learning**.

At Noah Wallace we will focus on:

- **Culture and Climate**
 - Cultivating a Culture of Trust and Belonging
- **Academic Achievement**
 - Critical Thinking and Reasoning
 - Communication as a Strategic Writer
- **Teaching and Learning**
 - Challenging Expectations
 - Self-Directed Learning

Over the past several years, the Noah Wallace community has been focused on supporting our students as “leaders of their own learning.” In an effort to continue to work towards **The Vision of the Graduate**, we will persist in implementing innovative instructional practices that support our students to become more **self-directed** as they make choices about their learning experiences and take on challenging learning tasks with persistence. **Student-engaged assessment practices** will guide our work during “Rocket Block” when students will be immersed in systems of challenge and support. We will continue to explore ways to cultivate a culture of trust and belonging through the implementation of restorative practices.



Noah Wallace



School
Development Plan



2018-2019

Goal #1 Culture and Climate

- A. To establish a community where all members feel a sense of belonging as they CARE for themselves, others, and their school.
- B. To establish restorative practices that build relationships and help community members support one another and collectively address the challenges they face.

Performance Indicators:

- During student-led conferences students will reflect on their growth related to report card indicator “Exhibits respectful, responsible, and safe behavior” and “Listens thoughtfully to the ideas of others”
- During student-led conferences students will reflect on their participation in circles this year
- Survey results will indicate improvement on indicators for “Climate and Culture” on staff, faculty, parent, and student surveys.
- The number of students meeting or exceeding on the report card indicator “Exhibits respectful, responsible, and safe behavior” and “Listens thoughtfully to the ideas of others” will increase.

Strategic Actions:

Cultivating a Culture of Trust and Belonging	<ul style="list-style-type: none"> A1. Study the facets of Restorative Practices A2. Create classroom norms and connect classroom norms to schoolwide norms A3. Become responsible as learners, understand and display “empathy” for others, manage emotions, problem solve through challenges, and understand the importance of forgiveness. A4. Build a collective understanding and implement Tier 1 and Tier 2 interventions for behavior A5. Track Tier 1 and Tier 2 behavior data with fidelity to progress monitor behavioral interventions
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	<p>A6. Implement the assessment of lagging skills and unsolved problems (ALSUP)</p> <p>A7. Implement proactive restorative circles two times per week in every classroom</p> <p>A8. Implement restorative circles or restorative conferences when appropriate</p>
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Goal #2 Academic Achievement

- A. To deepen conceptual understanding and reasonableness in mathematics by increasing opportunities for students to justify their thinking, make viable arguments and critique the reasoning of others.
- B. To insure the development of strategic writers who can write for an appropriate audience while considering genre/purpose, conventions, and craft.

Performance Indicators:

- Student achievement levels will demonstrate growth on math performance tasks, benchmark assessments, and Explains Thinking report card indicator.
- Students will show growth in writing performance expectations as measured by:
 - The Writing Continuum and Writing on Demand scores
 - Writing Report Card Indicators

Strategic Actions:

<p>Critical Thinking and Reasoning</p>	<p>A1. Develop practices and routines to increase math communication when solving a range of complex and authentic math problems (justify thinking, make viable arguments, and critique the reasoning of others)</p> <p>A2. Develop student-engaged assessment practices to monitor progress of conceptual understanding and reasonableness (justify thinking, make viable arguments, and critique the reasoning of others)</p> <p>A3. Use protocols during data teams to identify students for targeted interventions and extended learning opportunities.</p> <p>A4. Implement effective instructional interventions to assist students in achieving the mathematics standards.</p>
<p>Communication as a Strategic Writer</p>	<p>B1. Develop strategic writers by improving students' ability to write with purpose and communicate meaning to an appropriate audience using a processing system for writing (genre, conventions, and craft)</p> <p>B2. Improve students' ability to self-assess their own writing and set goals for continuous improvement by utilizing critique and</p>

	<p>descriptive feedback protocols.</p> <p>B3. Use protocols during data teams to identify students for targeted interventions and extended learning opportunities.</p> <p>B4. Implement effective instructional interventions to assist students in achieving the writing standards.</p>
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Goal #3 Teaching and Learning

- A. To provide challenging learning experiences for all students as teachers design and implement just-in-time, just-right-level support for all students.
- B. To foster academic goal setting, reflection, and persistence by establishing a student-directed learning culture that supports students as they become increasingly independent and inspired to direct their own personal and collective learning.

Performance Indicators:

- Over the course of the year instructional rounds and classroom coaching visits will evidence an increase in the systems of tiered supports.
- Student feedback (surveys, focus groups, reflections) will indicate an increase in self-direction and resourcefulness (academic goal setting, reflection, and persistence) with strategic scheduling of Rocket Block.
- Continuous refinement of student-engaged assessment practices will indicate an increase in self-direction and resourcefulness as measured by electronic portfolios.
- Survey results will indicate growing opportunities for challenge, choice, leadership, and engagement in academically relevant and purposeful work.

Strategic Actions:

Challenging Expectations	<p>A1. Continue to use the Vision of Quality framework to reexamine units for goal setting, reflection/portfolio work and authentic learning opportunities throughout a unit</p> <p>A2. Engage students in self-assessment practices that promote an academic and growth mindset</p> <p>A3. Develop systems of challenge and support to allow for flexible pacing and personalized pathways</p> <p>A4. Challenge all students to reach beyond their grasp and discover their own personal best</p>
Self-Directed Learning	<p>B1. Commit to leading and learning about the implementation of Rocket Block</p> <p>B2. Provide timely and specific feedback using formative assessment practices that help teachers adjust instruction to meet</p>

	<p>student needs and support students in making choices</p> <p>B3. Work collaboratively (teachers, interventionists, specialists, paraprofessionals, related service providers, and students) to develop systems of challenge and support during Rocket Block and independent work time</p> <p>B4. Participate in data team meetings, school-based instructional rounds, and coaching visits focusing on evidence of systems of challenge and support during Rocket Block and independent work time</p> <p>B5. Leverage technology tools to personalize learning and monitor achievement (electronic portfolios)</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, 2014-2018

	2014	2015	2016	2017	2018
Kindergarten	89%	91%	83%	82%	88%
Grade One	89%	88%	95%	88%	90%
Grade Two	90%	94%	85%	88%	80%
Grade Three	87%	86%	91%	88%	81%
Grade Four	92%	89%	91%	87%	86%

Percentage of Students Meeting Writing Standards, 2014-2018

	2014	2015	2016	2017	2018
Kindergarten	87%	89%	77%	83%	83%
Grade One	82%	85%	89%	80%	88%
Grade Two	84%	90%	78%	71%	75%
Grade Three	85%	84%	88%	82%	82%
Grade Four	92%	88%	78%	84%	84%

Percentage of Students Meeting Math Standards, 2014-2018

	2014	2015	2016	2017	2018
Kindergarten	84%	88%	80%	83%	82%
Grade One	88%	90%	94%	86%	91%
Grade Two	85%	90%	81%	83%	80%
Grade Three	82%	81%	88%	76%	79%
Grade Four	81%	90%	81%	83%	86%

Smarter Balanced Assessment Scores for Noah Wallace
 Percentage of Students Meeting / Exceeding State Goal, 2015 – 2018

	2015	2016	2017	2018	2015	2016	2017	2018
	Grade 3				Grade 4			
ELA	64%	86%	71%	85%	73%	76%	85%	82%
Math	64%	78%	69%	88%	69%	67%	85%	86%

Growth Model Trend Data 2015-2018 for Noah Wallace

	Grade 4	Growth Rate			Average Percentage of Growth Target Met		
Noah Wallace	ELA	60.5%	51.5%	65.5%	81.9%	76.2%	86.8%
	Math	53.9%	85.3%	80.2%	85.0%	99.8%	100.0%

Student and Parent Survey Data

Noah Wallace
Family Survey

Culture and Climate	2018	2019	2020
Do you agree that your child feels a strong sense of belonging to a supportive school community when s/he is at school?	97%		
How much do you believe that the teachers in this school care about your child?	99%		
How respectfully do students treat each other in this school?	97%		
Academic Achievement	2018	2019	2020
How prepared do you feel your child will be to move on to the next grade level / college?	99%		
How clearly does this school communicate your child's academic progress and achievement?	96%		
How much do you agree that this school sets high academic expectations for your child?	96%		
Teaching and Learning	2018	2019	2020
To what extent is your child challenged to think, reason, and problem solve as a part of his/her daily school experiences?	100%		
How effectively do teachers provide feedback that helps your child improve?	97%		
To what extent do you think your child is learning to effectively collaborate and work well with others?	100%		

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

Noah Wallace
Student Survey Grades 3-4

Culture and Climate	2018	2019	2020
How much do you believe that the adults in this school care about you?	97%		
How respectfully do students treat each other in this school?	96%		
Do you agree that you are learning to work well with others who are different from you?	99%		
Academic Achievement	2018	2019	2020
How prepared do you feel you will be to move on to the next grade in school?	99%		
How well do you understand what you are good at and what you need to work on as a student?	99%		
How much does this school help students do their best work?	100%		
Teaching and Learning	2018	2019	2020
How often are you asked to use your problem solving and critical thinking skills in school?	97%		
Do you agree that your teachers expect you to be self-directed in your learning?	99%		
How often are you able to make choices about what you want to learn?	91%		

