Broadus Wood Elementary School
Strategic Improvement Plan

<table>
<thead>
<tr>
<th>Period Covered</th>
<th>Mo/Yr – Mo/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/2015-6/2016</td>
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<tr>
<td>Updated</td>
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**TIMELINE—PLANS/UPDATES SHOULD BE SENT TO improvementplanning@k12albemarle.org BY THE SUBMISSION DATE LISTED BELOW**

- **INITIAL PLAN**
  - September 11
- **Q1 UPDATE**
  - November 6
- **Q2 UPDATE**
  - January 29
- **Q3 UPDATE**
  - April 15
- **Q4 UPDATE**
  - June 17

Broadus Wood Elementary School fosters academic excellence, character development, and life skills that will empower students to succeed. Students develop a love of learning, learn to work collaboratively and independently, and demonstrate respect, awareness and appreciation of others. Parental involvement and support continue to provide strong motivation for their child’s school success.

**Strategic Improvement Team**

<table>
<thead>
<tr>
<th>Role</th>
<th>Representative</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Dr. Kendra Core King</td>
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<tr>
<td>Assistant Principal Representative</td>
<td>N/A</td>
</tr>
<tr>
<td>Instructional Representative</td>
<td>K-5 Teachers</td>
</tr>
<tr>
<td>Instructional Support Representative</td>
<td>Specialists</td>
</tr>
<tr>
<td>Teacher Assistant Representative</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Representative</td>
<td>Wegscheid, Burntette, Heathcock, &amp; Zehnter</td>
</tr>
<tr>
<td>Community Representative</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Add to list as needed. Each group may have more than one representative.*
GOAL 1: ACADEMIC FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

The academic focus goal moves us closer to achieving the primary board goal by intentionally identifying supports to close the achievement gap for specific groups of students.

1.1 PLAN – Identify Focus Areas

SMART Goal: At the end of the year, students identified in Gap Group 1 will have a 10% gain in reading and math on the SOLs.

GAP Evidence:
- 2015 PALs scores
- 2015 SNAP scores
- 2015 SOLs reading Gap Group 1 was 31% and math Gap Group 1 was 40%
- 2015 ACAMB

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Grade level teachers will identify areas of weakness among student performance according to the standards.
2. Grade level teachers, instructional coaches, and the principal will align the curriculum for reading and math by unpacking the standards of learning, use curriculum frameworks, and revising pacing guides to address areas of weaknesses that students were found to have based on past performance and recent observations and assessments.
3. PLC teams will revise assessments to match the standards and increase rigor as well as incorporate instructional strategies that match the standards and maximize time.

We believe the above strategies will be effective in helping us to meet our goal because research supports curriculum alignment as being strongly correlated with increased student achievement.

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Grade levels will use revised assessments to document student progress toward this goal every two weeks.
2. Grade levels will use ACPS benchmark assessments to document student progress toward this goal every quarter.

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?
Q1. Grade levels analyzed the results during PLC meetings. The following are results from the data collection and what was learned from the data:

- We have seen that we have some students still struggling with identifying numbers 1-10 and accurately counting 1-10 for which we will need to provide extra support. We also see that even within this subgroup there are different levels of conceptual understanding for which 1-1 support will meet their needs most effectively.

- We have seen that our students can count well but are transposing two digit numbers, having difficulty recognizing the numeral, and struggling with counting backwards. Students don’t have a good sense of story problems, whether to add or subtract. We will provide more practice counting backwards. We will also provide hundreds charts and number lines for addition and subtraction practice.

- Many students still only use one method or just write in the answer to another problem to solve it a second way. Asking them to double check their work seems too much work to them even though they find their simple errors while doing so. Several children still do not have a solid number sense which adds to their struggles adding and subtracting large numbers.

- Students entered with weak number sense but are working to pull it up. Most were fluent or near fluent with addition facts. Those below grade level had a hard time applying basic facts to double and triple-digit equations. Most are still having trouble crossing over the 1,000 mark but will be spiraling in larger numbers next quarter.

- We have seen that the struggling students in math are also below in reading or just making reading benchmarks.
Q2. An analysis and summary of the data will be added after the February 24 faculty meeting.

Q3.

Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

| Q1 | Based on the quarterly data analysis, the following adjustments will be made for students not on grade level:  
|    | • Use extended learning time for additional support; 
|    | • Coordinate a tutoring and volunteer schedule for additional support; and 
|    | • Developing SOL recovery sessions in math for students to participate in. |

| Q2 | We will analyze the data as a school during our mid-year review data meeting on 2/24. This section will be updated during the meeting. |

| Q3 |

| Q4 |
GOAL 2: CLIMATE FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

The climate focus goal moves us closer to achieving the primary board goal by sharing strategies of inclusiveness and collaboration to help students succeed as citizens of the world.

1.1 PLAN – Identify Focus Areas
SMART Goal: At the end of the year, the School Climate survey will reflect a 10% decrease of the number of students who report being bullied.

GAP Evidence:
2014-15 School Climate Survey Results
2014 Peer Nomination Survey

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?
1. We will host a school-wide morning meeting each quarter to address bullying prevention with students.
2. The school counselor will implement character counts curriculum within guidance along with bullying prevention lessons.
3. The Diversity Resource Teacher will share resources to implement during classroom morning meetings to recognize and celebrate our cultural differences.

We believe the above strategies will be effective in helping us to meet our goal because research supports bully prevention activities as a means to decrease occurrences of bullying. By addressing bullying, students will feel safer and be able to focus more on learning.

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?
1. Peer Nomination Survey (Fall 2015)
2. School created survey given three times between December and April.
3. Spring Climate Survey (informal and Spring 2016)

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?
Q1. Peer Nomination Survey completed for 3rd-5th graders.
What is Bullying?

I have seen bullying at Broadus Wood in the past month.
The staff will reflect upon the data during PLC meetings and we will continue to review strategies to address bullying and/or perceptions of bullying.

Q2.

**Where have you seen bullying in the past month?**

<table>
<thead>
<tr>
<th>Location</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Seen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>20</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Hallways</td>
<td>15</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Restrooms</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Playground</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Bus</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>After School</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**What is Bullying?**

- Defined Correctly

- 3rd: 88%
- 4th: 90%
- 5th: 92%
Q3. Based on our data analysis, adjustments can be made with helping students understand ways to self-empower.

Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?
Two situations in the fifth grade were addressed and on-going monitoring were established that showed patterns of bullying. A school-wide bullying assembly is planned for 2/26.

Q3

Q4

GOAL 3: PROFESSIONAL DEVELOPMENT FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

The professional development goal moves us closer to achieving the primary board goal by providing teachers with training to support students in becoming successful 21st century learners.

1.1 PLAN – Identify Focus Areas

SMART Goal: Broadus Wood teachers will participate in professional learning opportunities to increase student knowledge of math, reading, and bullying prevention.

GAP Evidence:
- Reflective teacher conversations on needs
- Learning walk data
- Climate Survey
- Teacher smart goals
- Spring 2015 SOL Math, ACAMB, SNAP results

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Teachers will participate in math professional development to incorporate an aligned curriculum, appropriate instructional learning strategies, and assessments that match the curriculum along with increasing rigor.

2. Teachers will participate in diversity and bully prevention work sessions to learn how to incorporate conflict resolution strategies as well acknowledge and celebrate differences within the instructional day.

We believe the above strategies will be effective in helping us to meet our goal because teachers will be have opportunities to learn appropriate practices to support student development in reading and math along with decreasing bullying.

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1.

2.
3.

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. 4 out of 6 grade levels have unpacked their math curriculum and a diversity work session was shared with the staff on Sept. 28.

Q2. 5 out of 6 grade levels unpacked their math curriculum and diversity resources have been shared monthly.

Q3.

Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1  Incorporate instructional rounds to allow feedback on math strategies teachers have learned about during monthly PD sessions.

Q2  School-wide participation in instructional rounds on 12/2 and 1/20.

Q3

Q4