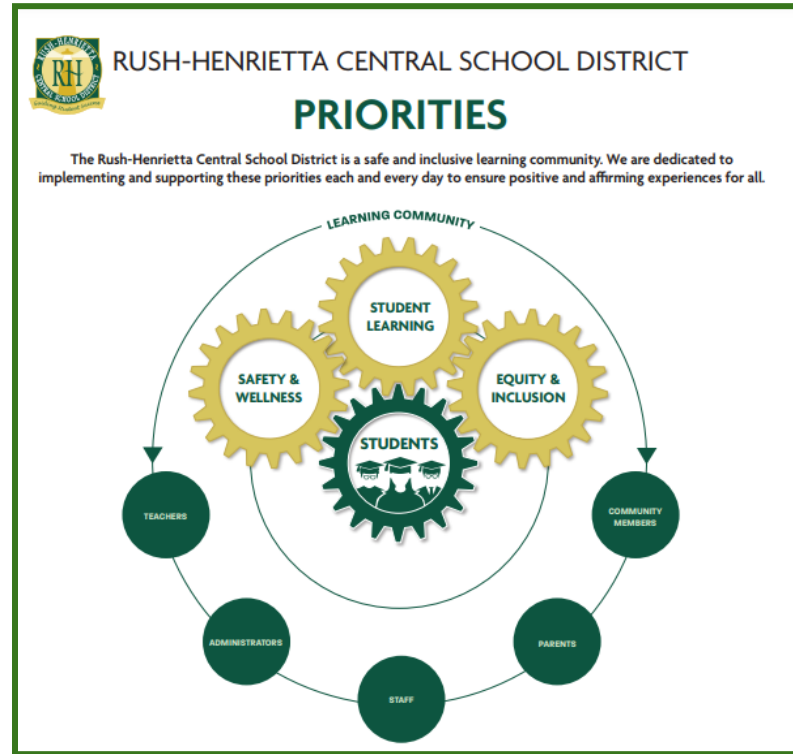


Winslow Elementary School Improvement Plan

Beginning of Year Report
2022-2023



Winslow Improvement Plan 2022-2023

District Priority: Student Learning

Goal: At Winslow Elementary School, all students will acquire foundational literacy, math, and ICT skills in child-centered learning environments.

Target: 60% of students at each grade level will score 61% or higher on the NWEA Reading and ELA New York State Assessments with an emphasis on students in grade 2 taking the K-2 NWEA Reading assessment.

Improvement Actions:

- Change-
 - Embed the practices of the Science of Reading into classroom instruction and intervention. Utilize the Equipped for Reading Success resource
 - At grade 2, Geodes will be introduced and implemented to support the use of decodable texts (phonetically regular text) that connect with Foundations.
 - At grades 2 and 3, the frequency of text-dependent reading/writing instruction and formative assessments will be increased. A focus will be placed on digital literacy and the use of digital reading and writing tools.
 - All students falling within the 41st-60th percentiles will be included in a classroom action plan.
- Support-
 - Reading teachers will provide support and ideas for in-class interventions (classroom teachers will observe reading teachers).
 - Literacy Coach will provide professional development (LETRS, Geodes, Foundations), support with progress monitoring, and embedded coaching.
 - Reference the R-H Intervention Flow Chart during planning.
- Monitoring-
 - Classroom Walk Throughs
 - AimsWeb (additional diagnostic)-Decrease number of students at-risk for reading failure.
 - Bi-Weekly reading/writing tasks scored with 2 point NYS rubric.
 - 41st-60th sub group will be monitored closely to ensure 55% move to 61st percentile or higher.

Impact: Measures of Academic Progress (MAP) and New York State Assessment- ELA

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below. Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile). Our benchmark is set to put Winslow in the top quartile of Monroe County Skills. The reported gap compares current performance to the benchmark. The trend reports the differences between Fall and the most current administration. Building cohort and ethnicity group proficiency rates are included in Appendix B.

Reading	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP K	Not Given	(36%)(39%)	(58%)(74%)	NA	NA	NA
MAP 1	45%(53%)(44%)	(46%)(32%)	(48%)(47%)	60%	-15%	NA
MAP 2	40%(46%)(30%)	(47%)(26%)	(56%)(43%)	60%	-20%	NA
MAP 3	50%(45%)(43%)	(49%)(43%)	(55%)(51%)	60%	-10%	NA

Proficiency rates on the New York State ELA assessments are reported below by year. Due to the 2021 NYS Assessment having a different amount and ratio of questions and fewer kids taking the exam, we did not include the data for comparison. New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019. Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA. For district cohort and ethnicity group proficiency rates refer to Appendix A.

ELA	2023	2022	2019	Benchmark	Gap	Trend
Grade 3		47%	51%	65%	-18%	

Reflection:

Students in grade 3 showed an increase from when they took NWEA in the spring. Our grade 3 cohort performed lower on the NYS ELA assessment than the 2021 cohort. We will focus on building oral reading fluency and increasing their ability to understand and explain key ideas and details by answering and explaining, in writing and discussion, text-dependent questions at grades 2 and 3. Students in grades 1 and 2 both decreased from their spring administration. Based on Aimsweb (additional diagnostic tool) results, students at these grades need to build their oral reading fluency. At grade 1, 57% of students are at-risk for reading failure and at grade 2 there are 37% at-risk. Students in Kindergarten need to focus on building Letter Name Fluency.

Target: 65% of students at each grade level will score 61% or higher on the NWEA Math and New York State Assessments with an emphasis on students in grade 2 taking the K-2 NWEA Math assessment.

Improvement Actions:

- Change-
 - At all grades, the use of in-classroom gap-filling interventions will be implemented in or out of the classroom (Bootcamps).
 - Instruction will be aligned to Fact Fluency Flow Charts (grades 1-3), Computational Fluency and Remediation Flow Charts (grades 2-3)
 - All students falling within the 41st-60th percentiles will be included in a classroom action plan.
 - Initiate the implementation of the Eureka Math Squared program.
 - Build students' ability to use digital tools that mirror the tools used on the New York State Assessment.
- Support-

Impact: Measures of Academic Progress (MAP) and New York State Assessment- Math

See above for data table description.

Math	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP K	Null	(54%)(45%)	(64%)(70%)	70%	NA	NA
MAP 1	55%(59%)(44%)	(42%)(47%)	(64%)(49%)	70%	-15%	NA
MAP 2	53%(51%)(32%)	(49%)(23%)	(61%)(51%)	70%	-17%	NA
MAP 3	52%(37%)(28%)	(47%)(41%)	(59%)(48%)	70%	-18%	NA

See above for data table description.

Math	2023	2022	2019	Benchmark	Gap	Trend
Grade 3		57%	58%	65%	-8%	

Reflection:

<ul style="list-style-type: none">○ Math Specialist will provide ideas to classroom teachers and direct Instruction to students.○ Math Coach will provide professional development, support with progress monitoring and embedded coaching.● Monitor-<ul style="list-style-type: none">○ Classroom Walk Throughs○ Math Fluency Measures-Increase students meeting grade level standards.○ Administer and analyze Math Interim Assessments (Grades 2 and 3).○ 41st-60th sub group will be monitored closely to ensure 55% move to 61st percentile or higher.	<p><i>Overall, students showed a slight decline from when they took the NWEA last spring. Our grade 3 cohort performed lower on the NYS ELA assessment than the 2021 cohort. To continue to develop third grade results, we will focus on Operations and Algebraic thinking including fact and computational fluency, along with answering and responding to writing multi-step word problems. Based on fluency results, all students need to focus on building subtraction fact fluency.</i></p>
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Winslow Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Winslow Elementary School, all students will experience rigorous, culturally responsive instruction, high expectations, and fully engage in the learning process within welcoming and affirming learning environments.

Target: 50% of our English Language Learners (ELLs) at each grade level will meet their projected growth percentile on the NWEA Reading (from BOE Needs Assessment, Focus Area 2).

Improvement Actions:

- Change-
 - Utilize Multi-tiered Support System for ELLs (MTSS).
 - Establish Common Reading Goals for ELLs using the Language Acquisition Grid, NWEA, and being clear on each ELL's projected growth percentile.
- Support-
 - ELL and Reading Teacher Monthly Meetings to discuss goals and students' response to instruction and intervention.
 - Focus on using MTSS at a Faculty Meeting and During IST meetings.
- Monitoring-
 - NWEA Reading Growth will be implemented and analyzed,
 - Language Acquisition Grid will be each quarter.

Impact: Reported below are the number of ELL students that met their projected growth percentile per administration. Our benchmark is 75% of students will meet their projected growth goal. The gap reported is the most current level compared to the benchmark. The trend is the positive or negative growth from the fall administration.

Reading/ELL	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP K	Not Given			50%	NA	NA
MAP 1	NA			50%	NA	NA
MAP 2	43% (n=7)			50%	-32%	NA
MAP 3	55% (n=11)			50%	-20%	NA

Reflection:

We are looking to increase growth to 50%. Currently, gaps are present to our benchmark. Our action steps explain efforts to work toward our benchmark.

Target: Teachers will ensure engagement from all students from diverse backgrounds during ELA and/or Math (from BOE Needs Assessment, Focus Area 2).

Improvement Actions:

- Change-
 - Identify and implement culturally responsive engagement practices.
 - Create a building-based or district-wide engagement walk-through tool.
- Support-
 - Professional development using the [Culturally Responsive Practices Crosswalk](#), [Culturally Responsive Teaching in the Brain](#) Resource, [Total Participation Techniques](#) Resources will be implemented.
 - Training on how to use the walk-through tool will occur.
- Monitor-
 - Quarterly Walk throughs to analyze engagement
 - Conversations during the formal APPR Process

Impact: Implementation of professional development and progress toward creating a walk-through tool will be reported and reflected upon below in a qualitative manner.

Reflection:

Winslow Improvement Plan 2022-2023

District Priority: Safety and Wellness

Goal: At Winslow Elementary School, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment for all.

Target: Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics (from BOE Needs Assessment, Focus Area 3). Focus on our school theme: Building Courageous Independent Learners. 90% of students will show evidence of self-managing behaviors by receiving an ME (meeting expectations) on their progress report.

Improvement Actions:

- Change-
 - Embed concepts from CASEL's SEL Wheel into explicit lessons, daily lessons, assemblies, and other SEL/PBIS team initiatives.
 - Expand use of Community-Building circles and other restorative practices including restorative mediations with contracts.
 - Implement School Counseling Lessons.
- Support-
 - Develop Primary Student Satisfaction Survey.
 - SEL team meets monthly to plan and discuss progress of implementation.
 - Improve Every Lesson Plan with SEL (Author-Jeffrey Benson).
- Monitor-
 - SEL Team will administer, analyze, and develop an action plan using the student satisfaction survey results.

Impact: Implementation of lesson and assembly creation and completion will be reported below. Additionally, we are in the process of creating a district primary student satisfaction survey that will be reported and analyzed by cohort.

Reflection:

Target: Increase positive behaviors with students that struggle with self-management based on multiple factors including trauma and mental health diagnoses.

Improvement Actions:

- Change-
 - Redesign our instructional support team (IST) into two categories-Academic and Behavior.
 - Use University of Rochester Medical Center (URMC) for teacher and family consultation and to initiate out of school counseling referrals.
 - Build self-awareness and self-management skills through direct instruction and student self-reflection of the Zones of Regulation.
- Support-
 - URMC support and presentations at a parent and faculty meeting
 - Instructional Support Team plans will; be utilized and shared with families.
- Monitor-
 - Mental Health Team meets weekly to discuss and provide support to students and their teachers and families struggling with self-regulation.
 - Decrease behavioral referrals.

Impact: Reported below are the number of behavioral referrals per quarter. Our goal is to decrease referrals between quarter 1 and quarter 4.

Behavioral Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All Students				

Reflection:

APPENDIX A - New York State ELA and Math Data ELA

NYS 3-8: School proficiency rates for New York State ELA assessments are below by cohort. Number of students in parentheses.

School ① ...	Grade ② ▲	All	GE	SE
Winslow	3	47% (n=83)	50% (n=76)	14% (n=7)
Winslow		47% (n=83)	50% (n=76)	14% (n=7)

School ① ▲	Grade ② ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Winslow	3	49% (n=71)	33% (n=12)	61% (n=44)	31% (n=39)
Winslow		49% (n=71)	33% (n=12)	61% (n=44)	31% (n=39)

NYS 3-8: School proficiency rates for New York State ELA assessments are below by ethnicity. Number of students in parentheses.

School ① ▲	Grade ② ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Winslow	3	44% (n=9)	25% (n=12)	33% (n=6)	57% (n=7)	53% (n=49)
Winslow		44% (n=9)	25% (n=12)	33% (n=6)	57% (n=7)	53% (n=49)

Math

NYS 3-8: School proficiency rates for New York State Math assessments are below by cohort. Number of students in parentheses.

School ❶ ...	Grade	All	GE	SE
Winslow	3	57% (n=87)	60% (n=80)	29% (n=7)
Winslow		57% (n=87)	60% (n=80)	29% (n=7)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Winslow	3	61% (n=75)	33% (n=12)	74% (n=47)	38% (n=40)
Winslow		61% (n=75)	33% (n=12)	74% (n=47)	38% (n=40)

NYS 3-8: School proficiency rates for New York State Math assessments are below by ethnicity. Number of students in parentheses.

School ❶ ▲	Grade ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Winslow	3	56% (n=9)	33% (n=12)	33% (n=6)	57% (n=7)	66% (n=53)
Winslow		56% (n=9)	33% (n=12)	33% (n=6)	57% (n=7)	66% (n=53)

APPENDIX B - NWEA MAP Data

ELA Proficiency

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School	Gr...	ALL	GE	SE
2022-2023	WINSLOW	1	45 (94)	42 (86)	75 (8)
2022-2023	WINSLOW	3	50 (117)	49 (113)	75 (4)
2022-2023	WINSLOW	21	24 (75)	25 (71)	0 (4)
2022-2023	WINSLOW	22	88 (25)	92 (24)	0 (1)
2022-2023	WINSLOW Total		45 (311)	45 (294)	53 (17)

Year	School	Gr	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	WINSLOW	1	48 (85)	11 (9)	53 (58)	31 (36)
2022-2023	WINSLOW	3	53 (105)	17 (12)	58 (65)	38 (52)
2022-2023	WINSLOW	21	25 (67)	13 (8)	30 (43)	16 (32)
2022-2023	WINSLOW	22	88 (25)	null	85 (20)	100 (5)
2022-2023	WINSLOW Total		48 (282)	14 (29)	53 (186)	33 (125)

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School	Gr	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	WINSLOW	1	36 (11)	50 (6)	33 (3)	0 (7)	51 (67)
2022-2023	WINSLOW	3	47 (15)	43 (7)	54 (13)	44 (9)	51 (73)
2022-2023	WINSLOW	22	100 (3)	100 (3)	100 (2)	100 (1)	81 (16)
2022-2023	WINSLOW	21	13 (8)	29 (7)	17 (6)	0 (4)	28 (50)
2022-2023	WINSLOW Total		41 (37)	48 (23)	46 (24)	24 (21)	48 (206)

ELA Growth

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr	ALL	GE	SE
2022-2023	WINSLOW	1	null	null	null
2022-2023	WINSLOW	3	50 (105)	49 (103)	100 (2)
2022-2023	WINSLOW	22	52 (25)	50 (24)	100 (1)
2022-2023	WINSLOW	21	32 (69)	32 (65)	25 (4)
2022-2023	WINSLOW Total		44 (199)	43 (192)	57 (7)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	WINSLOW	1	null	null	null	null
2022-2023	WINSLOW	3	49 (94)	55 (11)	48 (61)	52 (44)
2022-2023	WINSLOW	21	31 (62)	43 (7)	32 (41)	32 (28)
2022-2023	WINSLOW	22	52 (25)	null	60 (20)	20 (5)
2022-2023	WINSLOW Total		43 (181)	50 (18)	44 (122)	43 (77)

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	WINSLOW	1	null	null	null	null	null
2022-2023	WINSLOW	3	38 (13)	43 (7)	58 (12)	38 (8)	52 (65)
2022-2023	WINSLOW	21	29 (7)	50 (4)	20 (5)	0 (4)	35 (49)
2022-2023	WINSLOW	22	67 (3)	33 (3)	0 (2)	0 (1)	63 (16)
2022-2023	WINSLOW Total		39 (23)	43 (14)	42 (19)	23 (13)	47 (130)

Math Proficiency

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School	Gr...	ALL	GE	SE
2022-2023	WINSLOW	1	56 (94)	56 (86)	63 (8)
2022-2023	WINSLOW	3	52 (117)	52 (113)	50 (4)
2022-2023	WINSLOW	21	46 (81)	45 (76)	60 (5)
2022-2023	WINSLOW	22	84 (19)	84 (19)	null
2022-2023	WINSLOW Total		54 (311)	53 (294)	59 (17)

Year	School	Gr	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	WINSLOW	1	61 (85)	11 (9)	62 (58)	47 (36)
2022-2023	WINSLOW	3	56 (105)	17 (12)	65 (65)	37 (52)
2022-2023	WINSLOW	21	48 (73)	25 (8)	47 (47)	44 (34)
2022-2023	WINSLOW	22	84 (19)	null	94 (16)	33 (3)
2022-2023	WINSLOW Total		57 (282)	17 (29)	62 (186)	42 (125)

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School	Gr	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	WINSLOW	1	45 (11)	67 (6)	67 (3)	14 (7)	61 (67)
2022-2023	WINSLOW	3	60 (15)	29 (7)	46 (13)	33 (9)	56 (73)
2022-2023	WINSLOW	21	40 (10)	56 (9)	33 (6)	25 (4)	48 (52)
2022-2023	WINSLOW	22	100 (1)	0 (1)	100 (2)	100 (1)	86 (14)
2022-2023	WINSLOW Total		51 (37)	48 (23)	50 (24)	29 (21)	58 (206)

Math Growth

Math: Growth rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School	Gr...	ALL	GE	SE
2022-2023	WINSLOW	1	null	null	null
2022-2023	WINSLOW	3	56 (104)	55 (102)	100 (2)
2022-2023	WINSLOW	21	58 (76)	58 (71)	60 (5)
2022-2023	WINSLOW	22	47 (19)	47 (19)	null
2022-2023	WINSLOW Total		56 (199)	55 (192)	71 (7)

Year	School ❶	Gr ❷	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	WINSLOW	1	null	null	null	null
2022-2023	WINSLOW	3	55 (93)	64 (11)	51 (59)	62 (45)
2022-2023	WINSLOW	21	58 (69)	57 (7)	60 (45)	55 (31)
2022-2023	WINSLOW	22	47 (19)	null	50 (16)	33 (3)
2022-2023	WINSLOW Total		55 (181)	61 (18)	54 (120)	58 (79)

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶	Gr ❷	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	WINSLOW	1	null	null	null	null	null
2022-2023	WINSLOW	3	69 (13)	71 (7)	58 (12)	50 (8)	52 (64)
2022-2023	WINSLOW	21	67 (9)	50 (6)	60 (5)	75 (4)	56 (52)
2022-2023	WINSLOW	22	100 (1)	0 (1)	0 (2)	0 (1)	57 (14)
2022-2023	WINSLOW Total		70 (23)	57 (14)	53 (19)	54 (13)	54 (130)