

## 2021-2022 White Oak Elementary School Improvement Plan

*White Oak will engage all stakeholders to create and maintain a superior quality, 21st century, differentiated learning environment where all students grow and thrive.*

Eliminate Opportunity Gaps	Increase School/District Performance	Educator Preparedness
Key Strategic Initiative(s)	Key Strategic Initiative(s)	Key Strategic Initiative(s)
<ul style="list-style-type: none"> <li>• Social-Emotional Learning Integration (A 4.06, E. 1.06 )</li> <li>• Implementation of Tiered Interventions (MTSS) (A 4.01)</li> <li>• Personalized Learning Experiences (A1.06)</li> </ul>	<ul style="list-style-type: none"> <li>• Refine Maps and SAPs (A 2.04)</li> <li>• Analyze various subgroup data in order to increase problem solving (A 3.01)</li> <li>• Sharpen practices within MTSS (A 4.01)</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance teacher learning opportunities through PLCs and intentional staff development (C 2.01)</li> </ul>
Deliverables	Deliverables	Deliverables
<ul style="list-style-type: none"> <li>• Calm Cubbies (Calm Minds, Kind Hearts), Mindful Schools Training (101 &amp; 201),</li> <li>• Harmony Curriculum</li> <li>• Adult Volunteers and Parent Involvement opportunities</li> <li>• ROAR time, Academic &amp; behavior Interventionist, Restructuring of AIG Program (Quest),</li> <li>• Expand STEM and Engineering Design opportunities for students</li> <li>• Differentiation for EL learners, Core, Supplemental and Intensive Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Standards-aligned teaching, assessment, and data collection</li> <li>• Learning Walks and Walkthroughs</li> <li>• P3 Coaching</li> <li>• Disaggregation of subgroup data with a focus on annual growth</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated professional learning led by coaches and digital innovators as determined by need: Thinking Maps Training, Digital Learning Opportunities (i.e., digital innovators), DOK training, SAPs training, P3 training, CMKH PD, Bridges math PD for pilot teachers</li> </ul>
Performance Indicators	Performance Indicators	Performance Indicators
<ul style="list-style-type: none"> <li>• All grade levels will show a positive change, from BOY to EOY, in the percentage of students rated at risk in the emotional domain as measured by SAEBRs.</li> <li>• WOS students will not lose more than 15% of their instructional time due to Tier II and Tier III behaviors, as measured by Educators Handbook.</li> <li>• African American males at WOS will be responsible for less than 50% of our total office discipline referrals as documented in Educator's Handbook.</li> <li>• Students in all sub-groups will show growth in reading, from BOY to EOY, as measured by the DIBELS assessment.</li> <li>• Students in all sub-groups will grow at least 5 percentage points in math, from MOY 2022 to EOY 2022 as measured by the state math assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in all sub-groups will show growth in reading, from BOY to EOY, as measured by the DIBELS assessment.</li> <li>• Students in all sub-groups will grow at least 5 percentage points in math, from MOY 2022 to EOY 2022 as measured by the state math assessments.</li> <li>• At least 80% of retained students at WOS will show at least one year's growth during the 2021-2022 school year as measured by grade level referrals to the MTSS problem-solving team and assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of WOS teachers will be successful in meeting their PDP goals, as measured by their 2021-2022 NCEES PDP.</li> <li>• At least 90% of WOS teachers will meet or exceed expected growth during the 2021-2022 school year as measured by EVAAS.</li> </ul>