COMPREHENSIVE SCHOOL PLAN OVERVIEW

PEABODY AND WATKINS SY21-22

IN DRAFT FORM UNTIL LSAT CONSULTATION AND CENTRAL OFFICE APPROVAL

PANTHERS "BELONG IN THE CHALLENGE"

Our vision can be boiled down to this simple statement, "Belong in the Challenge." Each part of our Comprehensive School Plan connects to the idea of students and families belonging in our community, being challenged academically, or both.

ACADEMICS, INCLUSION PK-5

Goals

- All academic goals in the CSP have a specific indicator for students with disabilities to communicate our focus and commitment to success.

Strategy

- Implement inclusion practices such as high-impact co-teaching models, co-planning, and collaboration around students with disabilities.

Rationale
All students will success when they feel like they belong in the challenge. Co-teaching, co-planning, and co-teacher relationships will enable access to grade level rigor for students with disabilities.

ACADEMICS, K-5 MATH

Goals

- 70% of students achieve their iReady Math growth goals on the 2022 EOY assessment. (SY20-21 38% met growth goals. SY 18-19 78% met growth goals)

  - 60% of students with IEPs will achieve their iReady Math growth goals on the 2022 EOY assessment. (15% met growth last year and 54% met growth goals SY18-19)

Strategy

- Emphasize rich mathematical tasks that enable authentic problem solving.

Rationale

Rich mathematical tasks are best practice and enable authentic problem solving. They will connect students to the content and take them beyond the curriculum. They have access points for all learners and can be a lever for mathematical equity.

ACADEMICS, K-5 LITERACY

Goals

- 80% of students will achieve their ELA growth goals on the 2022 EOY iReady assessment. (SY20-21 61% met growth goals.)
  - 70% of students with IEPs will achieve their ELA growth goals on the 2022 EOY assessment. (61% met growth goals in SY20-21)

Strategy

- Implement data-driven small group literacy instruction.

Rationale

Small group guided reading and guided writing is a research-based best instructional practice. Teachers will closely monitor and support students' reading and writing processing. Guided reading ensures that students are engaged in an appropriately challenging text that is within their control and development.

ACADEMICS, EARLY CHILDHOOD

Goals

- 80% of students achieve grade-level benchmark on the 2022 EOY GOLD assessment for objective 20, "uses number concepts and operations."
    - In PK3, the EOY benchmark for objective 20 is 11 points
    - In PK4, the EOY benchmark for objective 20 is 14 points

- 80% of students achieve grade-level benchmark on the 2022 EOY GOLD assessments for objectives 16 "knowledge of alphabet" and 19 "writing skills."

Strategy

- Implement data cycles around key objectives.

Rationale

Close progress monitoring with our youngest students will ensure teachers are taking student to the next step in their developmentally appropriate and challenging learning tasks.

SHARED LEADERSHIP

Goals

- Increase individual staff engagement on the Spring 2022 Panorama survey from 52% (Peabody) and 56% (Watkins) in 2021 to 70% or more at each school.

Rationale
A collective focus on our school goals with all teacher leaders empowering others to pursue and achieve the school goals will make the difference for students.

Strategies

- Ensure ALT work is grounded in data

- Provide opportunities for leadership development and growth

ENGAGEMENT

Goals

- Parent responses on the "parent communication" portion of Spring 2022 Panorama survey increase to 72% from 52% (Watkins) and 61% (Peabody) on the 2021 Spring survey.

Strategies

- Establish and implement a Family Engagement Leadership Team (FELT) that innovates on current engagement practices.

- Establish and implement school-wide family communication expectations

Rationale

Minimum expectations are in place while pilot teams explore new and innovative practices. Survey data suggests more communication, including progress on learning, is expected from families.

CULTURE OF ACHIEVEMENT

Goals

- Increase the percentage of students who feel loved from 68% (spring 2021) to 75% (spring 2022) on the Panorama student survey.

- Peabody: increase the average daily attendance from 85% (SY20-21) to 96% (SY21-22)

- Watkins: Maintain the average daily attendance from SY19-20 of 95% in SY 21-22.

Rationale

A unified, single model for student culture and social emotional learning and support was needed and is now being implemented.

Strategy

Implement the 3 R's (routines, relationships, resilience) of the Trauma Responsive School Model.

MTSS SUPPORTS STUDENT GROWTH

All academic and SEL needs are supported by a multi-tiered system of support (MTSS). Key features include:

- Dedicated "What I Need" (WIN) time daily for intervention and enrichment, K-5.

- Collaborative, data-based meetings to develop and monitor intervention plans.

- School-wide data systems to organize and monitor small group progress.