

# WATERLOO ELEMENTARY SCHOOL: 2023-2024

SCHOOL IMPROVEMENT PLAN AT A GLANCE	
<i>WATERLOO ELEMENTARY EXPECTATIONS</i>	<i>COMMITMENT STATEMENT &amp; STRATEGIES</i>
<p><b>B – Be Respectful</b></p> <p><b>E – Embrace Differences</b></p> <p><b>S – Spend Time Learning</b></p> <p><b>T – Take Responsibility</b></p>	<p><b><u>Target: Literacy</u></b>  <b>Statement of Commitment:</b> We commit to ensuring student comprehension of a text, while providing explicit evidence to justify a perspective, opinion, or response, through differentiated reading instruction. Together, we will develop foundational strategies, based on comprehension standards, that intentionally address differentiated learning outcomes.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Grade level teams will meet on an ongoing, bi-weekly basis, along with reading specialists, ESOL lead teacher, instructional team leader, and administration so that they may engage in formal data conversations focusing upon...               <ol style="list-style-type: none"> <li>a. Identifying class trends, individual outliers, and students on the cusp of acceleration,</li> <li>b. Coordinating intentional instructional response to data (leverage first instruction, align intervention efforts, differentiate instructional strategies, and individualize feedback plan)</li> <li>c. Expanding awareness of appropriate and targeted use of available resources used to address identified needs.</li> <li>d. Aligning expectations and norming rubric interpretation.</li> </ol> </li> <li>2. Leverage opportunities within the primary model of literacy instruction, particularly within the BAR instructional program and in connection with the BAW approach, to teach, model, and apply comprehension strategies to discourse/writing through utilizing purposeful Read A Louds, culturally responsive texts, and intentional SLO development.</li> <li>3. Collaborative partnership established with ESOL Office to provide ongoing, first instruction focused PD, to align comprehension strategies with the WIDA model to inform instructional practices.</li> </ol> <p><b><u>Target: Mathematics</u></b>  <b>Statement of Commitment:</b> We commit to providing ongoing opportunities for students to justify and explain mathematical thinking as they engage in solving multi-step mathematical problem solving. We will promote independence as we scaffold steps associated with multi-step problem solving and model methods to justify and explain problem solving approaches.</p>
<i>HCPSS STRATEGIC CALL TO ACTION</i>	
<p><b>Vision:</b> Every student and staff member embraces diversity and possesses the skills, knowledge, and confidence to positively influence the larger community.</p> <p><b>Mission:</b> HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.</p>	
<i>FOUR OVERARCHING COMMITMENTS</i>	
<ul style="list-style-type: none"> <li>● <b>Value:</b> Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.</li> <li>● <b>Achieve:</b> An individualized focus supports every person in reaching milestones for success.</li> <li>● <b>Connect:</b> Students and staff thrive in a safe, nurturing, and inclusive culture that embraces diversity.</li> <li>● <b>Empower:</b> Schools, families, and the community are mutually invested in student achievement and well-being.</li> </ul>	

**Strategies:**

1. Teachers across grade levels will incorporate an aligned and standardized approach as they support a process to build student independence and confidence when navigating multi-step problem solving scenarios. Ongoing exposure to five components of problem solving will be explicitly taught, modeled, and scaffolded via a common organizer...
  - a. Identify what the question is asking students to solve.
  - b. Determine the number of steps involved with solving the problem and assign a strategy to each step.
  - c. Solve the problem through a systematic approach with each identified step.
  - d. Justify answer and/or explain process via written communication through differentiated levels of support (cloze paragraphs, word banks, sentence starters, ect).
2. Grade level planning will be aligned, structured, and intentional to include embedded opportunities for meaningful discourse and written communication, associated with concept application/problem solving, as well as norming teacher expectations of student justifications, representations, and explanations.
3. Instructional staff will engage in job embedded professional development, specifically focusing upon the transition from a modeled/scaffolded approach to problem solving to one that provides increased emphasis on independent application of problem-solving strategies.

**Target: Climate**

**Statement of Commitment:** We commit, as a staff, to foster and maintain a positive school culture that proactively builds upon the establishment of a student sense of belonging and safety, while also addressing the complexity and variety associated with the social, emotional, and behavioral needs demonstrated by our students.

**Strategies:**

1. Implementation of ongoing professional development, involving all staff, that provides a structured approach to increasing not only awareness, but also implementation strategies, around the (1) impact of trauma and (2) understanding of cultural perspectives. Staff will implement the first level of proactive strategies in the classrooms, hallways, recess areas, and lunchroom. Partnership with the school counseling office and the ESOL office will continue to be leveraged.
2. Intentional incorporation of daily Social-Emotional Learning activities, circle time, and consistent exposure to mindfulness/self-aware practices.
3. Active consultation among administration, grade level teams, and individual teachers with Waterloo's DEI, SST, and counseling teams to ensure a sense of belonging and safety for all students.

