Checklist for success 2016

Wagner Community School

Are we on track?????

Is our schoolwide plan for improvement based on the needs of our children and our school? The plans state the needs in the areas of academics, parental involvement, and climate.

Does our schoolwide plan truly raise the academic achievement of ALL the students at our school, or do some get left behind? yes – because SLO’s are an integral part of addressing the needs, each students is impacted through the schoolwide improvement plan.

Are we providing extended services to students who need them? yes, we are providing extended services through ICU in the mornings prior to classes starting and after school. We are also provided extended services to maintain skill levels during summer.

Do staff members know our schoolwide goals and the plans we have designed to try and reach those goals? Teachers know our overarching goals is to increase academics and get our students to grade level. Their SLO (which they all know) is their piece in the puzzle to get it done.

Do all teachers employ research-proven strategies in their classroom teaching? (multiple intelligences, brain research, thematic-based, etc.) Has classroom instruction changed since we first began our schoolwide reform plan? PD has been presented showing effective teaching strategies and discussing what instructional methods bring about positive results. Teachers employ these strategies in the classrooms and this use of strategies is documented through walkthroughs and observations.

Do we use student assessment as a means to improve classroom instruction? Are we accountable when our students do not meet the academic goals we have set for them? yes. Teachers use informal assessments to determine student progress and progress towards the achievement of the SLO. When goals are not met, reteaching and interventions are employed to raise levels of achievement.

Do our schoolwide goals, and our mission of raising academic achievement of all students, guide every single decision we make? Does our mission guide decisions we make about--

--curriculum

--instructional strategies

(including lesson plans)

--professional development

--scheduling

--budget

--use of staff time

--building space

--extra-curricular activities

Yes – to all of these. Our plan is focused on the entire need – both academic and nonacademic. SLOs are based upon these needs. Through the use of SLO’s, teacher collaboration teams, ICU, tiers of intervention, and analysis/review of data, the goals are at the fore front of what we do – reviewing the data, using it to make decisions about instruction.

Are parents involved in the schoolwide program? Are they provided with ideas on how to help their child at home? Are they treated as partners with the school in achieving schoolwide goals?

Do all classroom teachers communicate regularly with the parents, including communicating about the schoolwide goals and their child's progress toward these goals? Parents are involved in the program. We have a meeting in the summer to get input into our program and review the goals associated with the consolidated application. WE have met several times to discuss the desired path for the school to take.

Is preschool transitioning an effective part of our schoolwide plan?

Yes. We have a transition plan that includes getting our preschoolers into the kindergarten classrooms and preparing them for the different schedule they will experience when they go to Kindergarten.

Do we truly maintain a "NO EXCUSES!" theme for student failure,

regardless of the problems facing the student, including home-related or other circumstances? The use of ICU in the 3rd through 12th grade has set the bar of refusal to let students fail. There are no zeroes allowed and students must be accountable for their work. If students struggle with the concepts, reteaching is done and one on one teaching is used to ensure students are receiving what they need to be successful.

In spite of challenges, setbacks, and failures, do school leaders continue to try and reach schoolwide goals? Yes, this is a topic of discussion at the weekly admin meeting. How are our students doing, how are we tracking it, how are the observations going, what are our needs, and where do we need to be focused…

Do we employ only a highly qualified staff? Yes, those that did not meet the HQ status because of reassignment, etc, took the praxis and passed.

Are the school leaders knowledgeable and supportive of schoolwide efforts by allowing teachers to make important decisions about the school? Teachers have input into the school wide plan and devise their goals. They have the autonomy of setting their goals and reporting the progress. The SLO’s have brought about really meaningful conversations related to student progress and our expectations.

Is every moment of the instructional day dedicated to raising student

achievement? yes. Schedules have been scrutinized to ensure the maximum use of the time we have. Interruptions have been decreased through rescheduling or alternate methods to accomplish tasks. Assemblies are held at a minimum and are carefully evaluated to their educational value.

Is the schoolwide plan a collective responsibility, or has the Title I program remained a separate entity? Title I has been integrated into the system completely. Because of this, it is difficult for parents, students, and often teachers to know exactly what our Title I program is responsible for.

Have we aligned instruction to the State standards and assessments?

Is professional development the cornerstone of our schoolwide plan, with school leaders creating opportunities for teachers to work,

plan, and learn together around instructional issues?

Yes, Common Core State Standards are at the core of what we do. We base our curriculum on the common core standards. Teacher training has focused on preparation for the SMARTERbalanced assessment through WEBB leveling and valid assessment training. Teachers have collaboration time weekly at a minimum to share instructional strategies, plan, review data, and focus on student needs/progress.