

Willie J. Williams
School Improvement Plan
2021-2022

Overarching Need #1	
Improve instruction and academic support for English Language Learners and Students with Disabilities.	
Root Cause #1	Lack of using data from sub groups to drive instruction
Root Cause #2	Lack of students' ability to read on grade level.
Root Cause #3	Lack of effective differentiation for EL and SWD students.
Root Cause #4	Lack of academic vocabulary across content areas.
Root Cause #5	Lack of foundational math skills to build upon.
Root Cause #6	Lack of effectively using technology to support instruction.
GOAL	Move 15% of EL & SWD students from Below Basic and Basic to Proficient or Advanced on the Reading Inventory by the end of the year. In I-Ready Math, move 15% of EL & SWD students in Tier 2 & 3 to Tier 1 by the end of the year.

Action Steps

1. Teachers will use data analysis with a focus on SWDs and ELs during PLCs to make their instruction more effective.
2. Incorporate reading and writing strategies across the curriculum through station teaching.
3. Teachers will guide students to use goal-setting and learning targets to monitor their progress.
4. Training and follow-up on technology support and instructional strategies for SWDs and ELs.
5. Provide training and support to incorporate cross-curricular, project based learning.
6. Use daily Flex time for individualized instruction in reading and math.
7. Plan vertically 5th through 8th to address gaps in learning and streamline instructional practices.

Overarching Need #2	
Improve discipline disproportionality.	
Root Cause #1	Lack of cultural awareness regarding different ethnic/racial groups.
Root Cause #2	Lack of consistency in building relationships between staff and students.
Root Cause #3	Lack of consistent and effective behavior management strategies.
Root Cause #4	Lack of clear and concise rules and consequences.
GOAL	Decrease discipline disproportionality for Black students by 7% based on referrals by ethnicity in SWIS.

Action Steps

1. School-wide implementation of PBIS with staff and students.
2. Work together to develop school wide rules and consequences.
3. Increase supervision in all areas to promote student learning and a safe environment.
4. Students will assess their behavior through a behavior reflection form, counseling and restorative circles.
5. Provide professional development and support to enhance positive relationships, classroom management, and community building.
6. Continue to build cultural awareness among staff and students to enhance positive relationships and community building.
7. The top 10 students with the highest rate of discipline referrals from August to October will be given a staff mentor.

PROBLEM STATEMENT

Our Subgroups (EL, SWD) are not meeting expected growth on Access (EL) & GMAS (EL, SWD) in Math & ELA.

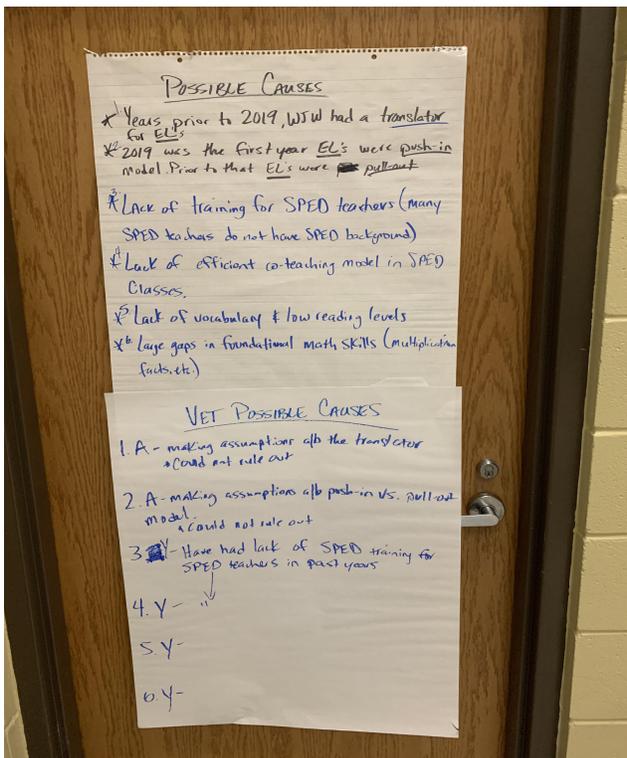
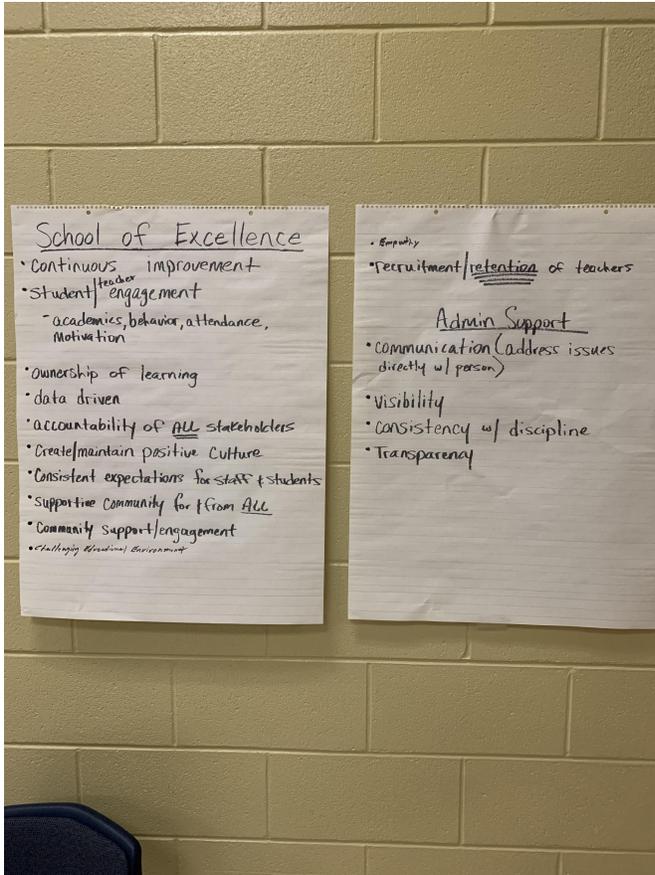
	IS	IS NOT
What	EL & SWD	All other subgroups
Where	Access, GMAS (ELA, math) RI, I-Ready - not meeting expected growth	Science, Social Studies
When	2019 (GMAS Data)	2018 years b/c 2019

	IS	IS NOT
Extent	2018 - ELA $\frac{200}{200}$ / $\frac{1892}{1892}$ EL - 35% / 28.4% SWD - 11.5% / 20.6% Math EL - 51.6% / 42.4% SWD - 26.1% / 30.4% 2019 - ELA $\frac{200}{200}$ / $\frac{1892}{1892}$ EL - 36.7% / 31.9% SWD - 17.8% / 16.9% Math EL - 41.6% / 53.8% SWD - 23.9% / 28.9%	GMAS Science, SS

6 th		
2021	35%	2019
	35%	29%
32%	32%	44%
	33%	27%
		3+4

7 th		
2021	43%	2019
	43%	27%
31%	31%	42%
	28%	31%
		3+4

Math



PROBLEM AREAS

1. Sub-groups (EL, SWD's, Black) ^{Math &} ^{ELA}
2. Math growth
3. Discipline dispro. (Black)
4. 6th grade RI did not meet growth goal
5. Climate