



Willowbrook Elementary

2021-2022

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Our teachers and staff will work to have more focused and strategic plans for our building subpopulations. All of our academic specialists, ESL teachers, and special education teachers will be included in data based decisions, data meetings, and instructional planning PLCs as much as possible. We will focus on our top priorities. We will consider how we utilize our ACT periodics to drive our instruction. Teachers will be provided with coaching and peer support in academic areas to build their expertise. A co-teacher adult learning strategy will assist in planning professional development opportunities for all staff.

STRENGTH AREAS:

NWEA MAP Assessment Data 20-21

- K: 98 percentile Reading, 99 percentile math.
- 1: 90 percentile in reading, 87 percentile in math.
- 2: 92 percentile reading, 94 percentile math.
- 3: 85 percentile math.
- 4: 91 percentile reading, 95 percentile math.

ACT Aspire Assessment Data 20-21

3: % Performing at Exceeding and/or Ready

- English 81%
- Math 81%

4: % Performing at Exceeding and/or Ready

- English 90%
- Math 84%

GROWTH AREAS:

NWEA MAP Assessment Data 20-21

- 3: 76 percentile reading

ACT Aspire Assessment Data 20-21

3: % Performing at Exceeding and/or Ready

- Reading 59%
- Science 65%

4: % Performing at Exceeding and/or Ready

- Reading 40%
- Science 75%

DISTRICT GOAL(s): [Bentonville Strategic Plan 2021](#) Building goals must be connected to district goals.

- **Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.**
 - WES Indicators: Teachers will provide personalized support and learning for all students using district provided curriculum and resources. Teachers will obtain the required Arkansas RISE certification and training.
 - WES Indicators: Using our NWEA Growth MAP Scores and ACT Aspire Growth Scores, Willowbrook will monitor the progress of all students in literacy and math. Grade level teams and academic specialists will meet regularly to discuss strategies and interventions for student needs in academic & behavior response to intervention support. Parents will be notified of student progress routinely each quarter by the teacher.
- **Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.**
 - WES Indicators: Willowbrook will host four Parent University Workshops during the school year to provide information and understanding of student learning. Willowbrook will provide a schoolwide monthly newsletter to all families in addition to regularly maintained schoolwide social media and digital learning platforms such as SeeSaw, Blackboard, Twitter, Facebook, Instagram, and the Bentonville Schools app. We will host parent teacher conferences twice a year.
 - October 18-20, 2021
 - April 5-7, 2022
- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**
 - WES Indicators: Willowbrook staff will participate in professional development and learning activities throughout the school year. The school will collaborate with local business and community partners in working together to provide excellence for Willowbrook students.

MISSION & VISION:

Willowbrook Elementary:

- Teachers and students collaborate as a learning community as we raise our expectations and stretch our potential to achieve success.

- We dare to be innovators, creators, and thinkers. We dare to be DIFFERENT!

| IIIDO1 Response to Intervention | The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI). | | | |
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| SMART GOAL | LEAD STAFF | ACTION STEPS: What needs to be done? | RESOURCES NEEDED | EVIDENCE (How will success be measured? What will evidence of success look like?) |
| <p>Kindergarten and 1st Grade students will receive a "search" lesson where a Gifted and Talented teacher comes to the classroom and introduces all students to an authentic and challenging learning opportunity. All 2nd grade students are given an opportunity to participate in the district gifted and talented program, "TREC". Students identified in grades 3-4 will participate in TREC weekly. A variety of assessments will be given and the data will be used to decide which students need additional, more rigorous learning opportunities. Included in these assessments are standardized assessments such as MAP, state tests, classroom assessments, teacher recommendations, and parent recommendations.</p> | <p>Christina Hamilton, Principal TREC Staff Classroom Teachers</p> | <p>Collaborate with TREC staff to provide rich learning opportunities that foster creativity beyond the curriculum. Meet with TREC staff to gain ideas and strategies for GT to be integrated in the current curriculum.</p> | <p>Accessibility to TREC staff and suggested GT district resources Student and learner engagement strategies through book study and staff PD, <i>The Wild Card</i> by Hope & Wade King</p> | <p>Lessons plans provided by staff will include differentiation strategies that will facilitate learning beyond the curriculum. Student success will be measured through classroom walkthroughs that document the level of student engagement in all classrooms. Student success will be measured using district assessment data, NWEA MAP data, and ACT Aspire data. By the end of the school year, student growth should have improved meeting proficiency at or above 90% in literacy and math.</p> |
| <p>The teachers provide rigorous instruction aligned with the state standards which prepares them for the next grade level and stretches their thinking. We will look to increase our NWEA MAP proficiency. Through the</p> | <p>Campus Leadership Team Christina Hamilton,</p> | <p>Regularly scheduled PLCs for all grade levels K-4. Regularly scheduled coaching cycles for staff</p> | <p>Book student with Leadership Team, <i>Learning by Doing</i> - PLCs at Work by Solution Tree Campus wide focused PLC schedule and agenda items</p> | <p>Student success will be measured using district assessment data, NWEA MAP data, and ACT Aspire data. By the end of the school year,</p> |

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| <p>implementation of PLC discussions and strategies, Willowbrook will build a strong collaborative community of rigorous learning content, the science of reading learning strategies, and effective common assessment data will show proficiency at 90% of students in grades K-4 meeting their academic growth goal by the end of 22-23 school year through data analysis in PLCs three times a year and look for a 5% increase of students moving from proficient to exceeding.</p> | <p>Principal Emily Carlson, Assistant Principal Matt Allen, Assistant Principal</p> | <p>as defined in our data analysis plan for 20-21. Campus RTI team will meet regularly, once a month, with teams in grades K-4 to discuss students performing below grade level and not making adequate progress through interventions.</p> | <p>based on district strategic goals. District RTI Flowcharts for literacy and math.</p> | <p>student growth should have improved meeting proficiency at or above 90% in literacy and math.</p> |
| <p>FE06 Refined Communication</p> | | <p>The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Provide a two-way school-home communication linked to learning.</p> | | |
| <p>SMART GOAL</p> | <p>LEAD STAFF</p> | <p>ACTION STEPS: What needs to be done?</p> | <p>RESOURCES NEEDED</p> | <p>EVIDENCE (How will success be measured? What will evidence of success look like?)</p> |
| <p>WES will communicate in a variety of different ways to include, face to face, materials sent home, weekly emails, telephone conversations, and social media. The goal at WES is 100% parent participation during our fall and spring conferences. All parents will sign-in during these events to track participation. Willowbrook wants to meet this goal by the end of 2021-2022 school year.</p> | <p>Christina Hamilton, Principal Emily Carlson, Assistant Principal Brittany Tavernaro, Librarian Classroom Teachers</p> | <p>Classroom teachers will send weekly parent emails indicating the learning for the week and ideas on how parents can help. Admin will send monthly school wide newsletters digitally that include information about learning and curriculum, PTO information, and school</p> | <p>Digital newsletter platform accessible to all families sent via Blackboard. Parent communication updated by all teachers. Regularly maintained school website and social media pages.</p> | <p>Success will be measured through end of the year parent surveys and will include parents being informed consistently and often.</p> |

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| | | events. Utilize language translation through Blackboard. | | |
| ID13 Safe & Collaborative Culture | Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs). <u>ID13 Collaborative Culture</u> | | | |
| SMART GOAL | LEAD STAFF | Action(s) | RESOURCES NEEDED | EVIDENCE (How will success be measured? What will evidence of success look like?) |
| Through the implementation of PLC meeting discussions and strategies, Willowbrook will build a strong collaborative community of rigorous learning content, the science of reading learning strategies, and effective common assessment data will show proficiency at 90% of students in grades K-4 meeting their academic growth goal by the end of 22-23 school year. | Campus Leadership Team Christina Hamilton, Principal Emily Carlson, Assistant Principal Matt Allen, Assistant Principal | Regularly scheduled PLCs for all grade levels K-4. Regularly scheduled coaching cycles for staff as defined in our data analysis plan for 20-21. Campus RTI team will meet regularly, once a month, with teams in grades K-4 to discuss students performing below grade level and not making adequate progress through interventions. Schedule professional development for staff regarding the PLC | Learning by Doing - PLCs at Work by Solution Tree Campus wide focused PLC schedule and agenda items based on district strategic goals. District RTI Flowcharts for literacy and math. | Student success will be measured using district assessment data, NWEA MAP data, and ACT Aspire data. By the end of the school year, student growth should have improved meeting proficiency at or above 90% in literacy and math. End of the year staff survey to evaluate the effectiveness of the PLC process. |

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| | | process for 22-23 school years. | | |
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| Literacy Plan - Bentonville Schools Literacy Plan 2021-22 |
| Master Literacy Plan - Academic RTI Documents |
| Willowbrook Elementary - Literacy Plan Willowbrook teachers and staff will provide personalized support and learning for all students using district provided curriculum and resources. Teachers will obtain the required Arkansas RISE certification and training. We will support this efforts through grade level PLC meetings and RTI meetings. By utilizing our NWEA Growth MAP Scores and ACT Aspire Growth Scores, Willowbrook will monitor the progress of all students in literacy. Grade level teams and academic specialists will meet regularly to discuss strategies and interventions for student needs in academic & behavior response to intervention support meetings. Parents will be notified of student progress routinely each quarter by their child's teacher. |

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| Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement: |
| <p>WES uses a committee and leadership team structure to make decisions regarding supplemental purchases to support students and staff. Willowbrook provides funding for the following:</p> <p>The Science of Reading and Arkansas RISE Initiative K-4 - ID13 Collaborative Culture</p> <ul style="list-style-type: none"> ● Training for all K-4 instructional staff facilitated by state and district specialist ● Instructional Rounds facilitated by instructional coaches and administrators through the collaborative community process (PLC). ● Coaching Cycles implemented by instructional coaches for all K-4 staff. ● Literacy Coach: Jennifer Bowen ● Interventionist: Kellie Pledger <p>Collaborative Communities (PLCs) ID13 Collaborative Culture</p> <ul style="list-style-type: none"> ● Solution Tree Professional Development for 2022-2023 ● <i>Learning by Doing</i> by Richard DuFour Book Study ● PD in Science of Reading, CGI Math Instruction, and Extending Children's Mathematics <p>Academic & Behavior Response to Intervention - IID01 Response to Intervention</p> <ul style="list-style-type: none"> ● WES maintains a full-time schoolwide interventionists, Kellie Pledger and full-time literacy coach, Jennifer Bowen. ● A Developed system for identifying students not performing at grade level. ● Well documented interventions for support in math, literacy, and behavior ● Progress monitoring of multiple data points and utilizing district flowcharts ● Timely communication provided to parents regarding progress <p>Learner Engagement - ID13 Collaborative Culture</p> |

- Student Engagement Professional Development - August 2021: increasing engagement strategies presented by Hope & Wade King
- House System: Eight houses representing the cultures within our building getting together at pep rallies and house meetings; members earn points for their house; Each house is given the opportunity to conduct service projects within the school
- School Wide Dispositions: Used to promote a positive climate and students learn about the dispositions through their houses and integrated with schoolwide PBIS.
- Student Agency: Opportunities to engage students as learners through the Learning Pit and personalized learning plans

Communication - FE06 Refined Communication

- School Wide Virtual Announcements shared via Seesaw
- Weekly Staff Update Memo, shared agendas, and meeting minutes with staff
- Staff Committees and Collaborative Planning Teams
- Regular social media activity, interaction, and community engagement
- Monthly digital newsletter - through infographics, digital apps, and informational videos from school personnel
- Respond to parents and community within 24 hours
- Maintain school website, teacher websites, and school calendars
- Regular attendance and principal's report at PTO meetings

Robotics Initiative - IIID01 Response to Intervention

- K-4 VEX Robotics Kits & Staff Professional Development
- BFMS Collaborative Club and FJHS Robotics Competition in the spring

Additional Request for the district to consider: (what additional requests the school is asking of the district)

WES uses a committee to make decisions regarding supplemental purchases to support students and staff. Additional requests provided by Bentonville Schools will include:

The Science of Reading and Arkansas RISE Initiative K-4 - [ID13 Collaborative Culture](#)

- Training for all K-4 instructional staff facilitated by state and district specialist
- Instructional Rounds facilitated by instructional coaches and administrators through the collaborative community process (PLC).
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy and math.

Collaborative Communities (PLCs) - [ID13 Collaborative Culture](#)

- Utilize district literacy and math specialists for support
- PD in Science of Reading, CGI Math Instruction, and Extending Children's Mathematics

Academic & Behavior Response to Intervention - IIID01 Response to Intervention

- A Developed system for identifying students not performing at grade level.
- Intervention resources for support in math, literacy, and behavior

***District - Additional Support/Considerations: (what the district decides to provide)**

