

Our Direction

Southwest Elementary School

Date of Report: 10/31/2019

Vision:

Southwest Elementary School will foster a shared responsibility among families, staff, students, and community partnerships in a safe and nurturing environment to support the academic and social growth of 21st century learners.

Mission:

Southwest Elementary School will invest in: the diversity of our learners, multiple opportunities for growth, rigorous and differentiated instruction, innovative and comprehensive learning experiences, and the integration of digital resources and technologies. Our motto is Excellence through commitment and collaboration...We>me.

Goals:

- By 2020, Southwest will improve student growth and performance to "meet or exceed expected growth" and receive a letter grade of "C" or higher on the NC School Report Card.

Performance Measure(s)

Performance Indicator: *Administration will attend grade level planning sessions weekly. *Teacher/admin data (CASA-Collaboration of Student Achievement) meetings will occur twice a quarter; *Teacher weekly walkthroughs and scheduled NCEES observations; *Monthly MCL meetings. Embrace and fully implement Public Impact model with a 4th grade MCL for math; 2nd grade MCL support. *Hire a tutor for 3.5 hours a day for 4th/5th grade reading support; *Increase growth among AIG students w/ weekly pullouts by district AIG personnel; *Monthly review of Student/Teacher Data notebooks *Implementation of student-led conferences. *Implementation and tracking of Istation program *Imagine Math reports		
Data Source: Scheduled meetings, agendas, and notes; CASA cards; electronic reports	Baseline Year: 2018-2019	Baseline: 0.75
Target Date: 2020	Target: 0.8	Actual:

Performance Indicator: *Surveyed staff for professional development needs. *Promote and support teacher participation in professional development opportunities via PTEC, NCEES, NCCAT, LCS PD, etc. *Track staff PD needs and attendance via their NCEES professional development plan.		
Data Source: Results from LCS PD survey; Attendance of PD and re-delivery to staff; Professional Development Plans	Baseline Year: 2018-2019	Baseline: 0.43
Target Date: 2020	Target: 0.53	Actual:

Performance Indicator: More specifically, Southwest will increase the growth index from -4.79 by 3.0 points.		
Data Source: 2019-2020 NC School Report Card and EVAAS data	Baseline Year: 2018-2019	Baseline: -4.79
Target Date: 2020	Target: -1.79	Actual:

- By June 2020, discipline data will decrease by 15-20% as a result of implementation of PBIS and district-wide Code of Conduct policy.

Performance Measure(s)

Performance Indicator: From 2017-2018 to 2018-2019, discipline referrals decreased by 29%. We want to continue to improve this progress by reiterating the PBIS expectations and consistency throughout the school environment. *Monthly reminders of PBIS expectations. Celebrations for students who are successful with PBIS expectations. *Office Referral reports *Enforcement of the LCS Code of Conduct Policy		
Data Source: Discipline Referral process/forms; Google Form to create charts; LCS Code of Conduct Policy	Baseline Year: 2018-2019	Baseline: 0.29
Target Date: 2020	Target: 0.2	Actual:

- For the 2019-2020 school year, Southwest will add 1-2 communication platforms to inform and encourage parental and family involvement. We will also increase community partnerships by adding 1-2 organizations.

Performance Measure(s)

Performance Indicator: *Create a SWE Facebook page. Log the number of followers. *Admin. Newsletter-Quarterly *School Messenger reports *Results from the 2019 Family Engagement survey (approx. 90 surveys returned). *Sign-in sheets for conferences, curriculum nights/evening events, awards days, etc. *Report from front office sign-in system that calculates the number of volunteer hours from year to year. *Parent Volunteer forms. As of October 2019, we have 30 parent volunteers signed up for one or more of the following opportunities: school or district committees, volunteer for special events, classroom parent/volunteer. *As of October 2019, Union Baptist Church & Faith Health have joined us as community partners.		
Data Source: Family Engagement survey; sign-in sheets; electronic reports	Baseline Year: 2018-2019	Baseline: 2
Target Date: 2020	Target: 4	Actual:

- Southwest's attrition rate decreased from 30% in 2017-2018 to 18% in 2018-2019. We will continue to decrease our attrition rate by 10% by improving staff satisfaction and working conditions for an overall positive working environment and climate. Using the results from the 2020 Teacher Working Conditions Survey, we will decrease staff overall dissatisfaction from 55.5% to the Lexington City Schools average of 34.9% or less.

Performance Measure(s)

Performance Indicator: *2020 Teacher Working Conditions Survey *Quarterly LCS generated survey *Create a Culture Club *Distribute, review, and report out Friday notes (every other week) *National Teach Kindness Campaign sign-up and implementation of activities and lessons (as noted in lesson plans and/or demonstrated class and staff activities) *Monthly Teacher of the Month recognition (crystal apple and certificate) *Monthly Staff Perfect Attendance recognition and coupon *Visual celebrations and acknowledgments via Apple TV in the front office		
Data Source: Friday notes; Lesson plans & activities; staff attendance report; Teacher Working Conditions survey 2020 & quarterly surveys	Baseline Year: 2018-2019	Baseline: 0.56
Target Date: 2020	Target: 0.35	Actual:

- With collected data, we will analyze, monitor, and improve student progress. We will also identify, utilize, and evaluate digital tools and resources to deliver whole group and strategic small group reading and math instruction and create an enhanced learning experience for all students.

Performance Measure(s)

Performance Indicator: *Implementation of Imagine Math- *Implementation of NearPod *Tracking Reading Counts data *Purchase media center books on the following topics: graphic novels, gaming, easy readability, non-fiction *Continued use of other on-line support (Khan Academy, Prodigy, etc.)		
Data Source: Professional development & Reports from Imagine Math, NearPod, Reading Counts	Baseline Year: 2018-2019	Baseline: 0
Target Date: 2020	Target: 0.8	Actual:

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06 The school regularly communicates with parents/guardians 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).(5182)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)