PHASE II
‘M&A’

Date: March 2020
School: Daniel Webster School

Embracing Diversity, Driving Success

New Rochelle City School District
How can your school team get your school community excited about the innovative interactive survey that the District will initiate across the district?

**Engaging School Teams in Conversations**
- Grade Level Meetings
- Faculty Meetings
- PTA Meetings
- Coffee with the Principal

**Sharing Feedback with Central Administration**
- Collaborative Meetings with Principal(s) and Central Administration
- Thought Exchange Survey

**Ways to Generate Excitement for the Interactive Survey**
- Highlight Positive Aspects
- Emphasize Importance
- Provide Time for Faculty and Staff

**Ensuring Engagement**
- Provide Rationale
- Provide Time
- Welcome Discussion
SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

Review and define a data tracking system/data warehouse or proposal for the 2020/2021 school year. What data warehouse would be a good fit for this district?

What is the data warehouse you have used before?

At Webster, data has been collected and stored in various management systems.

Google Sheets  eSchools Plus  AIMSweb System

Data is entered by administrators and teachers  Data is compiled and tracked over time
Phase II
SMART GOALS

**Strategic Direction 1: Student learning:** provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

**2019/2020 District Goal:** To review and define a data tracking system/data warehouse or proposal for the 2020/2021 school year.

What does a data warehouse need to be able to offer a building principal to ensure that it is a tool used to drive learning and achievement?

**Main Objective of Data Warehouse**
Multiple functions in order to access all data for all students.

- Data Stored in One Place (AIMS Web, F&P, NYS Assessments, RtI Progress Monitoring)
- Data Filtered by Subgroups
- Demographic Information Included for all students
- Historical Data Accessible
- Anecdotal Reports Linked
- Services Provided Accessible (RtI, IEP, 504, ESL)
Phase II
SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

2019/2020 District Goal: Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers (Phase II):

How do you set measurable goals on a building level?
Measurable goals are set using the following specific steps. Beginning in September 2012, Webster School set long term goals for literacy and mathematics that were aligned with our school’s philosophy on teaching and learning. Interim goals are set to support long term goal attainment.

Steps for Goal Setting at Webster
1. Analyze Student Data
2. Determine Measurable Goals
3. Plan Professional Learning Aligned with Goals
4. Monitor Teaching Practices and Student Achievement
5. Repeat Cycle
Phase II SMART GOALS

Step 1: Analyze Student Data

1. Individual Student Data
2. Subgroup Data
3. Grade Level Data
4. Whole Class Data
Phase II SMART GOALS

Data Available for Analysis

- Historical Student Data
- Summative Assessment Data
- Formative Assessment Data
- Benchmark Data
Phase II SMART GOALS

Based on Data Analysis, which is Step 1 in the process, Webster determines Measurable Goals.

After reviewing the data, Webster leadership identifies SMART Goals for students and instructional practices that will support goal attainment. SMART Goals are specific, measurable, attainable, relevant and time based.

The Data Wise Improvement Process has been used at Webster School to create a school-wide culture that supports the achievement of Measurable Goals.

Once the goal is set, strategic planning is done with grade level teams, support staff, and coaches. Professional learning is determined, resources reviewed and purchased to support goals. Family engagement begins, to make the goal clear to all in the Webster community,
How are goals supported by professional development?

- **Literacy Coach and Math Coach** support teachers through co-teaching and coaching.
- A variety of **coaching models** are used based on individual teacher strengths and needs.
- Half-days, Faculty Meetings and Collaborative **Meetings** focus on professional learning that supports measurable goals.
- Administration and leadership team **monitors** overall goal achievement, professional learning, and teacher practice.
- **Problem Solving Team** meets regularly to analyze individual student needs and achievements.
- **Resources and research based programs** that support goals are identified for school-wide use.
- **Capacity is built** in strategic ways.
Phase II SMART GOALS

How are goals supported by professional development?

Goals are supported by a carefully designed Professional Learning Plan!

Webster’s 2019-2020 Professional Learning Plan

- LETRS Language Essentials for Teachers of Reading and Spelling
  Literacy Coach, 2 Reading Teachers, 3 Special Education Teachers, 1 General Education Teacher
- Writing is Thinking Through Strategic Inquiry - ENL Teacher and 2 Reading Teachers
- Fountas & Pinnell Assessment Tool - All Teachers and Administrators
- Three Act Tasks with Graham Fletcher at PNWBOCES
  Mathematics Coach and 3 Teachers (Group A)
- Metamorphosis Teaching Learning Communities/Conferring:
  A Powerful Assessment Tool in Mathematics - Mathematics Coach and 3 Teachers (Group B)
- Carefully crafted professional learning for individual teachers, facilitated by literacy and mathematics coaches and administrators.
- Collaborative Meetings and Faculty Meetings focused on Professional Learning Goals
- Ongoing Analysis of the Professional Learning Plan!
Phase II SMART GOALS

Student achievement and the attainment of SMART Goals is directly correlated to teacher practice, which relates back to Step 1. The cycle of goal attainment is continuous. If SMART Goals are not attained, then the question is asked, “What practices must WE as a SCHOOL implement in order for students to achieve the stated goal?”
What do you believe would help close the gap for ELL’s in your school?

Collect and Analyze

Utilize Research Based Interventions

Engage Students Based on Interests

Data

Strengthen School/Home Partnerships

Improve Attendance and SIFE
Phase II
SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

What do you believe would help close the gap for ELLs in your school?
Continue to analyze data focused on NYSESLAT Scores in each modality in order to group students according to their strengths and needs.

Strengthen each of the following areas:
• Curriculum: Identify research based interventions and train teachers.
• Engagement: Plan instruction based on students’ interests.
• School/Home Partnership: Continue to provide parent workshops that provide parents with the tools they need to support their children.
• Attendance: Analyze SIFE Data and daily attendance. Implement the attendance protocol currently being used.
• Utilize the PBIS Team and clinical staff to support families in getting students to attend school regularly.
2019/2020 District Goal:
Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students.

What are next steps in closing the achievement gap for ELLS?

- After school Homework Help
- Extended School Year Program
- Parent Academy
- Connections to Community Resources
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What supports have you received through professional development or central administration to help you address issues of disproportionality?

- NYU TACD Training 2016-2019
- CPI Training on an annual basis
- Restorative Practices Training Spring 2019
- Rethink Social and Emotional Learning Curriculum Implementation Beginning Fall 2018
- Trauma Informed Training facilitated by Westchester Family Mental Health Centers 2018-Present

Additional Supports for Webster Faculty and Staff
- Professional Learning Planned by CRE Committee - 2017 to Present
- Creating Culturally Responsive Classroom Libraries facilitated by a Consultant - February 2020
Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth.

What practices have helped to reduce suspensions in your school?

- Building school-wide community through PBIS
- Creating a Culture of Inclusivity, supported by specific initiatives
  - *It Starts with Hello, Great Kindness Challenge, Autism Awareness*
- Focusing on Restorative Practices
- Recognizing and building on students’ interests through Studio Arts Program
- Implementing the Rethink Social and Emotional Learning Curriculum
- Utilizing Problem Solving Team
- Implementing MTSS (Multi-tiered Systems of Support)
- School-wide Service Week/Community Outreach
- Identity as an Arts and Humanities School
Phase II
SMART GOALS

**Strategic Directions 2: Safe and supportive schools:** cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth.

What are the areas of culture and climate that are well established in your school?

At Webster, FOUR main areas drive and support our well established culture and climate.

1. **School Identity**
2. **Academic Philosophy**
3. **PBIS Program**
4. **School / Home Partnership**
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What are the areas of culture and climate are well established in your school?

SCHOOL IDENTITY
Webster School has a strong identity as an Arts and Humanities School. This is apparent through the multitude of enrichment programs and activities that enable children to experience visual and performing arts, and realize their interconnectedness with the world!
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What are the areas of culture and climate are well established in your school?

ACADEMIC PHILOSOPHY

- Growth Mindset
- Strength Based Instruction
- Constructivist View
- Workshop Model
- Use of High Leverage Teaching Practices
- Collaborative Planning
- Reflective Practices
Phase II
SMART GOALS

**Strategic Directions 2: Safe and supportive schools:** cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What are the areas of culture and climate are well established in your school?

**The PBIS Program** is an integral part of the well established culture and climate at Webster.

- Monthly Themes: Focus on expectations for students.
- Webster Ways: Recognize students for exhibiting behavior that supports a positive school culture.
- Spirit Days: Strengthen school community.
- Interventions: Support children in meeting expectations.
- Supports: Are provided through a team approach.
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
What are the areas of culture and climate are well established in your school?

SCHOOL/HOME PARTNERSHIP creates supports and positively contributes to a well established culture and climate.

- Coffee with Principal
- Parent Workshops
- Family Literacy, Math and STEAM Nights
- Community Outreach to Support Students
- Volunteer Opportunities for Parents
- PTA Sponsored Family Events
- Weekly Principal Updates to Families
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

Which Altrais Recommendations have been helpful?

- Installation of Security Cameras
  - June 2019
- Voice Over IP Phone
  - Fall 2019
- Visitor Management System
  - Winter 2020
- New Go Kits
  - Winter 2020
- Drill and Evacuation Trainings
  - 2018-2020
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What are the strong safety measures in your school?

School Safety Team
- Regularly meets to review and improve practices and procedures.
- Collaborates with NRPD, NRFD, District Security and Altaris.

Emergency Response Team
- Regularly meets to review and improve practices and procedures.

Security Staff
- Attends Safety Team Meetings.
- Implements daily procedures.

Drills and Evacuations
- Practice, debrief, and implement improvements.
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

What are your security concerns or requests?

The following are requested to improve security at Webster School:

1. Add Vestibule Area/Holding Area
2. Replace Front Door of School
3. Analyze Traffic on Calhoun Avenue
4. Replace Interior Doors and Locks
5. Add Public Address Speakers to Playground
6. Add Alarm Chime Feature to All Exterior Doors
Phase II
SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

Is there additional training that would be helpful?

1. Timely CPI Initial and Recertification Training
2. CPR Training for Safety Team Members
3. Stop the Bleed Training for All Teachers and Staff

Would we benefit from continuing to work with Altaris?

If continuing to work with Altaris, the trainings should be based on a menu of options and an analysis of needs of each school.
Phase II
SMART GOALS

**Strategic Directions 3: Superb Staff:** recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

What are the changes you would like to see in the communication structure between Central Administration and your school?

**Communication and Improvements**
- Monthly SLT focused on Instruction
- Monthly Principal Meetings focused on Instruction
- Weekly Superintendent’s Report
- Presentations by Cabinet Members and Directors According to a Yearly Schedule
- System for Streamlining Information Flow for Pressing Topics/Issues
Phase II
SMART GOALS

Strategic Directions 3: **Superb Staff**: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

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Phase II
SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

How can we question and change recruitment practices to identify additional diverse qualified applicants?

- Partner with prestigious universities who have teacher preparation programs. Examples: Fordham University, NYU, Teachers College, Columbia University, Bank Street

- Actively recruit from historically black colleges and universities

- Provide Tuition Reimbursement (new recruits and for continuing education)

- Continue to offer competitive salaries
Phase II
SMART GOALS

**Projecting 2020/2021 District Goals:**
What goals would you suggest become a focus for the district during the next school year?

- Select, Train, Implement and Monitor a Coaching Model
- Provide Consistent, High Quality Professional Learning for Coaches
- Provide Consistent, High Quality Professional Learning for Administrators
- Train, Implement and Monitor the use of High Leverage Teaching Practices
- Build Capacity in Research Based Interventions
- Increase Access to Accelerated Pathways
- Increase Access to Enrichment Programs Across All Elementary Schools