

LeRoy L. Wood School

Planning for Success



Adapted from Department of Elementary and Secondary Education Planning for Success

LeRoy L. Wood School

School Improvement Plan 2017-2018

Vision

Integrity, ambition, and perseverance toward excellence and independence for all.

Mission

The Fairhaven Public School District, in partnership with families and the community, promote integrity, ambition, and perseverance to ensure high-level learning for all children in a safe and supportive environment, focused on the growth of each individual that is respectful of each other's differences, to ensure that each student become independent, productive, successful citizens.

Core Values

- INTEGRITY

- AMBITION

LeRoy L. Wood School

- PERSEVERANCE

Theory of Action

If the Fairhaven Public School District strategically allocates its human and financial resources to support high level learning for all, creating safe and supportive learning environments, and provides a professional community centered around a common mission then our students will graduate from high school ready for college or career opportunities.

Strategic Objectives and Initiatives

<i>1. Teaching and Learning</i>	<i>2. Climate and Culture</i>	<i>3. Partnerships with Families and Communities</i>	<i>4. Safety and Security</i>
<i>Mathematics & Science: curriculum, instruction, and assessment</i>	<i>School community and culture: safe, challenging, and joyful</i>	<i>Engage all stakeholders</i>	<i>Ensure a safe and secure environment for all</i>
		<i>Civic engagement and social and personal responsibility</i>	

Outcomes for the 2017-2018 School Year

1. Teaching and Learning

- *Vertically articulated mathematics and science documents in the area of curriculum, instruction, and assessment in accordance with our Curriculum Renewal Guide.*

2. Climate and Culture

- *An emotionally and intellectually safe environment for learners and adults that holds in high regard the need for each member of our community to belong, feel significant, and have fun.*

3. Partnerships with Families and Communities

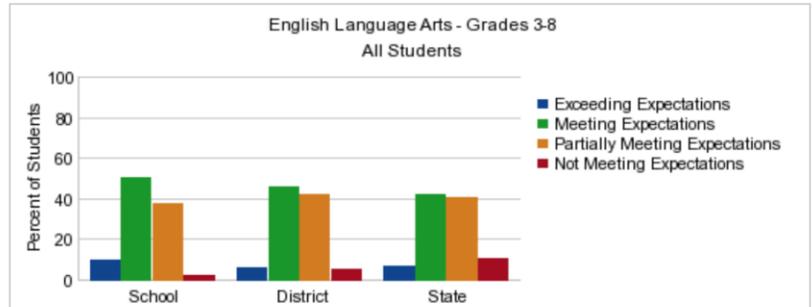
- *All stakeholders engaged in the school's core values, beliefs about learning, and vision of the graduate.*
- *Learning experiences are connected to and/or make an impact on the community beyond the school campus.*

LeRoy L. Wood School

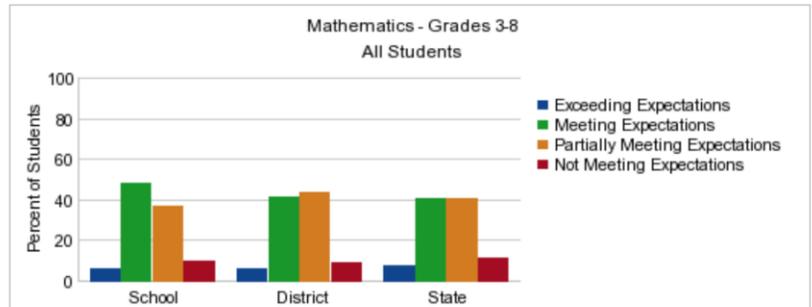
4. Safety and Security

- A physically safe environment for learners and adults.
- Policies and processes that ensure the safety of learners and adults.

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	25	10	6	7
Meeting Expectations	129	51	46	42
Partially Meeting Expectations	96	38	42	41
Not Meeting Expectations	5	2	5	10
Total Included	255			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	15	6	6	8
Meeting Expectations	123	48	41	40
Partially Meeting Expectations	93	36	44	41
Not Meeting Expectations	24	9	9	12
Total Included	255			



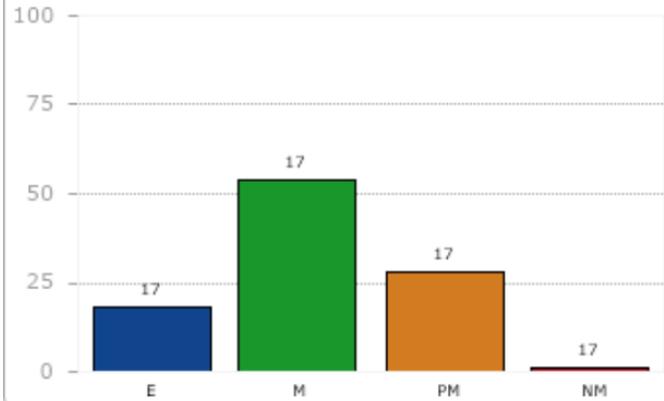
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP	Ach.PTCL
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - READING	71	47	18	8	54	39	28	42	1	10	80	510.9	N/A	N/A	92
GRADE 03 - MATHEMATICS	69	49	10	7	59	42	28	38	4	13	80	507.1	N/A	N/A	77
GRADE 04 - ENGLISH LANGUAGE ARTS	59	48	8	7	51	41	38	42	4	10	85	502.1	48.0	84	60
GRADE 04 - MATHEMATICS	40	49	1	6	39	43	47	39	13	13	85	493.4	44.5	84	31
GRADE 05 - ENGLISH LANGUAGE ARTS	52	49	4	6	48	43	47	42	1	10	90	501.8	59.0	85	60
GRADE 05 - MATHEMATICS	54	46	7	7	48	39	34	44	11	10	90	499.2	57.0	85	51
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	60	49	10	7	51	42	38	41	2	10	255	504.8	53.0	169	71
GRADES 03 - 08 - MATHEMATICS	54	48	6	8	48	40	36	41	9	12	255	499.8	49.0	169	52

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GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL 2017

■ Exceeding Expectations (E)	18
■ Meeting Expectations (M)	54
■ Partially Meeting Expectations (PM)	28
■ Not Meeting Expectations (NM)	1

GRADE 03 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



GRADE LEVEL 03 - ENGLISH LANGUAGE ARTS

Student Group	School										District						State																
	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Ach. PTCL	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)					
	#	%	E	M	PM	NM					#	%	E	M	PM	NM			#	%	E	M	PM	NM			#	%	E	M	PM	NM	
Accountability Subgroups																																	
Students w/ Disabilities	9	100						N/A	N/A		22	100	0	36	50	14	493.8	N/A	N/A	13,260	98	1	13	51	35	481.0	N/A	N/A					
Economically Disadvantaged	27	100	15	52	33	0	512.0	N/A	N/A	99	57	100	11	33	46	11	501.2	N/A	N/A	26,532	99	3	27	52	19	489.8	N/A	N/A					
High Needs	32	100	16	53	31	0	512.7	N/A	N/A	99	69	100	10	36	45	9	501.0	N/A	N/A	36,534	99	3	26	52	19	489.8	N/A	N/A					
African Amer./Black	2							N/A	N/A		3							N/A	N/A	6,234	99	3	26	53	18	489.9	N/A	N/A					
Amer. Ind. or Alaska Nat.	1							N/A	N/A		1							N/A	N/A	163	99	6	31	45	18	493.3	N/A	N/A					
Asian	2							N/A	N/A		4							N/A	N/A	4,934	99	17	48	30	5	508.4	N/A	N/A					
Hispanic/Latino	11	100	9	73	18	0	514.2	N/A	N/A	99	18	100	6	50	33	11	506.6	N/A	N/A	14,768	99	3	26	51	20	489.3	N/A	N/A					
Multi-Race, Non-Hisp./Lat.	1							N/A	N/A		5							N/A	N/A	2,844	99	9	41	41	9	500.6	N/A	N/A					
White	63	98	19	48	32	2	509.8	N/A	N/A	86	120	99	13	40	43	4	502.9	N/A	N/A	42,006	99	9	45	39	7	502.2	N/A	N/A					
Other Subgroups																																	
Male	33	97	12	58	27	3	506.8	N/A	N/A	88	69	99	9	43	39	9	500.3	N/A	N/A	36,552	99	5	36	46	12	496.1	N/A	N/A					
Female	47	100	21	51	28	0	513.8	N/A	N/A	89	82	100	13	44	39	4	505.9	N/A	N/A	34,455	99	10	43	39	8	501.7	N/A	N/A					
Non-Title 1	80	99	18	54	28	1	510.9	N/A	N/A	83	151	99	11	44	39	6	503.3	N/A	N/A	37,211	99	11	48	35	5	504.9	N/A	N/A					
Non-Economically Disadvantaged	53	98	19	55	25	2	510.4	N/A	N/A	84	94	99	12	50	35	3	504.5	N/A	N/A	44,464	99	11	47	37	5	504.1	N/A	N/A					
Former ELL	3							N/A	N/A		3							N/A	N/A	2,320	100	9	50	36	5	504.0	N/A	N/A					
All Students																																	
2017	80	99	18	54	28	1	510.9	N/A	N/A	92	151	99	11	44	39	6	503.3	N/A	N/A	71,012	99	8	39	42	10	498.8	N/A	N/A					

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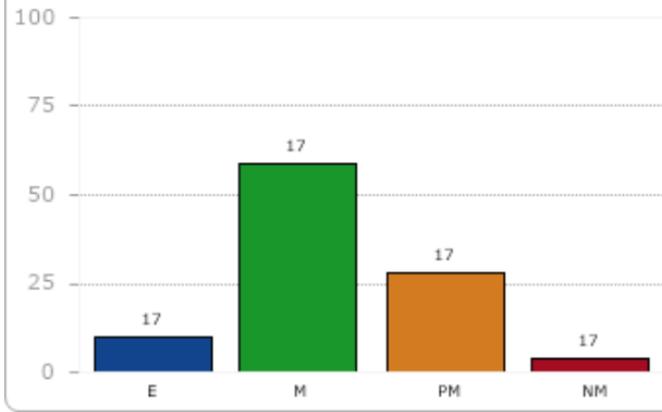
GRADE 03 - MATHEMATICS

ACHIEVEMENT LEVEL

2017

Exceeding Expectations (E)	10
Meeting Expectations (M)	59
Partially Meeting Expectations (PM)	28
Not Meeting Expectations (NM)	4

GRADE 03 - MATHEMATICS
Percentage of Students by Achievement Level



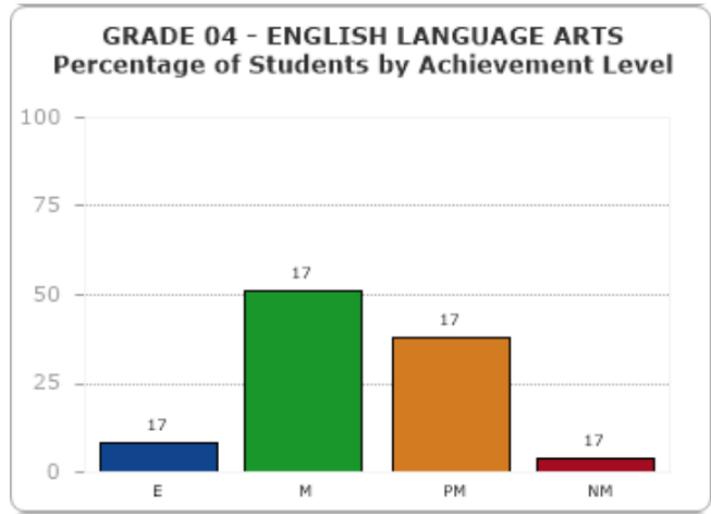
GRADE LEVEL 03 - MATHEMATICS

Student Group	School										District										State									
	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Ach. PTCL	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)		
	#	%	E	M	PM	NM					#	%	E	M	PM	NM					#	%	E	M	PM	NM				
Accountability Subgroups																														
Students w/ Disabilities	9	100						N/A	N/A		22	100	5	14	59	23	490.9	N/A	N/A		13,274	99	1	17	43	38	481.2	N/A	N/A	
Economically Disadvantaged	27	100	7	48	41	4	503.0	N/A	N/A	91	57	100	7	30	40	23	493.9	N/A	N/A		26,581	99	3	28	46	23	489.1	N/A	N/A	
High Needs	32	100	13	50	34	3	506.5	N/A	N/A	93	69	100	9	29	41	22	494.8	N/A	N/A		36,581	99	3	28	46	22	489.8	N/A	N/A	
African Amer./Black	2							N/A	N/A	3								N/A	N/A		6,244	100	3	27	48	23	488.4	N/A	N/A	
Amer. Ind. or Alaska Nat.	1							N/A	N/A	1								N/A	N/A		164	100	5	35	42	18	493.5	N/A	N/A	
Asian	2							N/A	N/A	4								N/A	N/A		4,936	100	2	15	21	5	513.1	N/A	N/A	
Hispanic/Latino	11	100	0	55	36	9	503.8	N/A	N/A	92	18	100	0	33	39	28	494.6	N/A	N/A		14,796	100	3	28	46	22	489.3	N/A	N/A	
Multi-Race, Non-Hisp./Lat.	1							N/A	N/A	5								N/A	N/A		2,845	99	9	41	37	13	499.7	N/A	N/A	
White	63	98	11	57	29	3	506.8	N/A	N/A	71	120	99	8	42	38	12	499.3	N/A	N/A		42,038	99	8	48	36	9	502.0	N/A	N/A	
Other Subgroups																														
Male	33	97	15	52	27	6	507.5	N/A	N/A	76	69	99	9	41	38	13	499.2	N/A	N/A		36,605	99	8	42	37	13	499.1	N/A	N/A	
Female	47	100	6	64	28	2	506.8	N/A	N/A	75	82	100	6	44	37	13	499.1	N/A	N/A		34,481	100	7	42	40	12	498.6	N/A	N/A	
Non-Title 1	80	99	10	59	28	4	507.1	N/A	N/A	59	151	99	7	42	37	13	499.1	N/A	N/A		37,257	99	10	51	32	7	504.9	N/A	N/A	
Non-Economically Disadvantaged	53	98	11	64	21	4	509.1	N/A	N/A	73	94	99	7	50	35	7	502.2	N/A	N/A		44,489	100	10	50	33	7	504.6	N/A	N/A	
Former ELL	3							N/A	N/A	3								N/A	N/A		2,320	100	12	52	29	8	505.9	N/A	N/A	
All Students																														
2017	80	99	10	59	28	4	507.1	N/A	N/A	77	151	99	7	42	37	13	499.1	N/A	N/A		71,093	100	7	42	38	13	498.8	N/A	N/A	

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GRADE 04 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL 2017

Exceeding Expectations (E)	8
Meeting Expectations (M)	51
Partially Meeting Expectations (PM)	38
Not Meeting Expectations (NM)	4

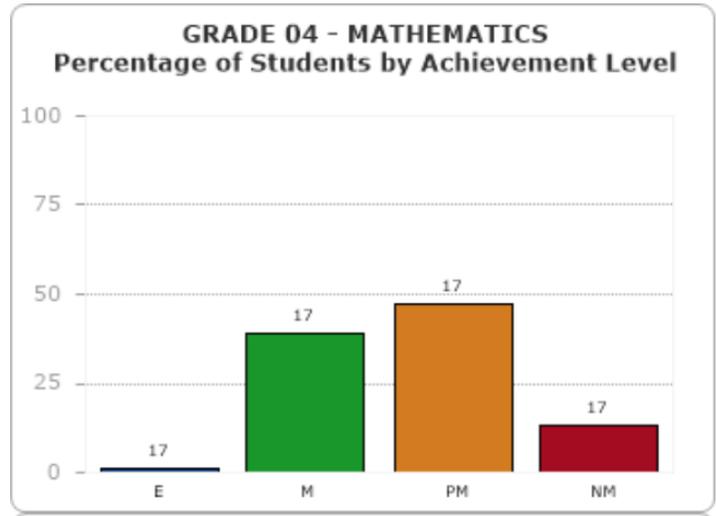


GRADE LEVEL 04 - ENGLISH LANGUAGE ARTS

Student Group	School										District										State									
	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Ach. PTCL	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)		
	#	%	E	M	PM	NM					#	%	E	M	PM	NM			#	%	E	M	PM	NM			#			
Accountability Subgroups																														
Students w/ Disabilities	9							9		25	100	0	8	76	16	486.7	55.0	23	13,970	99	1	13	52	35	480.9	38.0	12	1,668		
Economically Disadvantaged	26	100	4	42	46	8	495.0	47.0	26	69	45	100	2	38	49	11	494.0	48.0	41	25,904	99	3	27	52	19	489.8	45.0	23	714	
High Needs	32	100	3	41	47	9	494.5	45.5	32	68	62	100	3	31	55	11	493.3	50.0	57	36,311	99	2	26	53	19	489.5	45.0	33	1,099	
Asian	2							2		3								3	4,857	99	15	50	29	5	508.3	58.0	4	511		
Hispanic/Latino	1							1		6								6	14,592	99	3	27	52	19	489.7	46.0	13	389		
Multi-Race, Non-Hisp./Lat.	2							2		3								2	2,714	99	10	41	39	10	501.5	51.0	2	563		
White	80	100	9	51	38	3	503.4	50.0	79	54	134	100	9	47	40	4	502.9	52.0	125	42,848	99	9	47	38	7	502.6	51.0	40	838	
Other Subgroups																														
Male	40	100	10	53	33	5	502.4	40.0	39	71	75	100	8	41	43	8	499.7	48.0	69	36,501	99	5	38	45	12	496.5	48.0	34	096	
Female	45	100	7	49	42	2	501.9	52.0	45	49	73	100	10	48	41	1	504.2	53.0	69	34,916	99	10	44	39	8	501.9	52.0	33	057	
Non-Title 1	85	100	8	51	38	4	502.1	48.0	84	33	139	100	9	47	40	4	503.0	52.0	129	38,380	99	11	50	34	6	505.1	53.0	36	381	
Non-Economically Disadvantaged	59	100	10	54	34	2	505.3	49.0	58	60	103	100	12	48	39	2	505.4	53.0	97	45,510	99	10	49	36	5	504.4	53.0	43	440	
ELL	2							2		2								2	6,408	98	1	12	54	32	479.4	42.0	5	352		
All Students																														
2017	85	100	8	51	38	4	502.1	48.0	84	60	148	100	9	45	42	5	501.9	52.0	138	71,419	99	7	41	42	10	499.2	50.0	67	154	

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GRADE 04 - MATHEMATICS		2017
ACHIEVEMENT LEVEL		
Exceeding Expectations (E)		1
Meeting Expectations (M)		39
Partially Meeting Expectations (PM)		47
Not Meeting Expectations (NM)		13



Student Group	School											District					State											
	Stud. Incl.	Part. Rate	% at Each Level			SS	SGP	Incl. in SGP (#)	Ach. PTCL	Stud. Incl.	Part. Rate	% at Each Level			SS	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level			SS	SGP	Incl. in SGP (#)			
	#	%	E	M	PM	NM			#	%	E	M	PM	NM			#	%	E	M	PM	NM			#			
Accountability Subgroups																												
Students w/ Disabilities	9							9		25	100	8	12	48	32	481.5	61.0	23	13,972	99	1	14	45	40	478.8	38.0	12,134	
Economically Disadvantaged	26	100	0	27	50	23	486.8	42.0	26	38	45	100	2	24	51	22	488.4	63.0	41	25,913	99	2	28	48	23	488.0	44.0	23,642
High Needs	32	100	3	25	47	25	486.8	42.0	32	36	62	100	5	23	50	23	488.1	58.0	57	36,324	99	2	28	47	23	488.2	44.0	33,035
Asian	2							2		3								3	4,868	100	19	55	21	5	512.5	64.0	4,525	
Hispanic/Latino	1							1		6								6	14,612	100	2	28	48	22	488.4	46.0	13,364	
Multi-Race, Non-Hisp./Lat.	2							2		3								2	2,707	99	8	43	36	13	498.7	51.0	2,553	
White	80	100	1	39	49	11	494.2	44.0	79	21	134	100	3	40	47	10	495.2	55.0	125	42,839	99	6	49	36	9	501.2	51.0	40,800
Other Subgroups																												
Male	40	100	0	40	43	18	494.5	47.0	39	35	75	100	1	37	48	13	493.5	55.0	69	36,518	99	6	42	38	14	497.7	49.0	34,063
Female	45	100	2	38	51	9	492.5	37.0	45	28	73	100	5	40	45	10	495.8	57.0	69	34,917	100	6	43	39	11	498.3	51.0	33,008
Non-Title 1	85	100	1	39	47	13	493.4	44.5	84	10	139	100	4	41	44	12	495.3	55.0	129	38,381	99	9	51	32	8	504.0	53.0	36,384
Non-Economically Disadvantaged	59	100	2	44	46	8	496.3	44.5	58	25	103	100	4	45	45	7	497.4	55.0	97	45,516	100	8	51	34	7	503.6	53.0	43,430
ELL	2								2		2							2	6,439	100	1	19	49	32	481.6	44.0	5,351	
All Students																												
2017	85	100	1	39	47	13	493.4	44.5	84	31	148	100	3	39	47	11	494.7	56.0	138	71,440	99	6	43	39	13	498.0	50.0	67,072

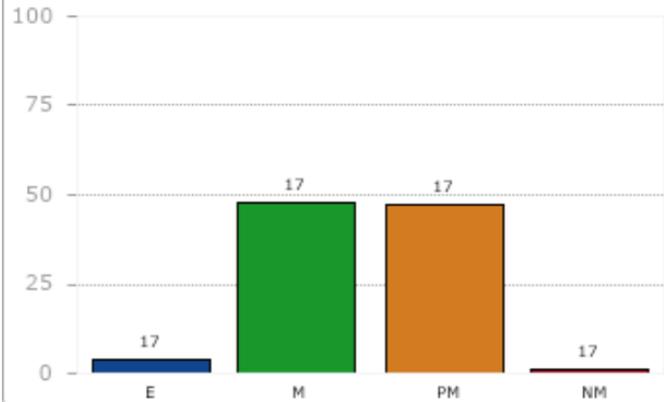
LeRoy L. Wood School

GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL

2017

Exceeding Expectations (E)	4
Meeting Expectations (M)	48
Partially Meeting Expectations (PM)	47
Not Meeting Expectations (NM)	1

GRADE 05 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level

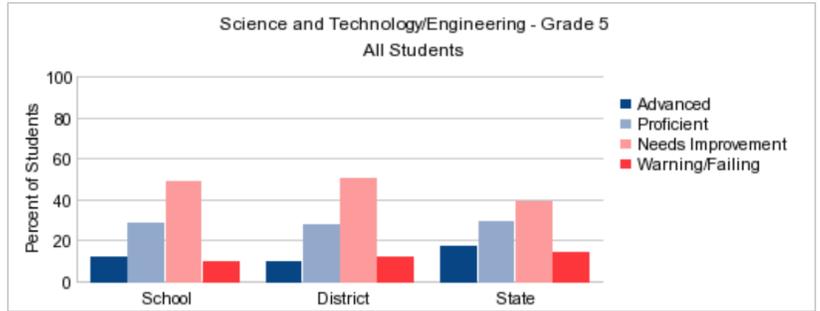


GRADE LEVEL 05 - ENGLISH LANGUAGE ARTS

Student Group	School										District						State											
	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Ach. PTCL	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Stud. Incl.	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP
	#	%	E	M	PM	NM			(#)		#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM			(#)
Accountability Subgroups																												
Students w/ Disabilities	13	100	0	8	85	8	483.1		13	60	28	100	0	14	75	11	486.5	69.0	25	14,117	99	0	12	53	35	480.5	39.0	12,231
Economically Disadvantaged	23	100	4	43	52	0	501.5	60.0	21	91	50	100	2	38	60	0	497.6	64.0	45	24,551	99	2	28	52	18	489.6	47.0	22,387
High Needs	31	100	3	35	58	3	497.0	60.0	29	82	67	100	1	33	61	4	495.4	64.5	60	34,966	99	2	26	53	19	489.1	46.0	31,725
African Amer./Black	1								1		2								2	6,114	99	2	27	53	18	489.8	47.0	5,497
Asian	3								3		5								4	4,660	100	11	52	32	6	506.2	55.0	4,317
Hispanic/Latino	6								6		7								7	13,959	99	2	28	52	19	489.5	48.0	12,763
Multi-Race, Non-Hisp./Lat.	4								4		5								5	2,509	99	8	42	40	10	500.3	50.0	2,346
White	76	99	5	47	46	1	502.2	58.0	71	49	138	99	4	45	49	2	500.1	60.5	126	42,923	99	7	49	38	6	502.3	51.0	40,849
Other Subgroups																												
Male	50	98	0	38	60	2	496.2	56.5	48	50	88	99	0	36	61	2	495.4	59.0	82	36,169	99	4	38	46	12	495.6	46.0	33,596
Female	40	100	10	60	30	0	508.9	64.0	37	73	69	100	7	58	33	1	506.1	62.5	62	34,209	99	8	47	37	7	502.4	54.0	32,357
Title 1	2								2		16	100	0	19	75	6	487.3		16	28,888	99	3	30	51	16	491.5	48.0	26,689
Non-Title 1	88	99	5	49	47	0	502.6	59.0	83	40	141	99	4	49	46	1	501.6	60.5	128	41,482	99	8	51	35	6	504.0	52.0	39,263
Non-Economically Disadvantaged	67	99	4	49	45	1	501.9	56.5	64	46	107	99	4	50	44	3	501.3	58.0	99	45,819	99	8	51	36	5	503.7	52.0	43,565
ELL	1								1		1								1	5,128	98	0	11	55	34	478.3	47.0	4,138
All Students																												
2017	90	99	4	48	47	1	501.8	59.0	85	60	157	99	3	46	49	2	500.1	60.0	144	70,380	99	6	43	42	10	498.9	50.0	65,953

LeRoy L. Wood School

Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	11	12	9	17
Proficient	26	29	28	29
Needs Improvement	44	49	51	39
Warning/Failing	9	10	12	15
Total Included	90			



ALL GRADES - SCIENCE AND TECH/ENG																											
Student Group	School									District									State								
	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl.	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Accountability Subgroups																											
Students w/disabilities	13	100	0	15	38	46	46.2	N/A	N/A	69	99	1	12	54	33	52.2	N/A	N/A	39,271	98	4	18	41	38	59.1	N/A	N/A
ELL and Former ELL	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	20,120	99	3	16	44	37	54.7	N/A	N/A
Econ. Disadvantaged	23	100	9	26	48	17	69.6	N/A	N/A	141	99	6	24	58	12	68.3	N/A	N/A	66,270	99	7	25	43	26	65.2	N/A	N/A
High needs	31	100	6	26	45	23	65.3	N/A	N/A	181	99	5	22	56	17	65.5	N/A	N/A	93,555	99	6	25	43	26	65.2	N/A	N/A
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	17,823	99	6	25	43	26	64.6	N/A	N/A
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	460	98	10	31	40	20	71.6	N/A	N/A
Asian	3	-	-	-	-	-	-	-	-	12	100	17	58	17	8	87.5	N/A	N/A	13,554	100	30	38	25	7	86.1	N/A	N/A
Hispanic/Latino	6	-	-	-	-	-	-	-	-	17	100	0	35	47	18	72.1	N/A	N/A	37,380	99	6	24	42	27	63.2	N/A	N/A
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	12	100	8	17	58	17	64.6	N/A	N/A	6,659	99	20	35	33	13	79.1	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	174	99	16	31	34	19	74.6	N/A	N/A
White	76	100	14	29	49	8	76.3	N/A	N/A	401	99	13	33	46	8	76.9	N/A	N/A	133,323	99	20	41	31	8	83.6	N/A	N/A
Other Subgroups																											
Male	50	100	4	32	52	12	70.5	N/A	N/A	236	100	8	31	49	12	72.0	N/A	N/A	106,879	99	17	36	33	14	77.8	N/A	N/A
Female	40	100	23	25	45	8	80.0	N/A	N/A	213	99	17	36	42	5	81.6	N/A	N/A	102,501	99	17	37	34	12	78.8	N/A	N/A
Title1	2	-	-	-	-	-	-	-	-	39	100	0	18	56	26	57.1	N/A	N/A	65,937	99	8	26	43	23	66.4	N/A	N/A
Non-Title1	88	100	13	30	49	9	75.6	N/A	N/A	410	99	13	35	45	7	78.4	N/A	N/A	143,436	99	21	41	29	9	83.8	N/A	N/A
Non-Econ. Disadvantaged	67	100	13	30	49	7	76.5	N/A	N/A	308	100	15	37	40	7	80.4	N/A	N/A	143,103	99	22	41	29	7	84.4	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	11,915	98	1	7	40	52	43.7	N/A	N/A
Former ELL	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	8,547	99	7	29	50	15	70.3	N/A	N/A
Ever ELL	4	-	-	-	-	-	-	-	-	14	100	7	43	36	14	76.8	N/A	N/A	34,852	99	8	25	40	26	64.4	N/A	N/A
All Students																											
2017	90	100	12	29	49	10	74.7	N/A	N/A	449	99	12	33	46	9	76.6	N/A	N/A	209,416	99	17	36	34	13	78.3	N/A	N/A
2016	90	99	6	17	60	18	63.6	N/A	N/A	445	100	10	33	42	14	74.1	N/A	N/A	208,262	99	17	37	33	13	78.7	N/A	N/A

LeRoy L. Wood School

Teaching and Learning

Strategic Initiative/Objective: Improve mathematical and science practices in the areas of curriculum, instruction, and assessment.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Revisit and refine support schedule that allows for special education staff and paraprofessional support to be available as data indicates during small group math instruction	Principal, Asst Principal	August 2017	Met
Grade level team and special education collaboration weekly to plan curriculum, instruction, and assessment	Classroom Teachers, special education teachers	September 2017	Ongoing
Professional Development: <ul style="list-style-type: none"> Provide professional development on i-Ready implementation 	Principal /i-Ready Representatives	September 14, 2017	Met
Implement i-Ready Math assessment 3X yearly	Principal / Classroom Teachers/ Interventionist	September January May	Ongoing
Adding a math component to homework routine K-5	Classroom Teachers	October 2017	Ongoing
Perform regular school leader walk throughs to collect data on patterns and trends in curriculum, instruction, and assessment.	Principal /Assistant Principal	Ongoing	Ongoing
Professional Development: <ul style="list-style-type: none"> Provide professional development on i-Ready unpacking data Compare student (MCAS, district, classroom) data to i-Ready data and assign the appropriate Tier of instruction Evaluate gaps students have and plan targeted instruction to fill gaps using the specifically assigned lessons from i-Ready 	Principal/ i-Ready Representatives/Classroom Teachers/ Interventionist	October 6, 2017	Ongoing
Provide targeted intervention and progress monitoring to students in specific areas of need <ul style="list-style-type: none"> Adapt RTI practices according to personnel support i-Ready Instructional Package for tier III students 	Classroom teachers, special education staff, paraprofessionals	Ongoing	In Progress
Identify Problem of Practice related to mathematical practices in the classroom	Leadership Team	October 2017	In Progress
Analyze 2017 MCAS and beginning of the year district assessments (i-Ready, DIBELS, curriculum based assessments) results to identify specific areas of needs Develop Data sheet to track district and state assessments	Principal, Assistant Principal, Leadership Team	October 2017	Ongoing
Professional Development: <ul style="list-style-type: none"> Build knowledge of Common Core instructional shifts 	Elementary Administration	October 19, 2017	Met

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(Procedural, Conceptual, Application)			
<ul style="list-style-type: none"> ● Begin to unpack 2017 Mathematics Curriculum Frameworks using the curriculum mapping process. <ul style="list-style-type: none"> ○ Content/Skills 			
Professional Development: <ul style="list-style-type: none"> ● Mathematical Practices 	Principal , Assistant Principal	November/December	In Progress
Instructional Rounds Claims inform Professional Development at staff meetings and collaboration meetings	Rounds Team	November	In Progress
Professional Development <ul style="list-style-type: none"> ● Complete the unpacking of the 2017 Mathematics Curriculum Frameworks ● Group standards for unit of study & identify priority standards (clusters that require greater emphasis) ● Map Units for 10 months of instruction ● Plan assessments and add to map ● Complete the components of the units of study <ul style="list-style-type: none"> ○ Essential questions ○ Vocabulary ○ Instructional strategies 	Elementary Administration, Classroom teachers, special education teachers	January 11, 2018 & January 12, 2018	In Progress
Professional Development: <ul style="list-style-type: none"> ● Build knowledge of Next Generation Science Standards (NGSS) <ul style="list-style-type: none"> ○ Conceptual - Core Ideas, Procedural, Application ● Complete the unpacking of the NGSS ● Group standards for unit of study & identify priority standards (clusters that require greater emphasis) ● Map Units for 10 months of instruction 	Elementary Administration	March 15, 2018 & May 17, 2018	In Progress
Professional Development: <ul style="list-style-type: none"> ● Model Units 	Principal, Assistant Principal	Spring 2018	In Progress
<ul style="list-style-type: none"> ● Complete the components of one science units of study <ul style="list-style-type: none"> ○ Essential questions ○ Vocabulary ○ Instructional strategies ○ Assessment 	Principal, Assistant Principal	Spring 2018	In Progress

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Instructional Rounds claims support increased observation of a balanced mathematical approach evident in classrooms.	Rounds Team	May 2018	In Progress
All students meet or exceed typical growth as measured by the end of	Classroom	May	In

LeRoy L. Wood School

the year i-Ready math assessment. <ul style="list-style-type: none">• Ambitious Growth Tier II and Tier III students	Teachers	2018	Progress
Vertically aligned mathematics and science curriculum guides	Principal	June 2018	In Progress

Resources Supporting Implementation

Resources
i-Ready Assessment Package (Grades 1-5 Math)
i-Ready Instructional Package (Tier II/III students)
2017 Mathematical Framework Document
2016 Science Framework Document (NGSS)
Instructional Rounds
Professional Development Time
Grade Level Collaboration Time

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Climate and Culture

Strategic Initiative/Objective: *Build a sense of community that promotes shared values and responsibility and fosters success for all learners and adults by establishing a school culture that is safe, challenging, and joyful.*

Monitoring Progress:

Process Benchmark	Person Responsible	Date	Status
Elementary Leadership Team representative of the East and Wood leadership meet regularly to monitor progress of strategic initiatives throughout the year.	Principal & Assistant Principal	Weekly	Ongoing
Continue Wood Leadership Team representative of the Wood staff that meets monthly and takes on current school issues and school improvement.	Principal & Assistant Principal	Monthly	Ongoing
School Wide Implementation of the Responsive Classroom (RC) Approach and continue to develop common understanding of safe, challenging, and joyful: <ul style="list-style-type: none"> • Two teachers will be named Responsive Classroom Ambassadors and will attend a weeklong Responsive Classroom training. Original Responsive Classroom Ambassadors and will attend the Advanced weeklong Responsive Classroom training • Weekly RC tips/strategy shared on Weekly staff memo • Monthly theme of a RC practice highlighted at staff meeting • Staff Book Groups • Private Facebook page established for staff to share ideas and continue RC support 	Principal & Assistant Principal, RC Ambassadors	July 2017	Ongoing
Develop a school-wide theme of "Wonder". <ul style="list-style-type: none"> • Whole School Project • Special Guests Visits • Enrichment period integrates inquiry based instruction • Morning Meeting "Wonder Wednesday" 	Principal, Assistant Principal, leadership team, school council	September 2017	Ongoing
Weekly Staff Memo to build common language, expectations, and focus.	Principal	Weekly	Ongoing

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Student Support Team meets weekly to discuss student's academic, social, emotional, and behavioral needs.	Principal & Assistant Principal	Weekly	Ongoing
All School Morning Meeting - Meet daily as a school community to instill values, norms, and expectations. Structure greeting, sharing, activity, and message into meeting. <ul style="list-style-type: none"> Monday - Feature a Tier II vocabulary "word of the week" Tuesday – review/remind/model school-wide expectations Wednesday – Wonder Wednesday Thursday – "Grit it out" Friday – Celebrate birthdays and accomplishments <ul style="list-style-type: none"> Parents are invited to attend on Fridays 	Principal & Assistant Principal	Daily	Ongoing
Buddy Classrooms (Grades K/3, 1/4, 2/5) will meet at least monthly building relationships through shared learning experiences.	Classroom Teachers	Monthly	Ongoing
Participate in "The Great Kindness Challenge" week	Wood School Staff	January 2018	In Progress
The Student Support Team (principal, assistant principal, school adjustment counselors, school psychologist, and nurse) meet weekly to problem solve any issues that threatens the safety of the community.	Principal	Weekly	Ongoing
Clearly established an RTI process that meets the social/emotional, intellectual, and physical needs of all.	Student Support Team	October 2017	Met
School Wide Implementation of the Responsive Classroom (RC) Approach. <ul style="list-style-type: none"> Two teachers will be named Responsive Classroom Ambassadors and will attend a weeklong Responsive Classroom training. Original Responsive Classroom Ambassadors and will attend the Advanced weeklong Responsive Classroom training Monthly theme of a RC practice highlighted at staff meeting Staff RC Book Groups Private Facebook page established for staff to share ideas and continue RC support Create a committee of students and teachers to create school wide expectations 	Principal & Assistant Principal	Ongoing	Ongoing
Train 5 th grade students as "Problem Solvers" to work to resolve peer conflicts through peer mediation.	School Adjustment Counselors	September 2017	Met
Child and Family Services support the SEL of our students: individual/group counseling <ul style="list-style-type: none"> monitor equity of services available to all 	School Adjustment Counselors	September 2017	Ongoing
Caring Network to support the SEL of our students: individual/group counseling	School Adjustment	September 2017	Ongoing

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	Counselors		
Continue Mentor program – partnering students with Wood School staff to foster positive school connection.	School Adjustment Counselors	October 2017	Ongoing

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Parent, staff, and student survey in the area of climate and culture	Principal	Spring 2018	In progress
Reduction of behavioral incidents due to the effective use of behavior intervention plans	Student Support Team	September 2017	Ongoing

Resources Supporting Implementation

Resources
Responsive Classroom Professional Development including books and resources
Professional Development Time, Resources, Funds
Collaboration Time

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Partnerships with Families and Communities

Strategic Initiative/Objective: The school culture engages all stakeholders and fosters civic engagement, social responsibility, and personal responsibility.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
School Council and Leadership Team will plan opportunities for students to experience the community around them.	Principal & Assistant Principal	September 2017	Ongoing
Weekly email sent to parents outlining lunch, schedule, special events, etc.	Principal & Assistant Principal	Weekly	Ongoing
Communicate with the Children's librarian at Millicent library to be updated regarding library events. Share news with school community.	Principal	Monthly	Ongoing
Administration and Classroom teachers will engage parents in one and two way communication through: Newsletters, notes home, emails, phone calls, websites, conferences, weekly updates, "work at home" ideas, Facebook pages, Remind 101 app. <ul style="list-style-type: none"> Each grade level establish a uniform communication of learning that's taken place within the week and how families can support the learning at home. 	Wood School Staff Grade level teams	September 2017 September 2017	Ongoing Ongoing
Students will have opportunities to engage in learning with the community. <ul style="list-style-type: none"> Dr. Dills, Southern MA Credit Union, New Bedford Symphony Orchestra, New Bedford Ballet Company, Buzzards Bay Coalition, FHS School to Career program, Vocational Technical High School Student interns, BoB, Sole Sisters, dozens of afterschool clubs, and more). 	Principal & Assistant Principal	September 2017	Ongoing
5th grade students participate in community service within our school	5th grade	September	Ongoing

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	classroom teachers	er 2017	
Continue Green Team Garden Club at Wood School <ul style="list-style-type: none"> • Continue Community Garden • Use produce in school lunches • Plant and maintain garden beds 	Green Team Leaders	October 2017	Ongoing
The Wood School staff, students, and families will work with community members and the Buzzards Bay Coalition to create an on-site nature trail.	Trail Committee	September 2017	Ongoing
Maintain and support an active PTO that support partnerships with families and the community through events, programs, and field experiences.	Principal & Assistant Principal	September	Ongoing
Continue to build upon school traditions that invite our families and community into our school (Daily Morning Meeting, Open House, Veteran's Day Program, Pie Daddy(canned food drive), Thanksgiving Meal, All School Field Experience, staff vs. families or community challenges (i.e. kickball), Holiday Craft Event, concerts, spaghetti supper, field day, etc.	Principal & Assistant Principal	September 2017	Ongoing
Conduct parent survey	Principal	May 2018	In progress

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Increase percentage of student impact in community	Principal	Spring 2018	In progress
Parent survey in the area of communication and engagement	Principal	Spring 2018	In progress

Resources Supporting Implementation

Resources

LeRoy L. Wood School

Safety and Security

Strategic Initiative/Objective: Revise and implement policies and practices that maintain safety and security for all learners and adults.

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
The crisis team reviews the School Safety Plan including a Multi-Hazard Emergency Plan, Medical Emergency Plan, and develop an After School Emergency Plan.	Principal	September 2017	Ongoing
Provide Professional Development for all staff around school safety procedures physical restraint, and the district's Bullying Prevention Intervention Plan.	Principal /Assistant Principal	8/2017 9/2017	Met
Maintain collaborative and supportive relationship with Fairhaven Police and Fire Department. • Receive feedback and support regarding safety protocols	Principal	September 2017	Ongoing
Practice safe building exits throughout the year in collaboration with Fairhaven Fire Department.	Principal /Assistant Principal	September 2017 -June 2018	Ongoing
Building walk throughs with Fairhaven Building Inspector and Fire Department	Custodian	October 2017	Ongoing
Fire Safety presentation from the Fairhaven Fire Department	Principal	Winter/Spring 2018	Ongoing

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Review evacuation plans and multi-hazard plans with staff.	Principal /Assistant Principal	September 2017	Met
Assistant Principal attend a MSAA civil rights workshop.	Assistant Principal	October 2017	Met
Create a volunteer handbook outlining protocols and safety procedures for all guests in our building.	Principal /Assistant Principal	Fall 2017	In progress
Train all new substitutes utilizing the new substitute handbook outlining protocols and safety procedures.	Assistant Principal	Fall 2017	In progress

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Improved efficiency in response time for accountability for safe exits	Principal	Spring 2018	On going
Feedback from walkthroughs and drills is acted upon and resolved	Principal	September 2017	Ongoing
Parent survey in the area of safety	Principal	Spring 2018	In progress

Resources Supporting Implementation

Resources
Professional Development Time
Safety Conferences

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