Westfield Blueprint for Student Achievement

Focus:

1. ALL students will score benchmark or challenge on WUSD ELA and Math Benchmark Assessments based on CCSS.
2. ALL ELs will increase one proficiency level per year as measured by the CELDT. (AMAO #1)
3. At least 21% of English learners enrolled less than 5 years and at least 47% of ELs enrolled greater than 5 years will score Early Advanced as measured by the CELDT. (AMAO #2)
4. All students will attend school at least 97% as measured by the Month 10 AERIES Student Attendance Report.

Alignment:

Programs: All staff will use CCSS to drive and appropriately implement Open Court Reading, CA Math, Math Expressions (K-2), Rigby, Social Studies, and Science.

Practices: Instructional Norms- Content and Language Objectives based on CCSS; Direct Instruction; Active Engagement Strategies; Planned Language Production (Productive Partnering; Verbal & Written Response Frames)

Procedures:

Student Placement: Intensive, Strategic, Benchmark, Challenge, EL, SWD during Workshop, ELD Teaming and Regrouping, Before and After School Interventions, Read 180, System 44, Kindergarten & United Way 'Star Readers' Pull-Out

Scheduling: Ample instructional minutes for ELA, Math and ELD.

Data Analysis and Collaboration: Data Assessment Meetings every 6-8 weeks; Leadership Team Meetings; Professional Learning Communities during Staff Mtgs., Site Collaboration Mtgs., and Data Analysis & Planning Mtgs.

Professional Development: **Instructional Norms:** Content and Language Objectives based on CCSS; Direct Instruction; Active Engagement Strategies; Planned Language Production (Productive Partnering; Verbal & Written Response Frames)

Expectations and Opportunities:

Expectations are non-negotiables tied to student achievement linking each stakeholder group to their role in support of meeting the Blueprint Focus. Opportunities are the support systems tied to each stakeholder group put in place to assist the successful achievement of the Blueprint Focus.

STUDENT Expectations	TEACHER Expectations	PRINCIPAL Expectations
1. Score benchmark or challenge on WUSD Benchmarks in ELA and Math based on CCSS 2. Move up one performance level on the CELDT annually (ELs) 3. Score Early Advanced or higher on the CELDT within 5 years (ELs) 4. Attend school at least 97% of the school year.	1. Fully implement core curriculum based on CCSS 2. Provide necessary time in content area based on individual student need 3. Deliver effective first instruction that is focused, sequenced, engaging, and differentiated (Challenge, Benchmark, Strategic, Intensive, EL, SWD) 4. Understand current proficiency levels of all students, including attendance 5. Teach students to set and monitor personal goals for growth 6. Share student goal progress to a variety of stakeholders (Student-led conferences) 7. Teach, model, and expect use of academic language for all students 8. Maintain a calm environment that is conducive to learning 9. Provide effective first instruction (direct instruction), active participation strategies, productive partnering, academic response frames, and learning and language objectives 10. Have a clear understanding of student placement process 11. Administer assessments and analyze student progress monitoring data to inform instruction	1. Hold stakeholders accountable to student growth (academic, language, and attendance) 2. Provide PD and coaching support to fully implement programs and practices via PLCs 3. Provide data reports and participate in the analysis of grade-level and school-wide data 4. Schedule and provide time for data assessment mtgs and focused collaborative planning time 5. Support and participate in collaboration and planning meetings 6. Monitor instruction to support student achievement 7. Develop and utilize instructional norms tool to monitor and provide feedback to staff on the implementation of programs and practices 8. Place students appropriately (time and program) in all content areas 9. Develop and revise instructional schedule based on student needs 10. Ensure access to materials, resources and time in order to support effective instruction
STUDENT Opportunities	**TEACHER Opportunities**	**PRINCIPAL Opportunities**

1. Have access to a fully-implemented core curriculum based on CCSS
2. Receive necessary time in content area based on individual student need
3. Receive effective first instruction that is focused, sequenced, engaging, and differentiated
4. Understand own current proficiency levels, including attendance
5. Set and monitor personal goals for growth, including attendance
6. Share goal progress to a variety of stakeholders (Student-led conferences)
7. Receive support for use of academic language in all classrooms
8. Provided with a calm environment that is conducive to learning
9. Know the learning and language objective and mastery of that objective
	1. Participate in Professional Learning Communities (PLCs) with grade-level teams to implement the Westfield Cycle of Continuous Improvement:
	  A. Analyze Data
	  B. Plan Instruction
	  C. Teach
	  D. Reflect and Act
	2. Have access to instructional guides that delineate time allowing for mastery of content standards based on CCSS.
	3. Have access to data reports, data analysis protocols, stakeholder dissemination ideas, and receive coaching for process
	4. Participate in data assessment meetings and collaborative planning time to plan instruction, analyze data and student work, and reflect and learn from colleagues
		1. Receive on-going training and support to implement Westfield's Blueprint for Student Achievement
		2. Receive on-going administrative coaching and support