



School LEA: 7207046

School Name: WESTWOOD ELEMENTARY SCHOOL

Submitter Information

Submitter Name: JERRY ROGERS
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Date of application: 6/12/2014

District Information

District LEA: 7207000
District Name: SPRINGDALE SCHOOL DISTRICT
Superintendent Name: JIMMY ROLLINS
Superintendent Email: jrollins@sdale.org

General Questions

School's Most Recent Accountability Status: Achieving
Special Accountability Status: Exemplary
Is this a brand new LEA? No
Is this an ALE School? No

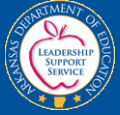
Vision and Mission

Vision and Mission

Westwood's vision is to create a nurturing, child-centered environment where everyone is engaged in authentic and innovative learning experiences that inspire a passion for life and for learning. Our mission is to empower all learners to develop essential knowledge, skills, concepts, and learner profile attitudes and attributes necessary to reach their full potential as 21st century, global citizens.

Commitment

Westwood has been a leader in educational change within our district and region for over twenty years. We are dedicated to the advancement of education by providing, reflecting upon, and refining innovative teaching and learning processes for all students. Westwood is a twice-recognized National Blue Ribbon School, an authorized International Baccalaureate Primary Years Program school and carries the distinction of being a Healthier US Gold School and of offering an EAST (Environmental and Spatial Technology) Initiative Program. Westwood's professional learning environment has hosted and continues to invite educators from the district, region, and surrounding states serving as a model school and professional resource. Westwood requires "School of Innovation" status and the flexibility the requested waivers will provide to successfully fulfill our mission and achieve our program's goals. Our school community is committed to and supportive of our proposed creative alternatives to existing practices. With the designation of being a School of Innovation we will continue to expand our role within our district and region as a model of innovative educational change.



Goals and Performance Targets

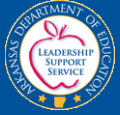
Goal	Goal Description	Goal Assessment
1	<p>Through the School of Innovation and consistent, systematic planning, reflecting, and refining processes, Westwood will create and support a risk-free learning environment and a professional learning community focusing on professional development. Foundation student and teacher data will be gathered in Fall 2014 and spring 2015 with monitoring data and refining processes in 2016 and 2017. By Spring 2018, all students will show scale score growth on the state required assessments in literacy and math; surveys will show an increase in positive comments and support; and individual teachers will meet or exceed the Personal Growth Plan (TESS) requirements and evaluation;</p> <p>Professional Development System Westwood will create a personalized professional development system which includes the function of our school's instructional facilitator and supports the vision, mission, and goals of our school and its integrated conceptual curriculum units of inquiry.</p>	<p>By Spring 2018, all students will show growth on scale scores on the state required assessments in literacy and math.</p> <p>By Spring 2018, surveys will show an increase in positive comments and support.</p> <p>By Spring 2018, individual teachers will meet or exceed the Personal Growth Plan (TESS) requirements and evaluation.</p> <p>As multiple validations of evidence demonstrate we are accomplishing our goals the following will be used:</p> <ol style="list-style-type: none"> I. State mandated assessments. Baseline data will be determined in the Spring 2015 for math and literacy then compared to data in spring 2018. II. Initial surveys (as listed below) will be used as baseline data in Fall 2014 and collected each year with the following will be present: <ol style="list-style-type: none"> 1. Risk-free Learning Environment: <ol style="list-style-type: none"> A. Survey-twice a year (parents, teachers, and students) B. Essential agreements written/reviewed annually by Westwood's students and staff 2. Professional Learning Community <ol style="list-style-type: none"> A. Surveys (created by Westwood) conducted twice a year (teachers and staff) B. Essential agreements written/reviewed annually by Westwood's staff 3. Professional Development <ol style="list-style-type: none"> A. TESS Teachers' self-assessment (completed annually) B. TESS Teachers' professional growth plans (PGPs) C. Professional development tracking D. Grade level planning agenda and notes by teachers E. Cross grade level and specialists meeting agendas, notes, and sign-in sheets- (teachers) F. Surveys (Created by Westwood) conducted annually (teachers) G. Assessment tracking by individual students



		<p>performance on state required assessments. Baseline established in spring 2015 with monitoring in 2016 and 2017 and final analysis in 2018.</p> <p>Westwood will continue a constancy of purpose, reflection, and improvement on processes and product.</p>
2	<p>Through the School of Innovation and consistent, systematic planning, reflecting, and refining processes, Westwood will create and support a risk-free learning environment and a professional learning community focusing on curriculum and instruction and assessment. Foundation teacher and student data will be gathered in Fall 2014 and spring 2015 with monitoring data and refining processes in 2016 and 2017. By Spring 2018, all students will show scale score growth on the state required assessments in literacy and math; surveys will show an increase in positive comments and support; and all 3rd, 4th and 5th grade students will participate in student let conferences, and in Kindergarten, 1st and 2nd grades all students will participate in student, teacher, parent conferences.</p> <p>Curriculum and Instruction System Westwood will reduce the achievement gap among one or more groups of students and provide enrichment for achieving students by implementing changes to our school schedule, curriculum and instruction, and gifted and talented program allowing flexibility for meeting instructional time and content area requirements and by accelerating learning experiences within the school day and provide appropriate homework for all students.</p> <p>Assessment System Westwood will create a comprehensive assessment and reporting system (narrative reports, parent-teacher conferences, student led parent teacher conferences) that includes tracking (scores, growth, and trends), student portfolios, and multiple validations and evidence of attainment.</p>	<p>By Spring 2018, all students will show growth on scale scores on the state required assessments in literacy and math.</p> <p>By Spring 2018, surveys will show an increase in positive comments and support.</p> <p>By Spring 2018, all 3rd, 4th and 5th grade students will participate in student let conferences. All kindergarten, 1st and 2nd grades students will attend and participate in parent and teacher conferences.</p> <ol style="list-style-type: none"> 1. Curriculum and Instruction <ol style="list-style-type: none"> A. Westwood's Program of Inquiry documents that include student and teacher reflections and annual modifications, examples of student questions and student-initiated inquiries B. Survey (created by Westwood) twice a year (teacher, parents, and students) C. Assessment tracking by individual students (scores, growth, trends over time)- baseline determined in Spring 2015, monitored in 2016, 2017 and final analysis in 2018. 2. Assessment <ol style="list-style-type: none"> A. Narrative reports (archived annually) B. Student learner profile survey completed by student, parent, and teacher C. Summative assessment rubrics (for each unit archived annually) D. Student led conference sign-in sheets E. Assessment tracking by individual students current baseline date will be established in spring 2015, monitored in 2016 and 2017 and final analysis in 2018. <p>Westwood will continue a constancy of purpose, reflection, and improvement on processes and product.</p>
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Goal	Goal Description	Goal Assessment
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Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
D/P 15.04. There is a written professional development policy consistent with the academic needs of students.	1	Westwood will follow state professional development laws and rules but requests a waiver to allow Westwood flexibility in professional development and in-service training for teachers and for the function of our school's Instructional Facilitator to better support the vision, mission, and goals of our school and its International Baccalaureate, integrated, concept-based, curriculum units of inquiry. Many Westwood teachers have experience with teaching concept-based, integrated units of inquiry, personalization, constancy of purpose, and professional dialoguing and collaborating; therefore, requiring them to attend professional development and workshops that are designed for implementation level is not as productive as having reflective dialogue about how to better implement common core processes within our structure. See Professional Development plan in additional documentation.
D/C V 10.03 School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.	1	District adopted instructional materials support narrow literacy-based units. Westwood requests flexibility to adopt instructional materials that Westwood's learning community determines to be the most appropriate to provide complete coverage of Westwood's International Baccalaureate integrated, concept-based curriculum units.
S/P 9.01.2 The school has used curriculum frameworks to plan instruction.	1	District currently requires teachers to implement narrow literacy-based units. The state has adopted Next Generation Science Standards. Westwood requests the flexibility to implement Westwood's International Baccalaureate integrated, concept-based curriculum units that will include the Next Generation Science Standards.
S/P IV 9.03 Instruction is developmentally appropriate	1	District currently requires teachers to implement narrow literacy-based units with required lessons and assessments. Westwood requests flexibility in designing instruction and assessments to better support and align with Westwood's International Baccalaureate integrated, concept-based curriculum units.
D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.	1	The district currently requires GT to be taught as a pull-out program with their own curriculum. Westwood requests flexibility in GT program/standards and requests that the educational opportunities for GT students be a component to expand Westwood's International Baccalaureate integrated, concept-based curriculum units.



Code section, Rule, or Local Policy	Goal	Rationale
S/P IV 9.03.1 Time is scheduled for instruction in the core curriculum; physical activity, visual art, music (grades K-4)	1	<p>In a traditional schedule the core courses are taught in independent fragmented blocks of time and may not be integrated across the content areas. Many schools are reducing instructional time in the core areas because of the demands of time on teaching and learning. Westwood thinks life demands more of our educational system and we should change our educational mind set on the way we use time across and within our curriculum. It seems the clearest path to provide students with essential connections, concepts, broaden core content knowledge, and maximize quality and successful opportunities in instructional teaching and learning is through integration of content. Westwood delivers instruction through integrated units of inquiry. All content standards including music, physical education, and fine arts are integrated and connected to the K-5 units and are taught through inquiry based learning engagements. Integration of core disciplines reinforces the creativity in teaching and learning, provides enhanced relevance to real world situations and maximizes quality time for learning. The effective use of time begins with establishing a clear balanced vision; connecting student knowledge, skills, and thinking; fostering collaboration; and providing choices and actions. This in turn supports educational processes and products that are effective, efficient, and demonstrate evidence of success.</p> <p>Westwood requests the flexibility to build the schedule of the core curriculum into a creative integrated model and to ensure everyone understands our intent not to continue with the same mind set but to change the expectations of how time, curriculum core content, teaching and learning will create more opportunities for students to develop deeper enduring learning, synergy and sustainability. With the approval of this waiver, anyone who visits or monitors Westwood would not expect to see a fragmented time model, but see an integrated model that crosses content, utilizes time, and makes connections to content.</p>



Code section, Rule, or Local Policy	Goal	Rationale
S/P 9.03.2 Time is scheduled for instruction in the core curriculum; physical activity, visual art, music (grades 5-6)	1	<p>In a traditional schedule the core courses are taught in independent fragmented blocks of time and may not be integrated across the content areas. Many schools are reducing instructional time in the core areas because of the demands of time on teaching and learning. Westwood thinks life demands more of our educational system and we should change our educational mind set on the way we use time across and within our curriculum. It seems the clearest path to provide students with essential connections, concepts, broaden core content knowledge, and maximize quality and successful opportunities in instructional teaching and learning is through integration of content. Westwood delivers instruction through integrated units of inquiry. All content standards including music, physical education, and fine arts are integrated and connected to the K-5 units and are taught through inquiry based learning engagements. Integration of core disciplines reinforces the creativity in teaching and learning, provides enhanced relevance to real world situations and maximizes quality time for learning. The effective use of time begins with establishing a clear balanced vision; connecting student knowledge, skills, and thinking; fostering collaboration; and providing choices and actions. This in turn supports educational processes and products that are effective, efficient, and demonstrate evidence of success.</p> <p>Westwood requests the flexibility to build the schedule of the core curriculum into a creative integrated model and to ensure everyone understands our intent not to continue with the same mind set but to change the expectations of how time, curriculum core content, teaching and learning will create more opportunities for students to develop deeper enduring learning, synergy and sustainability. With the approval of this waiver, anyone who visits or monitors Westwood would not expect to see a fragmented time model, but see an integrated model that crosses content, utilizes time, and makes connections to content.</p>
S/P IV 9.03.2.8 24.17 Time is scheduled for other curriculum areas as specified in Standards ARK Code Ann. ss 6-16-132	1	Westwood requests flexibility in the distribution of daily time requirements for all curricular areas to better serve students through Westwood's integrated curriculum units of inquiry.
S/P 9.03.2.8 Health and Safety Education and Physical Education S/P 9.03.3 Grades 5-8	1	Westwood requests flexibility in the distribution throughout the instructional day of daily time requirements for all curricular areas to better serve students through Westwood's integrated curriculum units of inquiry.



Code section, Rule, or Local Policy	Goal	Rationale
S/P 10.02.3 1st to 3rd student/teacher ratio of 23/1 with no more than 25 in a class	1	Westwood requests flexibility in student-to-teacher ratios to better serve students by minimizing disruptions to the learning community and the continuity of students' learning, for example, allowing the school to extend class sizes by 1 student for up to one month if a child is to be force bused to another Springdale school due to space.
D/C 10.05 Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.	1	District has initiated discussions to limit the number of field trips per year as part of their field trip policy. Based on Westwood's high poverty levels and student need, Westwood requests flexibility in the number of, scheduling of, and participation in field trips that are related to and support Westwood's International Baccalaureate integrated, concept-based curriculum units.
D/C 10.06 Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.	1	District has initiated discussions to limit the number of field trips per year as part of their field trip policy. Based on Westwood's high poverty levels and student need, Westwood requests flexibility in the number of, scheduling of, and participation in field trips that are related to and support Westwood's International Baccalaureate integrated, concept-based curriculum units.
D/C 10.07	2	Westwood requests flexibility in assigning homework including what, when, and for whom to provide better services to students through the support of personalized learning and Westwood's integrated curriculum units of inquiry.
S/P 12.02	2	Westwood requests flexibility in grading and reporting, for example, allowing the school the use of narrative reports, the application of new terms as used in the new state required testing, the use of Westwood's foundation rubric for assessments, and the use of portfolios to better communicate students' growth and evidence of attainment.
S/C 12.04.2	2	Westwood will comply with standards but requests flexibility in student-led conferences for the third, fourth, and fifth grades with the format and process designed by and decided upon by the school to meet the goals of Westwood's curriculum units, mission, and vision.



Documentation Checklist

Submission Status	Document Category
Submitted	Stakeholder Engagement
Submitted	Shared Leadership
Submitted	Election Results
Submitted	Professional Development Scope
Submitted	Budget
Submitted	References
Submitted	Approved School Board Resolution
Submitted	Statement of Assurances