

Walnut Hill School Improvement Plan



Problem Statement: At Walnut Hill School, a significant portion of students are not meeting grade-level expectations in literacy. Currently, only 28.95% of students demonstrate proficiency on the NSCAS assessment, and only 39.32% of our students are making progress toward the English Language Proficiency Assessment (ELPA). This underperformance is especially pronounced within three subgroups—African American, English Learners (EL), and Economically Disadvantaged students—who require targeted and focused interventions. Enhance the delivery of Structured Literacy and improve students’ ability to read and comprehend complex text, there is an urgent need to better align grade-level tasks with clear learning goals and assessments. In response, Walnut Hill School is committed to targeting scaffolds to students who need support in order to access content, implementing strategies that engage all students, incorporating writing across all content areas, and maintaining high expectations for academic growth. Additionally, we are dedicated to monitoring progress through HMM assessments, Amira Data and Structured Literacy data to ensure continuous improvement in student achievement.

Root Causes: Inconsistent lesson planning across grade levels, scaffolding supports, lack of/inconsistent use of effective interventions, student engagement, lack of belief that our students can achieve at a high level.

Goal 1: Goal 1: By May 2026, on NSCAS, we will increase the number of students on track or college/career ready from 31.1% to 53.8%.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning CSI funding plan Literacy Non Negoitables
Scaffolding for on grade level work for students that need it to gain access and perform	-create a space that is conducive to analyzing student work and planning for lessons as a team	-coaching notes that have supportive evidence of strategies being utilized effectively	School Wide	ELPA: Fall MAP: Sept, Jan, May NSCAS: May	Continued work in the EL Excellence book

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successfully on GL work/tasks. Lesson planning that is in depth and aligned with the assessments. Choosing high level tasks. Academic collaboration structures that also allow for incorporation of writing across the curriculum	- implement time into our PD plan to fully explain and understand the SIP plan and the strategies that we are committing to -Establish a committed time for the leadership team to meet at least biweekly to discuss coaching trends and patterns and ways to address deficiencies -Implement Leading Educators PD (lesson planning protocols) and continue to work with teams on a differentiated approach to move them forward from where they are with protocols -Establish and Implement Lesson Plan Expectations -ELPA Professional Learning- Partner with the EL team and teacher leaders to continue to bring PD to Walnut Hill -Implement an additional planning session that allows multiple grade levels to work together to plan	-Success on grade level tasks- evident in sessions where we are focused on analyzing Student Work - Lesson plans have evidence of scaffolds (language frames, anchor charts, word banks, close reading). - Daily Instructional lessons have opportunities for students to read, write, speak and listen and be active participants in their learning. -Collect, analyze and plan using student data -EL/Special Ed Co-teaching and collaboration with classroom teachers during grade levels and professional learning days. - Weekly coaching visits from principal, assistant principal and instructional facilitator with immediate feedback -Quarterly Instructional Rounds Reflection Activity and SIP/POP refinement- Use See, Think, Wonder protocol -Lessons are productive and collaborative and ELEOT and Instructional Round data is indicating that all students are engaged during these opportunities		Unit/Weekly Assessments Coaching observations	- Classroom teachers and paras will work with their data to deeply understand it, the progress that is being made, the areas of growth and the instructional implications of the data. - ELPA Professional Learning – Staff will be learning about our EL demographics and will participate as a learner by taking the ELPA test. When teachers take the English Language Proficiency Assessment (ELPA), it provides valuable insights into the challenges and experiences of English Learners (ELs). This practice enhances instructional effectiveness and fosters a more inclusive learning environment. - Leading Educators: Structured Literacy and Complex Text Academic Conversations - Walnut Hill Lesson Plan Expectations (Lesson Plan Protocols) that align with the School Improvement Plan. Planning protocols will be used as guides.
			Grade Level	Student analysis protocol work K-2: Structured Lit. Pre-Post Assessment 1x per month 3-6: Student writing samples 1 x per month (schoolwide) App data, especially Amira	
			Collaborative Team	Lesson Plans show evidence of intentional planning and implementation of expected protocols/strategies as well as alignment with assessments	

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					• Instructional Coaching Beliefs that align with the School Improvement Plan in combination with the Literacy Non-Negotiables. • Scaffolds/high yield strategies (language frames, student created anchor charts, graphic organizers, active engagement) We will use the EL Excellence book as a key resource. • Engagement strategies that focus on speaking and writing.

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Root Causes: Inconsistent lesson planning across grade levels, scaffolding supports, lack of/inconsistent use of effective interventions, student engagement, lack of belief that our students can achieve at a high level.

Goal 2: By May 2026, on ELPA, we will see a 19.8% increase from 38.20% to 58% of students making progress toward ELPA.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? Long Range PD plan 24-25 25-26 PD PLAN
- K-2 apply high leverage literacy	-Create multiple opportunities for staff to take the ELPA practice tests and	-coaching notes that have supportive evidence of strategies being utilized effectively	School Wide	ELPA: Fall MAP: Sept, Jan, May	Classroom teachers and paras will work with their data to

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practices in Structured Literacy - 3-6 construct and engage in arguments using evidence from grade level complex text and critique the reasoning of other. We will focus on using the following to achieve this: - Scaffolds - Academic conversations	plan for activities that support the assessment. -create a space that is conducive to analyzing student work and planning for lessons as a team - implement time into our PD plan to fully explain and understand the SIP plan and the strategies that we are committing to -Establish a committed time for the leadership team to meet at least biweekly to discuss coaching trends and patterns and ways to address deficiencies -Implement Leading Educators PD (lesson planning protocols) and continue to work with teams on a differentiated approach to move them forward from where they are with protocols -Establish and Implement Lesson Plan Expectations -ELPA Professional Learning- partner with the EL team and teacher leaders to continue to bring PD to Walnut Hill -Implement a system for a third “team planning time” where the planning protocol will be used each month	-Success on grade level tasks- evident in sessions where we are focused on analyzing Student Work - Lesson plans have evidence of scaffolds (language frames, anchor charts, word banks, close reading). - Daily Instructional lessons have opportunities for students to read, write, speak and listen and be active participants in their learning. -Collect, analyze and plan using student data -EL/Special Ed Co-teaching and collaboration with classroom teachers during grade levels and professional learning days. - Weekly coaching visits from principal, assistant principal and instructional facilitator with immediate feedback -Student discussions are productive and collaborative and ELEOT data is indicating that all students engaged during these opportunities		NSCAS: May	deeply understand it, the progress that is being made, the areas of growth and the instructional implications of the data. - ELPA Professional Learning – Staff will be learning about our EL demographics and will participate as a learner by taking the ELPA test. When teachers take the English Language Proficiency Assessment (ELPA), it provides valuable insights into the challenges and experiences of English Learners (ELs). This practice enhances instructional effectiveness and fosters a more inclusive learning environment. - Leading Educators: Structured Literacy and Complex Text Academic Conversations - Walnut Hill Lesson Plan Expectations (Lesson Plan Protocols) that align with the School Improvement Plan. Planning protocols will be used as guides. - Instructional Coaching Beliefs that align with the School
			Grade Level	Student analysis protocol work K-2: Structured Lit. Pre-Post Assessment 1x per month 3-6: Student writing samples 1 x per month App data, especially Amira	
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					Improvement Plan in combination with the Literacy Non-Negotiables. • Scaffolds/high yield strategies (language frames, student created anchor charts, graphic organizers, active engagement) We will use the EL Excellence book as a key resource. • Engagement strategies that focus on speaking and writing.

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Root Causes: Inconsistent lesson planning across grade levels, scaffolding supports, lack of/inconsistent use of effective interventions, student engagement, lack of belief that our students can achieve at a high level.

Goal 3: By May 2026 we will decrease the chronic attendance rate of 28.99% to 23.44%

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? PD Plan
By May 2025, we will decrease the chronic absenteeism rate of 28.99% to 23.44%.	- Meet weekly with the Attendance Team (Secretary, Principal, School Counselor and Social Worker) - Hold attendance goal setting meetings and phone calls with	1. Fewer students will check in late and/or check out of school early 2. Increase in the number of students and classrooms who are recognized for improved attendance	School Wide	Tableau Data Attendance Report Cards	1. Teachers will participate in professional learning on Walnut Hill attendance data 2. OPS Attendance Procedures and Policies reviewed with parents in the
			Grade Level		

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a) Goal Setting Meetings b) Parent Meetings and phone calls c) Attendance Celebrations d) Attendance Report Cards	identified students who are chronically late and absent - Provide professional learning for staff and families about “Attendance Matters” - Make Attendance phone calls home and conduct home visits and parent meetings - Recognize and Acknowledge students with improved or perfect attendance. - Print Attendance Report Cards and give them to parents during parent teacher conferences. -Grade Level competitions to see which grade levels have the best attendance	3. Increase in partnerships and conversation between Walnut Hill leadership team, staff and families 4. School and Family Partnership – providing families additional resources to support attendance (transportation, alarm clocks, clear understanding of attendance expectations, basic needs)	Collaborative Team	Attendance team meeting agendas Attendance phone calls • Concerns • Positives Student Contact Log	Walnut Hill Newsletter and at Parent Teacher Conferences