

Watkins-Nance Elementary School Improvement Plan

2025-2026 School Year

I. School Improvement Focus Area

Improving Academic Achievement Through Differentiated Instruction in ELA and Math

A review of 2023-2024 assessment data revealed that overall proficiency was **45% in ELA** and **44% in Math**, with significant gaps for English Learners and Students with Disabilities. The school identified differentiated instruction as a key lever for improvement.

II. SMART Goal

By May 2026, Watkins-Nance Elementary will **increase ELA and Math proficiency by 10 percentage points** for all students through the implementation of differentiated instructional practices that address individual readiness, interests, and learning profiles. This goal aligns with Fountas & Pinnell's framework for responsive teaching and Tomlinson's model of differentiated instruction.

III. Rationale

This goal is grounded in:

- Assessment data showing subgroup underperformance
- Equity audit findings
- Research-based instructional theory

Differentiation modifies content, process, and product so all students engage in meaningful, standards-aligned learning. Supporting research includes Tomlinson (2014, 2017), Wiggins & McTighe (2005), Fuchs & Fuchs (2006), and Hattie (2009).

IV. Alignment to Mission, Standards, and District Priorities

This goal aligns with:

- The Watkins-Nance mission to prepare students as lifelong learners and innovators
 - South Carolina College- and Career-Ready Standards
 - District and state priorities focused on rigor, equity, and subgroup performance
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V. Addressing Gaps in Student Achievement

Differentiated instruction will:

- Provide targeted scaffolds for students below grade level
 - Offer enrichment for advanced learners
 - Ensure all students access grade-level standards
 - Use diagnostic and formative data to personalize learning pathways
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VI. School Improvement Strategies (2025-2026)

Strategy 1: Data-Informed Differentiated Instruction

Description

Teachers will use ongoing assessment data to tailor instruction to students' readiness, interests, and learning profiles. Instruction will vary in **content, process, and product** to ensure all learners receive appropriately challenging instruction.

Timeline

August 2025 - May 2026

- Data analysis at the start of each grading period
- Weekly instructional adjustments

Roles & Responsibilities

- **Teachers:** Analyze data, plan differentiated lessons, provide feedback
- **Instructional Coach:** Model strategies, support data interpretation
- **STEM Consultant:** Support data-driven differentiation in STEM-integrated subjects
- **Administrators:** Monitor fidelity, provide PD, ensure equitable access
- **School Improvement Team:** Review data and refine strategies

Resources

- Formative and diagnostic assessments
- Fountas & Pinnell and math differentiation materials
- Data dashboards
- Professional development on differentiation

Progress Monitoring

- Weekly formative assessments
- Semester benchmark tests
- Student portfolios
- Walkthrough observations
- PLC documentation

Expected Impact

- Increased engagement
 - Improved subgroup performance
 - More equitable access to rigorous instruction
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Strategy 2: Collaborative Lesson Design & PLC Data Cycles

Description

Teachers will engage in structured PLC cycles to co-plan lessons, analyze data, and refine instruction. This promotes consistency, shared accountability, and improved instructional quality.

Timeline

August 2025 - May 2026

- Collaborative planning each grading period
- Biweekly PLC meetings

Roles & Responsibilities

- **Teachers:** Co-plan, analyze data, adjust instruction
- **Instructional Coach:** Facilitate PLCs, model data use
- **Administrators:** Provide time, monitor implementation
- **School Improvement Team:** Align PLC goals with SIP priorities

Resources

- PLC agendas and templates
- Shared lesson planning tools
- Data dashboards
- PD on collaborative and data-driven practices

Progress Monitoring

- PLC meeting notes
- Data analysis summaries
- Benchmark growth
- Administrative observations

Expected Impact

- Stronger professional culture

- Improved instructional alignment
 - Higher student achievement
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Strategy 3: BLAST Magnet Program Integration and Diversity Promotion

Description

Watkins-Nance Elementary will integrate the BLAST Magnet Program to enhance Aerospace and STEM learning opportunities while actively promoting racial and socioeconomic diversity within the program. Efforts will focus on equitable recruitment, inclusive curriculum design, and community engagement to ensure all students benefit.

Timeline

August 2025 - May 2026

- Recruitment outreach to diverse communities
- Curriculum alignment with equity principles
- Ongoing monitoring of diversity metrics

Roles & Responsibilities

- **Magnet STEM Consultant:** Lead recruitment and diversity initiatives
- **Teachers:** Implement inclusive Aerospace/STEM lessons
- **Administrators:** Support equitable access and resource allocation
- **Community Liaisons:** Foster partnerships with diverse families and organizations
- **School Improvement Team:** Monitor progress and adjust strategies

Resources

- BLAST Magnet Program materials
- Diversity and inclusion training
- Community partnership networks
- Data tracking tools for diversity metrics

Progress Monitoring

- Enrollment demographics
- Student participation rates
- Feedback from families and community partners
- Equity audit updates

Expected Impact

- Increased STEM engagement across diverse student groups
- Improved racial and socioeconomic representation in the BLAST program
- Strengthened community relationships
- Enhanced equity and inclusion schoolwide

VII. Implementation Timeline Overview

| Timeframe | Key Actions |
|-----------------------|---|
| August 2025 | Launch PD on differentiation; begin PLC cycles; analyze baseline data; initiate BLAST Magnet Program outreach |
| Sept-Dec 2025 | Weekly formative assessments; monthly PLC data reviews; walkthroughs; diversity recruitment efforts |
| January 2026 | Midyear benchmark analysis; adjust instructional plans; review BLAST program diversity data |
| Feb-April 2026 | Continued differentiation cycles; targeted interventions; ongoing diversity promotion |
| May 2026 | End-of-year data review; evaluate progress toward SMART goal and diversity objectives |

VIII. Monitoring & Evaluation

The School Improvement Team will:

- Review subgroup performance quarterly
- Analyze PLC documentation
- Track fidelity of differentiated instruction
- Monitor BLAST Magnet Program diversity and participation
- Adjust strategies based on data

Success will be measured by:

- 10-point increase in ELA and Math proficiency
 - Reduced subgroup gaps
 - Evidence of differentiated instruction in lesson plans and observations
 - Increased racial and socioeconomic diversity in the BLAST program
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IX. Conclusion

This School Improvement Plan reflects the consensus of the Watkins-Nance Elementary School Improvement Team. By focusing on differentiated instruction in ELA and Math, and integrating the BLAST Magnet Program with a commitment to diversity, the plan directly targets the school's most significant academic gaps while aligning with its mission and state standards.

The STEM Consultant will support teachers in applying data-informed differentiation to ensure equitable access to high-quality learning and measurable academic growth. The STEM Consultant will also lead efforts to promote diversity and inclusion within the BLAST program, fostering an equitable and enriching environment for all students