

Wilson Elementary School (0755)



PL 221 PLAN 2016-2019 SCHOOL YEAR

Submitted: Fall, 2016

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Schoolwide Components

Please see **(Title One #)** throughout the document for quick and easy reference

1. A comprehensive needs assessment of the whole school- pgs. 11
2. Implementation of schoolwide reform (key) strategies that: pgs. 17-25, 27-29, 37-39
 - a. Provide opportunities for all children to meet proficient and advanced levels of student academic achievement- Pgs. 8, 12, 13, 14, 17
 - b. Use effective methods and instructional strategies that are based on scientifically based research that: Strengthens the core academic program- pgs. 8, 12, 14, 17
 - c. Increases the amount of learning time- pgs. 8, 9, 12, 14, 17 ,
 - d. Includes strategies for serving underserved populations- pgs. 4, 6, 8, 12, 14, 16, 17
 - e. Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting State standards- pgs. 4,6,8,12,14,16,17
 - f. Addresses how the school will determine if those needs of the children have been met- pgs. 8,12,14,16,17
 - g. Are consistent with and are designed to implement State and local improvement plans, if any-
3. Highly qualified teachers in all core content area classes-pg. 4
4. High quality and on-going professional development for teachers, principals, and paraprofessional- pgs. 14,16,16,30-36
5. Strategies to attract high-quality, highly qualified teachers to this school- pgs. 4
6. Strategies to increase parental involvement, such as literacy services-
 - a. Description how the school will provide individual academic assessment results to parents- pgs. 6,13,40
 - b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan. pgs. 11
7. Plans for assisting preschool (when applicable, elementary) children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.- pgs. 9 & 10
8. Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement. pgs. 8,11,15,16,30-36, 40, 41
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.- pgs12, 17-25, 27-29
10. Coordination and integration of federal, state and local funds, and resources such as in-kind services and program components.- pg. 7

Executive Summary for Wilson Elementary



School and Community Description

Wilson Elementary is situated on a twenty-acre site in southeastern Clark County in Jeffersonville, Indiana. It is one of twelve elementary schools in the Greater Clark County School Corporation. The area surrounding Wilson continues to grow rapidly as the result of the addition of community subdivisions and apartments. Many of the students reside in rental property, trailer parks, and apartments. Consequently, the total school population fluctuates due to mobility.

The Wilson Elementary building was constructed in 1964 and totally renovated in 1992. It is currently at full capacity with every area being utilized as a result of the rapid population growth. The building consists of twenty-one classroom spaces, a computer lab, a media center, a gymnasium, speech room, and two intervention rooms.

The facilities also includes an office complex, a kitchen/cafeteria, various storage areas, teacher workroom, a leveled library, conference room, and teachers' lounge. The building is also utilized by the Community in Schools Program both before and after school. Various other community organizations also make use of the facility after school hours.

April Holder has been the principal of Wilson Elementary since 2010. There are twenty one full-time highly qualified teachers in all core content area classes including preschool to fifth grade students. All highly qualified documentation is housed by our school Academic Improvement Coordinator (Title 1 #3). GCCS is actively recruiting and attending job fairs across the State to attract highly qualified teachers (Title 1 #5). There are two special education coordinators, two interventionists, one media clerk, one speech teacher, one physical education teacher (also highly qualified), one fine arts teacher, one health assistant, and seven instructional assistants.

Budgetary restraints continue to adversely impact all of these numbers. Three custodians, four cafeteria workers, and a lunchroom monitor complete the staff. "Communities in Schools" also

supplies a staff person, counseling services for at-risk students, a homework club, and support to families in need (Title 1 #2d & e).

Student Demographics

Wilson Elementary has seen a trend of declining enrollment in the past several years. It appears that the decrease has leveled off with the start of the 2016 school year. 2015-2016 enrollment shows that 513 elementary students from middle to lower social-economic backgrounds represent our diverse population. This number fluctuates throughout the year based on mobility. Approximately 16.4% (84) of the students are identified as special needs, 55.4% (284) of the student body qualifies for free or reduced lunch, and minority students comprise 47.8% (245) of Wilson’s student population.

Statistics based off the IDOE 2015-2016 Enrollment Data

Free Meals	Reduced Meals	Paid Meals
49.7%	5.7%	44.6%

White	Black	Multi	Hispanic	Other
52.2%	24%	10.9%	9.9%	3%

General Education	Special Education	English Language Learners
83.6%	16.4% including speech	3.1%

Parent Participation (Title 1 #6)

To promote parental involvement, Wilson Elementary staff has developed effective strategies that will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. Parent involvement strategies include family literacy nights, parent student take home activities and books, parent newsletters, parent conferences, parent orientation, parent participation on the review of the school wide plan, PTO meetings, and volunteer programs. All parents were contacted at the beginning of the year by teachers to welcome them to Wilson and to answer questions about literacy, homework and school information.

Parents are provided information to help them understand the state’s academic content and achievement standards as well as how students will be assessed and how to monitor their children’s progress. This is communicated through parent conferences, school newsletters, Wilson Elementary Handbook, the school website, Indiana’s Academic Standards booklets, report cards, ISTEP+ and other school performance assessment reports.

Each year, Wilson Elementary School holds an informational Title I meeting for parents. This year's meeting took place during Open House. During the meeting, Title services and the schoolwide intervention plan were reviewed with the parents. The meeting was publicized to all families and individual question and answer sessions were held after as needed. Our PL 221 Plan is also available on the school's website for access by parents and community members.

Wilson Elementary will inform parents of student progress in core academic areas aligned to Indiana Academic Standards and performance on benchmark assessments for reading, writing and math on a regular basis. Wilson Elementary School will provide individual academic assessment results and/or progress to parents six times during the school year. Communicating performance results to parents will include:

- September: Mid-term student progress report (sent home with students).Class communications set up including: class messenger, class dojo, Remind 101, Facebook, Twitter and Instagram.
- October: 1st Quarter Report Card (Parents will access student report cards online.)
- November: Mid-term Progress Reports sent home and Parent/Teacher conference will be held to share information on Running Records (K-2), STAR READING and STAR MATH (2nd-5th) and behavior goals and concerns.
- January: 2nd Quarter Report Cards (Parents will access student report cards online.)
- February: Mid-term Progress Reports.
- April: 3rd Quarter Report Card (Parents will access student report cards online.)
- May: Mid-term Progress reports will be sent home.
- June: Final Report Cards (Parents will access student report cards online.)

Data Statements:

- 395 families attend Open House in July 2015.
- 51 families attend the Title One meeting in July 2015
- 544 people attend the December Family Literacy Night
- 193 people attended the February Family Literacy Night
- 98% of our families have signed and returned the Parent Compact found in the appendix.

Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Technology allows teachers to differentiation programs and assignment to support all learners (Title I#2). Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps

for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks.

Data Statements:

- 100% (26/26) of teachers participated in professional development to integrate technology into the classroom.
- 100% (26/26) of teachers participated in professional development from the district e-learning coach on Symbaloo and technology tools
- 92% (24/26) of teachers participated in the opening day e-learning conference to learn new tools, strategies and techniques to integrate technology into the classroom.

Safe and Orderly Environment (PRIDE) (Title #10).

Wilson is dedicated to a safe and friendly learning environment. Staff members have spent extensive amounts of time developing plans, lessons, and procedures to keep our students safe.

The following information concerns the safe and orderly environment at Wilson Elementary School:

- All doors are locked at all times –the only entrance into the building is through the main office. Each certified staff member has an access badge and access code for four entrance points to the school.
- Every classroom and instructional area is equipped with telephones that dial both throughout the building and through outside lines.
- Every classroom also has an intercom communication with the office.
- The office staff, custodial staff, and supervision staff have walkie talkies to communicate with each other during recess and dismissal.
- All substitute teachers must sign-in and out from the building and must wear a sub badge while in the building.
- Before visitors may enter, they must sign in with an ID. The Raptor system is used to screen for sexual offenders and to approve or deny access. When visitors leave, they must do so through the main entrance.
- Other safety procedures conducted: fire drills are conducted monthly; tornado drills are conducted on a regular basis.

We have adopted a corporation wide Positive Behavior Support Program called Wilson PRIDE.

Persistence Respectfulness Initiative Dependability Efficiency

Our PBIS program is designed to keep student disruptions to a minimum and to maximize student learning time. Professional development for PBIS has been offered for classroom

management, levels of behaviors, Tier Interventions, blue ticket expectations, and office referrals. Through the professional development and PBIS strategies, teachers and staff are working to prevent students’ disruptions, helping students manage their own behavior to teach replacement behaviors (Title 1 #2c).

Data Statements: (Title 1#8)

- 100% (26/26) of teachers participated in professional development to establish school-wide rules, expectations, common language, primary strategies, and Tier 1 interventions.
- 100% (26/26) of teachers participated in professional development to review Tier 2 interventions.
- 92% (24/26) of teachers participated in professional development to discuss Tier 3 interventions, Functional Behavior Assessment, basic needs, and school wide behavior data.

(Title 1 # 2f)	Q1	Q2	Q3	Q4
PRIDE - # of students with 2	304	345	317	295
PRIDE - # of students with 1	168	134	154	182
Number of grade 5 students receiving Work Ethic Certificate				24
% of Student with No Behavioral Referrals	96.0%	96.8%	89.1%	88.3%
# of Behavioral Referrals - School Cumulative	16	55	64	77
# of Behavioral Referrals - Bus Cumulative	8	13	37	44
# of Students Behavior tier 2 IMPACT	2	18	14	10
# of Tier 2 Impact students showing Growth	1	14	12	8
# of Tier 2 Impact Students moving to Tier 1	0	1	5	4
# of Students Behavior tier 3 IMPACT	1	5	4	2
# of Tier 3 Impact students showing Growth	0	1	2	1

Cultural Competency (Title 1 #2a-g)

School Climate – Wilson Elementary School believes in providing a nurturing environment where students, teachers, staff and families feel safe and respected. Communication is valued, and partnerships exist among the school, family, and community to enhance learning.

Learning and Teaching – Wilson Elementary School believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills.

Faculty and Staff – School name believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and grounded in shared decision-making. Our staff

has had Cultural Proficiency training on the Opening Day when we spent time go over our mission, vision and goals for the school year.

Attendance (Title 1 #2c)

Wilson Elementary has steady attendance rates for the last eight years ranging from 96.1%-96.8%. We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership committee have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:

- According to daily schedules provided by the principal, each student receives 90 minutes of reading, 60 minutes of math, 35 minutes of writing instruction and 45 minutes of IMPACT.
- Students have a 96% attendance rate communicated on the 2015-2016 data dashboard.
- Teachers have a 95% attendance rate communicated on the 2015-2016 data dashboard
- Average daily attendance will be monitored and recorded on the data dashboard each quarter.
- Our SAM will utilize the parent attendance legal notice and TPEC program to address habitual attendance concerns.
- Student of the Month and Attendance awards will celebrate good attendance and PRIDE character traits.
- Our SAM will attend all meetings in regards to attendance provided by the district.

Attendance Goal: By spring 2017, Wilson Elementary School attendance rate will be 97% or higher.

Transition Plans to support Wilson Students: (Title 1 #7)

1. During April, Camp Kindergarten: Parents of current Head Start, GCCS PreK and GCCS students receive information about ways to help their child prepare over the summer for Kindergarten.
2. Kindergarten notices are posted around the community in stores, banks, businesses and family agencies. In July or August prior to the start of school, schools hold open enrollment for Kindergarten students.
3. During the first week of school, parents of Kindergarten students are invited to attend an orientation meeting to learn about school policies and procedures. Parents are introduced to the Kindergarten curriculum, student academic expectations, Indiana State Standards for Kindergarteners, class expectation both academic/behavior, homework policy for parents and parent volunteering.
4. GCCS and WILSON are developing a systematic procedure for receiving records

regarding such children, transferred with parental consent from a Head Start and GCCS preschool program or, where applicable, another early childhood development program; established channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in Head Start, GCCS preschool and other agencies carrying out early childhood development programs to facilitate coordination of programs.

Plan for assisting elementary student in the transition to middle school

1. To promote Elementary/Middle School transition both middle schools hosts a visitation in the spring for the 5th grade students.
2. In the fall, parents and students are invited to visit prior to the beginning of the new school year. Teachers for 6th grade and feeder school 5th grade meet annually to discuss alignment of standards, curriculum and assessments.
3. Teachers discuss transitions and expectations for 6th grade students.

Programs and other federal programs that will be consolidated in the school wide

program: Federal Programs, Instructional Services (staff development), Technological Services, Student Services (Title II, IV, V) and Special Education funds will be used to improve the academic achievement of all students. In addition INSIP and Title 1 Professional Development funds will be used to support WILSON School SWP/ School Improvement Plan (Title 1 #10).

Wilson Elementary School

Comprehensive Needs Assessment Overview (Title 1 #1).

An updated comprehensive needs assessment based on the *The Revised and Expanded Edition of Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* (Harvard Education Press, 2013) as used to review and revise the school wide comprehensive plan to improve teaching and learning. The needs assessment includes data collection and analysis as well as integration with key teaching strategies.

During the pre-planning year for INSIP Plan for (2016-2019), meetings and collaboration at team, grade level, and curriculum teams were held to allow staff input to the development of the plan. The Wilson School Improvement Plan is shared on the school's website for access by parents and community members. Parents, community members, teachers, and administrators participate in reviewing and updating the plan through staff meetings and collaboration following the nine steps from the Data Wise guide. The plan will be evaluated annually to determine whether the key strategies of the school wide program have increased the achievement of students, particularly the students who are the lowest achievers on ISTEP+. Evaluation results are used to make necessary revisions to the plan.

A Peer Review Process of the school improvement plan/ SWP is conducted annually to align the SWP/ SIP components as required by NCLB. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. The District and the outside review processes and revisions ensures the NCLB statutory components are included and all components are identified. Documentation of meetings, such as sign-in sheets, agendas, notes on the plan, scoring/ feedback rubrics, etc., are kept as evidence in preparation for an IDOE monitoring visit. Parents are a part of the review committee and have the opportunity to review and offer suggestions and feedback.

Wilson staff was divided into various committees to look at student data to develop an action plan and goals to target a student centered problem and a problem of practice for English Language Arts, Math and PBIS. These plans are included in the attached Data Summary and Action Plan (Title 1 #8).

Curriculum and Instruction (Title 1 #2 & #9)

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff have been trained and use the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts and Math which are aligned to the 2014 Indiana College and Career Standards. Performance data linked to the pacing guides are routinely reviewed to guide process for improving instruction and aligning the formative assessment process. Curriculum development occurs in the following areas:

Language Arts
Mathematics
Science/Health
Social Studies
Library Media Skills
Music
Art
Physical Education
Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data is collected and analyzed, as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ the school compiles correlations data of student grades with scores on ISTEP+. The interventions that address critical areas will include: full-day kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intercessions), the use of class-size reductions, and after school programming run by Communities in Schools.

In order for Wilson Elementary School to reach their goals, we must become more Culturally Aware. We are currently having discussions with PBIS (Equity Project for Indiana) and incorporating a School Wide Positive Behavior Support Model. Our corporation's Cultural Responsive Team (CRT) will train our staff on the information listed below:

- 1) What is Culturally Responsive Teaching? (This will be our main focus.)
- 2) How does being culturally responsive relate to PLC's?
- 3) We will review the school and district ISTEP data for different cultural groups.
- 4) How can our school and teachers use the culture of our students to help shape Instructional strategies and practices?

Titles and Descriptions of Assessment Instruments (Title 1 #2 & #6b)

ELA Reading/Writing:

Writing Benchmark Assessments – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1). Kdg. – Gr. 5 teachers administer, score and analyze Writing Assessments four times per year.

Aimsweb - Gr. K -1 teachers administer Aimsweb Literacy screening 3 times per year. Students who score red/yellow will be provided extra support during the grade level IMPACT block. This time will focus on reading deficits to strengthen reading skills.

STAR - Gr 2-5 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading will be provided extra support during the grade level IMPACT block. This time will focus on reading deficits to strengthen reading skills.

Running Records - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students in K-2 will be progress monitored using running records and in 3rd -5th will be progress monitored using STAR Lexile/ATOS report.

Common Quarterly Assessments – Grades K-5 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:

Aimsweb - Gr. K -1 teachers administer Aimsweb Math screening 3 times per year. Students who score red/yellow on Aimsweb Math screening will be progress monitored using Aimsweb every two weeks.

STAR - Gr 2-5 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Math every two weeks.

Technology:

21st Century Skills - Grade 5 teachers administer and analyze technology skills results at the end of each school year.

Mission, Vision, and Beliefs (Title 1 # 2a-g)

Wilson Elementary School Mission Statement

The mission of Wilson elementary is to collaboratively work with the community, parents, teachers, and staff to improve student achievement and to develop lifelong learners.

Wilson Elementary School Vision Statement

Working to Educate all Students

Wilson Elementary School Beliefs

We believe that:

- All students can learn.
- Children are worthy of love and respect.
- Students have a right to be safe.
- Everyone has potential to succeed.
- Curriculum should be interesting and challenging while supporting state standards.
- Open communication and an atmosphere of mutual support and respect between home, school, and the community are critical components of educational success.

Wilson Elementary School's Actions

Our beliefs, missions, and vision will be reflected in our sound educational practice by the following actions:

1. Focus on different learning styles of all students including those with disabilities, diverse cultures, diverse economic status, and highly able students.
2. Assess, analyze, and differentiate instruction to increase achievement in all students.
3. Create an environment in which students are respected and valued.
4. Promote teachers as facilitators and students as effective learners.
5. Encourage and emphasize good character.
6. Work to improve reading, writing, and math achievement to meet state standards; School Wide Process for Improvement.

Leadership Team (Title 1 #4 & #8)

Shared leadership empowers all teachers to be involved in the improvement process and to work with each other to improve student outcome. Teachers have the opportunity to share input, questions, and ideas through: different committees, the leadership team, development of PBIS (Positive Behavior Intervention Support), teachers leading professional development, student council, coaching, cheerleader sponsor, tutoring, volunteering at school events, and participation in school related activities outside of the school day.

Our building leadership team (BLT) is comprised of one grade level teacher per grade level, our Academic Improvement coordinator, the principal and an interventionist.

Wilson Committees, Duties, Treats & Leadership

Jessica Zumhingst	<u>Kindergarten Leadership Team Member</u> Campaigns & K Reading Lead
Heather Stocksdale	K Balanced Math Lead & Camp K
Erin Scott	K PBIS Lead, Art Club & Building Discussion
Kassi Seaver	<u>First Grade Leadership Team Member</u> 1 st Balanced Math Lead & December Family Night
Brenna Shelangoski	1 st Reading Lead & February Family Night Committee
Ellen Bates	1 st PBIS Lead & PTO Support
Krista Storz	<u>Second Grade Leadership Team Member</u> December and February Family Night Committee
Leaha Marble	2 nd Balanced Math Lead & February Family Night Committee
Kristin Brunner	2 nd Reading Lead & December Family Night Committee
Diane Fogg	<u>Third Grade Leadership Team Member</u> 3 rd Reading Lead & Courtesy Committee
Chelsea Riggle	3 rd PBIS Lead and December Family Night Committee
Sarah Strange	3 rd Writing and February Family Night Committee
Ann Williams	3 rd Balanced Math Lead & Discussion Team
Karly Buckner	<u>Fourth Grade Leadership Team Member</u> 4 th Reading Lead & February Family Literacy Night Committee
Paige Schueler	4 th Grade Math Lead and December Family Literacy Night Committee
Chris Reschar	4 th Writing & Basketball Clock
Jessica Langdon	<u>5th Grade Leadership Team Member</u> PTO, Math Lead & Safe Crisis Team
Pam Watson	5 th Writing and February Family Night Committee
Marci Skelton	5 th Reading Lead, Wellness, Safe Crisis Team and Building Discussion
Susan Reynolds	Sped-Primary, Sped Trainer, Systems 44 & Move-in coordinator
Stephanie Andres	Family Night Committee & Autism Committee & Safe Crisis Team
Christian Hogue	Sped-Intermediate & Read 180, PBIS Tier 3 Committee

Cathy McKenzie	Preschool, PRIDE Team & PBIS Tier 3 Committee
Joel Vein	Grade level performance for each grade level
Christen Brown	Book Fair, Chromebooks and Am library check out
Penny Seiderman	Grade level performance for each grade level
Linda Coates	Family Night Chair
Chrissie Lawrence	Balanced Math Chair

Data Statements:

- Each grade level has a representative who meets biweekly on the Leadership Team.
- All faculty members are on at least one committee.
- Any teacher has an opportunity to lead professional development.
- 100% of the faculty is currently participating in developing PBIS (Positive Behavior Support).
- 7/26 (27%) of Wilson’s staff volunteered to help students before school to give homework assistance, tutoring, or music enrichment.
- 100% of Wilson’s staff participates in the yearly carnival activities.
- 100% of staff completed the intra-school assignment form.
- Our PTO Liaison coordinates and communicates parental involvement and events.
- Our leadership team leads conversations with their grade levels addressing language and strategies.

Wilson’s teachers and leadership continue to refine the standards, expectations and implementation of teach, guided practice and independent practice within our classrooms. The staff participates in walk-throughs with the principal. After each walk-through, conversations take place with regard to what was observed with emphasis in the following areas: who is doing the work, engagement, routines, rigor, relevance, efficiency, pedagogy, student feedback systems, and relationships to meet the needs of all learners. Data team meetings are held to discuss student progress and to make changes to intervention groups as needed to meet the needs of all learners and to focus on at-risk populations (Title 1 #2d, e, & f).

Three-year Goals for 2016-19 (Title 1 #2 a-g)

Goal 1: English/Language Arts

Goal: By Spring 2019 \geq 80% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Goal: By Spring 2019 \geq 90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

Goal 1 - ELA	District AYP	School AYP	INSIP Plan	INSIP Plan
	2014-15 Scores	2014-15 Scores	2016-17 Goals	Strategies
Passing Rate	63.8%	74.5%	80%	All teacher will participate in Guided Reading PD GCW's updated to gradually release instruction Develop focus lessons to support guided reading groups Analyze benchmark data to guide intervention Daily literacy block will follow the GCCS framework of Balanced Literacy Research: <i>The Next Steps in guided Reading</i> , Richardson
% Growth Bottom 25% Target 42.5%	40%	37.5%	42.5%	
% Growth Top 75% Target 36.2%	33.2%	19.8%	36.2%	
IREAD Passing	92.6%	95.9%	97.9%	

Goal 2: Mathematics

Goal: By Spring 2019 \geq 80% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

Goal 2 – Math	District AYP	School AYP	INSIP Plan	INSIP Plan
	2014-15 Scores	2014-15 Scores	2016-17 Goals	Strategies
Passing Rate	56%	68.4%	70%	All teachers will implement a balanced math approach and include: problem solving conceptual understanding, math facts and CQA. GCW's updated to gradually release instruction DMR will focus on student level and needs. Daily math lab will be used to reteach and reinforce math concepts. Research: <i>Five Easy Steps to a Balanced Math Program</i> , Christinson.
% Growth Bottom 25% Target 42.5%	36.6%	43.8%	44.9%	
% Growth Top 75% Target 36.2%	33.9%	29.5%	39.2%	

Goal 3: College and Career (PRIDE)

Goal 2 – PRIDE Behavior/Attendance	District AYP	School AYP	INSIP Plan	INSIP Plan
	2014-15 Scores	2014-15 Scores	2016-17 Goals	Strategies
% student w/no Referral	94.6%	91%	93%	Use PBIS data to identify areas of need. Collaborate to implement PBIS with Tier 2 and 3. Safe Crisis will attend training and complete testing requirements Safe Crisis team will meet and review data on regular basis.
% student w/no Referral	94.6%	91%	93%	
% Student Attendance	95.1%	96.6%	98.6%	
% Students w/ all 2's			95%	

Data Summary and Action Plan

Data Wise Action Plan #1

School: Wilson Elementary School

Grade Level/Subject Area: English Language Arts

Area of Focus: Literacy Framework-Guided Reading

Data Source from ISTEP, STAR and ELA CQA

2016 ISTEP+ Performance: 75% of students passed 2016 ELA ISTEP+

2017 ISTEP+ Performance Goal: 80% of students in 3rd-5th grade will pass 2017 ELA ISTEP+

2016 STAR: 64% of students were on grade level in Reading

2017 STAR Goal: 80% of students will be on grade level in Reading by May 2017

2016 ELA CQA Mastery: 68% of students in K-5 passed the CQA in 2016

2017 ELA CQA Mastery Goal: 80% of students in K-5 will pass the CQA by May 2017

What is the Learner-Centered Problem?

Students struggle with stamina as text complexity increases.

What is the Problem of Practice?

As teachers, we do not consistently pull text within 100 points of the students' instructional reading level to allow students ample opportunity to apply reading strategies and skills to strength skills to tackle complex text.

What Instructional Strategy will be implemented to reach goal?

Wilson teachers will #BEGREATER by using daily Guided Reading lessons to provide instruction and books within the zone of learning to allow every student to apply strategies and standards to build stamina and reading skills.

<u>Task</u> (What specific tasks will you implement to reach goal?)	<u>When</u> (will you complete task?)	<u>Who</u> is responsible?
<ul style="list-style-type: none"> • Wilson principal will launch the expectations for Guided Reading. • All teachers will read, <u>The Next Steps in Guided Reading</u>. • All teachers will use the training videos to support their implementation of Guided Reading. • Wilson teachers will attend professional development work nights to support Guided Reading. • Wilson reading coach will use the non-negotiable board to provide feedback on Guided Reading implementation per classroom. • Wilson principal and coaches will create a leveled library focused on guided reading to provide materials and training template for reading levels A to Z. • Wilson reading coach and district reading coaches will model guided reading lessons. • Wilson BLT will work with grade level teams to help form reading groups. • Wilson teachers will use the guided reading templates to purposefully plan lessons that target reading strategies to move readers. 	July 2016	Principal
	August 2016	Teachers
	August 2016	Teachers
	August 2016	Teachers
	August 2016	Coach
	August 2016	Principal & Coaches
	September 2016	Coach
	September-May	BLT
	September-May	Teachers
	August-May	Teachers

<ul style="list-style-type: none"> • Wilson teachers will set goals with their students following the school wide stamina goals set per grade level. • Wilson reading coach will observe guided reading lessons in each classroom each quarter. • Wilson reading coach will be available to model, coach and support teachers. • Wilson BLT will provide monthly training to help the year one implementation of guided reading. • Wilson principal will facilitate grade level data meetings to track reading progress and student outcomes. • Wilson teachers will meet and goal set with each student once a month to track reading levels and stamina. • Wilson teachers will attend the Literacy Academy and bring back ideas and materials to support guided reading. 	<p>August-May</p> <p>September-May</p> <p>September-May</p> <p>September-May</p> <p>September-May</p> <p>Starting in October</p>	<p>Coach</p> <p>Coach</p> <p>BLT</p> <p>Principal</p> <p>Teachers</p> <p>Teachers</p>
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Data Summary and Action Plan

Data Wise Action Plan #2 Numeracy

School: Wilson Elementary

Grade Level/Subject Area: Mathematics

Area of Focus: Balanced Math-Problem Solving

Data Source from ISTEP, STAR and MATH CQA

2016 ISTEP+ Performance: 65% of students who passed Math ISTEP+

2017 ISTEP+ Performance Goal: 80% of students in 3rd-5th grade will pass 2017 Math ISTEP+

2016 STAR: 83% of students were on Grade Level in Math

2017 STAR: Goal 85% of students will be on grade level in math by May 2017

2016 Math CQA Mastery: 75% of students in K-5 passed the CQA in 2016

2017 Math CQA Mastery Goal: 80% of students in K-5 will pass the CQA by May 2017

What is the Learner-Centered Problem?

Students struggle with stamina and problem solving strategies with multistep problems.

What is the Problem of Practice?

As teachers, we do not consistently use the gradual release model to teach and reinforce problem solving strategies.

What Instructional Strategy will be implemented to reach goal?

Wilson teachers will #BEGREATER by providing consistent opportunities for problem solving using explicit instruction and strategies to allow time for practice with feedback.

<u>Task</u> (What specific tasks will you implement to reach goal?)	<u>When</u> (will you complete task?)	<u>Who is responsible?</u>
<ul style="list-style-type: none"> • Math team will launch Balanced Math. • Wilson principal will provide resources on problem solving. • All teachers will review the adopted problem solving steps. • Wilson Math coach will provide PD on problem solving strategies. • Wilson Math Coach will observe and give feedback to all classroom teachers on problem solving strategies and using the gradual release model. • Wilson teachers will bring students samples and lessons to vertical team meetings to align strategies and expectations. • Wilson teachers will begin a problem of the day to allow students to practice problem solving skills. • Wilson Math coach will model poster math. • Wilson principal will facilitate data meetings to monitor student outcomes. 	<p>July 2016</p> <p>July 2016</p> <p>July 2016</p> <p>September 2016</p> <p>September-May</p> <p>October, January & March</p> <p>October</p> <p>October-May</p> <p>October-May</p>	<p>Lawrence and Schueler</p> <p>Principal</p> <p>Teachers</p> <p>Coach</p> <p>Coach</p> <p>Teachers</p> <p>Teachers</p> <p>Coach</p> <p>Principal</p>

Data Summary and Action Plan

Data Wise Action Plan #3

School: Wilson Elementary School

Grade Level/Subject Area: PRIDE

Area of Focus: PRIDE

Data Source from 2015-2016 Data dashboard, SWIS and PBIS Records

**2016 PRIDE Results show Wilson had 77 school referrals and 44 bus referrals
2017 PRIDE Goal for 2017 is to have less than 100 referrals.**

What is the Learner-Centered Problem?

Students struggle with consistent self-regulation skills.

What is the Problem of Practice?

As teachers, we did not provide life skill lessons for our students that focused on self-regulation

What Instructional Strategy will be implemented to reach goal?

Wilson teachers will #BEGREATER by provide goal setting and self-regulation instruction and feedback

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<ul style="list-style-type: none"> • Wilson Principal will launch the 2016-2017 PBIS program 	July 2016	Principal
<ul style="list-style-type: none"> • Weekly Wilson PBIS program will celebrate students who have shown PRIDE skills. 	August-May	BIC/Principal
<ul style="list-style-type: none"> • Wilson Teachers will provide weekly life skills lesson to support PRIDE skills and to focus on self-regulation. 	August-May	Teachers
	October	PBIS Team

<ul style="list-style-type: none"> • Wilson PBIS team will meet to create a list of tools to help support self-regulation instruction. • Wilson Teachers will use Tier 1, 2 & 3 plans to help goal set and reinforce self-regulation skills. • Wilson PBIS team will lead monthly PD sessions to reinforce the program and self-regulation skills. • Wilson Principal will share quarterly behavior data on the dashboard and during a zero period with staff. 	<p>August-May</p> <p>September-May</p> <p>October, January, March and May</p>	<p>Teachers</p> <p>PBIS Team</p> <p>Principal</p>
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No statutes and/or rules
will be waived by
Wilson Elementary
School.

Fall, 2016
Year

Appendix

Wilson Elementary Instructional Plan and Non-negotiables (Title 1 #2)

GCW, Clear Objectives, (T-GP-IP), FREWS, Technology, Comprehension Strategies, Reading/Writing Response				
Reading	Word Work	Vocabulary	SIRT	Anchor Chart
<p><u>Comprehension Strategies</u></p> <p>(Introduced with concrete/sensory lessons)</p> <p>Connections/background Predicting</p> <p>Questioning Visualizing/Sensory Imaging</p> <p>Inferring</p> <p>Determining Importance Summarizing Synthesizing</p>	<p><u>Word Solving Process</u></p> <p>Reading strategies for unknown words.</p> <p>Develop word patterns, families and roots.</p> <p>Vocabulary connection</p>	<p><u>Marzano's Process</u></p> <p>Explain</p> <p>Restate</p> <p>Show</p> <p>Discuss</p> <p>Refine and Reflect</p> <p>Apply in Learning Games</p> <p>Focus on Tier 2 words</p> <p>Use of Frayer and Interactive Frayer</p>	<p><u>Our Process</u></p> <p>Read Aloud</p> <p>Conferences Weekly</p> <p>Leveled book libraries Connections to GCW or strategy</p> <p>Accountability</p> <p>Students daily response to reading</p>	<p><u>Our Process</u></p> <p>Co-create charts w/students</p> <p>Standard/Strategy/</p> <p>Process based</p>
<p><u>Explicit Instruction</u></p> <p>Shared Reading</p> <p>Guided Reading lessons</p> <p>Mini-lessons (15-20)</p> <p>Read aloud/think aloud</p> <p>Response to reading</p> <p>Close reading</p>	<p><u>Explicit Instruction</u></p> <p>Phonics</p> <p>Word Parts</p> <p>Chunking</p> <p>Roots</p> <p>Spelling Patterns</p> <p>Word Families</p>	<p><u>Explicit Instruction</u></p> <p>Teacher-directed definition</p> <p>Modeling of process</p> <p>Notebook Entries</p> <p>Use of examples and non-examples</p>	<p><u>Explicit Instruction</u></p> <p>Read aloud w/focus</p> <p>Conferencing</p> <p>Reading Strategies/Fix-Up</p>	<p><u>Explicit Instruction</u></p> <p>Referring to/using charts during Teach-Guided-Independent Practice</p>

<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Mini-lessons *Small flexible guided reading groups *Use of leveled text 100 points above lexile * Guided Reading Lesson Plans *Five Components *Content Connections * Non-fiction 50% *8 Text exposures a week *Graphic organizers *Reading log/journal *Variety of genres *Cornell Notes/Frayer *Complex Thinking and Text 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Songs Smart Files *Poetry *Patterns and Rules *letter tiles *Anchor charts *Graphic organizers *Making Words 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Anchor Charts *Graphic organizers *Text/standards based words *Graphic organizers *Frayer Model *Student use of the words 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *“Right book” for each student.- leveled *Goal Setting through conferencing *Monthly monitoring, PM and goal setting 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Anchor charts posted *Students using anchor charts during guided/independent practice *Anchor Chart notebooks *PBIS * PRIDE poster * Classroom expectations
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Math	DMR	STAR	TPT	Writing
<p><u>Our Process</u></p> <ul style="list-style-type: none"> Conceptual Unit Poster Method Problem Solving DMR Fact Mastery Math Vocabulary Mental Math 	<p><u>Our Process</u></p> <ul style="list-style-type: none"> Independent Partners/small group Check for understanding Key statements Reflection Mental math 	<p><u>Our Process</u></p> <ul style="list-style-type: none"> S-Start with reading the question T- Target what is asked A- Answer R- Review 	<p><u>Our Process</u></p> <ul style="list-style-type: none"> Chalkboard splash Hold ups Cards Quick write and quick draw 	<p><u>Our Process</u></p> <ul style="list-style-type: none"> Pre-Write Rough Draft Peer-Conference Edit Teacher Conference Revise, Publish Illustrate, Share

<p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> *Mini-lessons *Use of manipulatives *Concepts and procedures *Accuracy and process *Support from Van de Wall 	<p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> *Single method modeled *Error analysis *Meaningful reflection 	<p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> *Attack the problem with common sense *Attempt the problem using the information you have *Answer the question *Always show work *Analyze your answer to make sure it makes sense 	<p><u>Explicit Instruction</u></p> <p>Teacher modeled</p>	<p><u>Explicit Instruction</u></p> <p>Craft/Skill/Procedural (balanced grammar lessons)</p> <p>Mini-Lessons</p> <p>Self-assessment</p>
<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Mini-lessons *Manipulatives used *Anchor charts *Small group instruction *Fact Mastery *Goal Setting *Stamina 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *2-3 boxes *1 box is conceptual unit * Biweekly DMR Quiz * 15 minute goal 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *STAR anchor chart * Daily Problem Solving * Math Conversations * Process Standards Daily 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Embedded into daily lessons *Classroom routine *Dry erase boards *Note taking *Exit ticket *Checklist 	<p><u>We should see:</u></p> <ul style="list-style-type: none"> *Choice *Prompts *Use of rubrics *Status of the Class *6+1 Traits of Writing *B/M/E organizers *Posted student work *Use of Trait Crate

**P.L. 221 Calendar
2016-2017
Wilson Elementary (Title 1 #4 & 8)**

Week	Professional Development	Group	Monitoring
			Who – How monitored How results are used
July 25-29	July 25 th ELearning Conference July 26 th Welcome and Kick-off at CHS July 27 th Building Level Meetings	District Principal	
August 1-5	<u>Quarterly Focus: 30 Day Launch</u> Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Literacy Coach Principal/Coach Grade Level Teams	Coaching Log Walk Through MRF/Data Binders
August 8-12	<u>Quarterly Focus: 30 Day Launch</u> Balanced Math DMR Data Wise Process: Math Goal	Math Coach Principal/Coach Data Teams	Coaching Log Walk Through MRF/Data Binders
August 15-19	<u>Quarterly Focus: 30 Day Launch</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
August 22 - 26	<u>Quarterly Focus: Mastery</u> Pedagogy: Rigor/Engagement/Relevance	BLT	Walk Through

	#BeGreater Teacher &/or Team Selected PD	Grade Level	Google Log
August 29-September 2	<u>Quarterly Focus: 30 Day Launch</u> Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Literacy Coach Principal/Coach Grade Level Teams	Coaching Log Walk Through MRF/Data Binders
September 6 - 9 <i>NO SCHOOL, Sept. 5</i>	<u>Quarterly Focus: 30 Day Launch</u> Balanced Math Math Fact Fluency Data Wise Process: Math Goal	Math Coach Principal/Coach Data Teams	Coaching Log Walk Through MRF/Data Binders
September 12 - 16	<u>Quarterly Focus: 30 Day Launch</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
September 19 - 23 <i>TEACHERS ONLY, Sept. 21</i>	<u>Quarterly Focus: Mastery</u> Pedagogy: Rigor/Engagement/Relevance #BeGreater Teacher &/or Team Selected PD	BLT Grade Level	Walk Through Google Log
September 26-30	<u>Quarterly Focus: 30 Day Launch</u> Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Literacy Coach Principal/Coach Grade Level Teams	Coaching Log Walk Through MRF/Data Binders
October 17 - 21	<u>Quarterly Focus: Implementation</u> Balanced Math	Math Coach	Coaching Log

	Math Fact Fluency Data Wise Process: Math Goal	Principal/Coach Data Teams	Walk Through MRF/Data Binders
October 24 - 28	<u>Quarterly Focus: Implementation</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
October 31 - November 4	<u>Quarterly Focus: Implementation</u> Pedagogy: Rigor/Engagement/Relevance #BeGreater Teacher &/or Team Selected PD	BLT Grade Level	Walk Through Google Log
November 7 - 11 <i>Teacher only Nov.8</i>	<u>Quarterly Focus: Implementation</u> Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Literacy Coach Principal/Coach Grade Level Teams	Coaching Log Walk Through MRF/Data Binders
November 14 - 18	<u>Quarterly Focus: Implementation</u> Balanced Math Problem Solving/Poster Method Data Wise Process: Math Goal	Math Coach Principal/Coach Data Teams	Coaching Log Walk Through MRF/Data Binders
November 21 - 22 <i>NO SCHOOL, Nov. 23 - 25</i>	<u>Quarterly Focus: Implementation</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
November 28- December 2	<u>Quarterly Focus: Implementation</u>	BLT	Walk Through

	<p>Pedagogy: Rigor/Engagement/Relevance</p> <p>#BeGreater Teacher &/or Team Selected PD</p>	Grade Level	Google Log
December 5 - 9	<p><u>Quarterly Focus: Implementation</u></p> <p>Literacy Framework</p> <p>Guided Reading</p> <p>Data Wise Process: Literacy Goal</p>	<p>Literacy Coach</p> <p>Principal/Coach</p> <p>Grade Level Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>
December 12 - 16	<p><u>Quarterly Focus: Implementation</u></p> <p>Balanced Math</p> <p>Problem Solving/Poster Method</p> <p>Data Wise Process: Math Goal</p>	<p>Math Coach</p> <p>Principal/Coach</p> <p>Data Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>
January 3 - 6	<p><u>Quarterly Focus: Guided Practice</u></p> <p>CCR (PBIS & Common Sense Digital Citizenship)</p> <p>Walk Throughs</p>	<p>BIC/Principal</p> <p>Grade Level</p> <p>BLT</p>	<p>SWIS/PBIS Data</p> <p>Team Discussion</p> <p>SWIS/PBIS Data</p>
January 9 -13	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Pedagogy: Rigor/Engagement/Relevance</p> <p>#BeGreater Teacher &/or Team Selected PD</p>	<p>BLT</p> <p>Grade Level</p>	<p>Walk Through</p> <p>Google Log</p>
January 17 - 20 <i>NO SCHOOL, Jan. 16</i>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Literacy Framework</p> <p>Guided Reading</p> <p>Data Wise Process: Literacy Goal</p>	<p>Literacy Coach</p> <p>Principal/Coach</p> <p>Grade Level Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>

<p>January 23 -27</p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Balanced Math</p> <p>Conceptual Learning</p> <p>Data Wise Process: Math Goal</p>	<p>Math Coach</p> <p>Principal/Coach</p> <p>Data Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>
<p>January 30 - February 3</p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>College and Career Readiness (PBIS)</p> <p>Walk Throughs</p> <p>School Culture and Goals</p>	<p>BIC/Principal</p> <p>Grade Level</p> <p>BLT</p>	<p>SWIS/PBIS Data</p> <p>Team Discussion</p> <p>SWIS/PBIS Data</p>
<p>February 6 - 10</p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Pedagogy: Rigor/Engagement/Relevance</p> <p>#BeGreater Teacher &/or Team Selected PD</p>	<p>BLT</p> <p>Grade Level</p>	<p>Walk Through</p> <p>Google Log</p>
<p>February 13 - 17</p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Literacy Framework</p> <p>Guided Reading</p> <p>Data Wise Process: Literacy Goal</p>	<p>Literacy Coach</p> <p>Principal/Coach</p> <p>Grade Level Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>
<p>February 21 - 24</p> <p><i>NO SCHOOL or snow make up– Feb. 20</i></p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>Balanced Math</p> <p>Conceptual Learning</p> <p>Data Wise Process: Math Goal</p>	<p>Math Coach</p> <p>Principal/Coach</p> <p>Data Teams</p>	<p>Coaching Log</p> <p>Walk Through</p> <p>MRF/Data Binders</p>
<p>February 27- March 3</p>	<p><u>Quarterly Focus: Guided Practice</u></p> <p>College and Career Readiness (PBIS)</p> <p>Walk Throughs</p> <p>School Culture and Goals</p>	<p>BIC/Principal</p> <p>Grade Level</p> <p>BLT</p>	<p>SWIS/PBIS Data</p> <p>Team Discussion</p> <p>SWIS/PBIS Data</p>

March 6 -10	<u>Quarterly Focus: Guided Practice</u> Pedagogy: Rigor/Engagement/Relevance #BeGreater Teacher &/or Team Selected PD	BLT Grade Level	Walk Through Google Log
March 13 -17	<u>Quarterly Focus: Guided Practice</u> Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Literacy Coach Principal/Coach Grade Level Teams	Coaching Log Walk Through MRF/Data Binders
April 3 - 7	<u>Quarterly Focus: Ownership & Reflection</u> Balanced Math Conceptual Learning Data Wise Process: Math Goal	Math Coach Principal/Coach Data Teams	Coaching Log Walk Through MRF/Data Binders
April 10 -14	<u>Quarterly Focus: Ownership & Reflection</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
April 17 -21	<u>Quarterly Focus: Ownership & Reflection</u> Pedagogy: Rigor/Engagement/Relevance #BeGreater Teacher &/or Team Selected PD	BLT Grade Level	Walk Through Google Log
April 24 - 28	<u>Quarterly Focus: Ownership & Reflection</u>	Literacy Coach	Coaching Log

	Literacy Framework Guided Reading Data Wise Process: Literacy Goal	Principal/Coach Grade Level Teams	Walk Through MRF/Data Binders
May 1 -4 <i>NO SCHOOL</i> <i>or snow make up– May 5</i>	<u>Quarterly Focus: Ownership & Reflection</u> Balanced Math Conceptual Learning Data Wise Process: Math Goal	Math Coach Principal/Coach Data Teams	Coaching Log Walk Through MRF/Data Binders
May 8 - 12	<u>Quarterly Focus: Ownership & Reflection</u> College and Career Readiness (PBIS) Walk Throughs School Culture and Goals	BIC/Principal Grade Level BLT	SWIS/PBIS Data Team Discussion SWIS/PBIS Data
May 15 - 19	<u>Quarterly Focus: Ownership & Reflection</u> Pedagogy: Rigor/Engagement/Relevance #BeGreater Teacher &/or Team Selected PD	BLT Grade Level	Walk Through Google Log
May 22 - 26	End of the Year Reflection and Jump Start For 2017-2018	BLT/Coaches Grade Level	2017-2018 PD Plan
May 30-June 1 <i>NO SCHOOL–</i> May 29	End of the Year Reflection and Jump Start For 2017-2018	BLT/Coaches Grade Level	2017-2018 PD Plan

90 Minute Literacy Block (Kindergarten - 2) (Title 1 #2)		
Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart) ⁷
20 minutes	Word Work Kindergarten Focus on Foundation standards Grade 1 Build on foundations with emphasis on phonics & fluency Grade 2 Advanced Phonics, Fluency, Comprehension	
20 minutes Variables that may influence grps: student needs, class size, amount of time in literacy block.	Guided Reading Group Kindergarten Focus is Basic story elements independently (5 standards) Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency Grade 2 Comprehension shifts to more complex thinking through the text independently	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while not in groups	Independent/Shared Reading Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals
30 - 45 Minute Writing Block		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

90 Minute Literacy Block (3rd and 4th Grade)		
Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	
20 minutes Variables that may influence grps: student needs, class size, amount of time in literacy block.	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/Shared Reading Writing - Constructive Response to Text	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products
30 - 45 Minute Writing Block (3rd and 4th Grade)		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

30 Minute IMPACT Block (K - 5th Grade)		
Tier	Intent	Resources
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) <ul style="list-style-type: none"> • GT programming

		<ul style="list-style-type: none"> • Gradient texts appropriate to lexile levels
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)
2	Sub-skill reading deficits with gen ed teacher	<ul style="list-style-type: none"> • LLI Guided Reading • McGraw-Hill Reading Intervention (all components)
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	<ul style="list-style-type: none"> • McGraw-Hill Reading Intervention • Barton Program-Need trainings (PA/phonics) • Read Naturally (FL) • Words Their Way (phonics/fluency) • LIPS – Need training (PA)
3	Systems 44	Below 400 Lexile

90 Minute Literacy Block (5th and 6th Grade)

Time	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	
20 minutes (*elem - 3 groups per day) (ms - 2 groups per) *Variables that may influence grps: student needs, class size, amount of time in literacy block.	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/shared Reading Writing - Constructive Response	

Fall 2016 – PARENT COMPACT (Title 1 #6 & 7)

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

WE agree to carry out the following responsibilities to the best of our abilities:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the school - parent compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

School Planning Review Team

NAME	POSITION	SIGNATURE
April Holder	Wilson Principal	<i>April Holder</i>
Linda Coates	AIC	<i>Linda Coates</i>
Chrissie Lawrence	Interventionist	<i>Chrissie Lawrence</i>
Jessica Zumhingst	K teacher	<i>Jessica Zumhingst</i>
Kassi Seaver	1 st Grade teacher	<i>Kassi Seaver</i>
Krista Storz	2 nd Grade teacher	<i>Krista Storz</i>
Diane Fogg	3 rd Grade teacher	<i>Diane M. Fogg</i>
Karly Buckner	4 th Grade teacher	<i>Karly Buckner</i>
Jessica Langdon	5 th Grade teacher	<i>Jessica Langdon</i>



**IDOE School Improvement and Professional Development
Building Level Assurance Form
Principal / Exclusive Representative Signatures**

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	0755
Building Name	Wilson Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	April Holder
Principal's Signature	<i>April Holder</i>
Date Signed	1/9/2016

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.