

School Improvement Plan

Goal #1

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Wilson Elementary

School Year: 2016-2017

Goal: Wilson School will provide effective Tier 1 instruction, as well as appropriate interventions, so that 90% of our students will make a full year of progress in reading.

If applicable, which Board Goal does this apply to: Board Goal #2: 90% of all students making a full year of academic progress in reading.

Action Plan(s):

1. Teachers will receive three days during the year to benchmark students in reading. (2 funded by the district)
2. Each grade level will have Nebo Plus trained technicians come into their classroom, or students pulled to our reading room, daily during “power hour” to work with struggling students using Nebo Plus Reading.
3. Teachers will teach guided reading to every student daily in their classrooms and use running records to assess student progress.
4. Struggling students will be targeted and tracked during weekly collaboration by teachers. Interventions will also be discussed and implemented during this time.
5. Monthly TAT team meetings will involve a grade level discussion of struggling readers using running record data to determine appropriate interventions. This includes teacher and technician data, as well as resource and speech input.
6. Struggling students will be invited to after school tutoring sessions and/or weekly summer school sessions.
7. We will continue to purchase new technology that is needed for students and teachers. We will look for programs that will enhance language arts development, as well as other subjects. We will also continue to update outdated equipment and programs.

Measurements of Success: Reading Benchmarks, School-wide SLO results, DIBELS, Amount of technology purchased and reports from programs used.

Supporting Professional Development Activities (if applicable):

Grade level leader and staff training on Guided Reading, running records, and reading interventions

Literacy Coach training

Teachers observing other teachers teaching reading strategies

Nebo Plus trainings for Technicians

School Improvement Plan

Goal #2

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Wilson Elementary

School Year: 2016-2017

Goal: Wilson will increase the number of integrated Fine Arts lessons compared to the 2015 – 2016 school year.

If applicable, which Board Goal does this apply to: Board Goal #1: Staff development in Fine Arts.

Action Plan(s):

1. Teachers will receive two days training from the district on the integration of Fine Arts.
2. Teachers will incorporate 3 lessons into their curriculum map for their current Fine Arts training.
3. Supplies will be purchased to use for fine arts activities.
4. Teachers can observe other teachers integrating Fine Arts into their daily lessons.
5. Grade level teams will be given two curriculum planning days during the year. During these planning days fine arts integration will be discussed.

Measurements of Success: Lessons integrated into curriculum maps, teachers attending district Fine Arts trainings, the number of lessons reported on the GAINS survey.

Supporting Professional Development Activities (if applicable):

Grade level leader training of Fine Arts and integration
District Fine Arts trainings

School Improvement Plan

Goal #3

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Wilson Elementary

School Year: 2016-2017

Goal: Wilson School will improve its practice of collaboration according to the 6 Non-Negotiables. Those are: 1 – Norms, 2 – Common Curriculum Map, 3 – I Can Statements, 4 – Common Assessments, 5 – Data Analysis

If applicable, which Board Goal does this apply to: Board Goal #1: Collaboration-6 non-negotiables

Action Plan(s):

1. Grade level teams will develop an agenda to be used at weekly collaboration meetings that includes their team norms.
2. Each grade level will refine and review their curriculum maps for reading, writing, math and science.
3. Each grade level will create and display “I Can” statements for the ELO’s of their curriculum maps.
4. Each grade level team will create and use common formative assessments based on the “I Can” statements.
5. Each grade level team will use data from common assessments to provide reteach and enrich opportunities at least 3 times each week, following the DuFour PLC outline.
6. Grade level teams will be given two planning days during the year to work on the above listed items.
7. A math tech specialist will assist teachers with math reteach and enrich. Other technicians will also help with math as needed.

Measurements of Success: Completed Collaboration agendas, completed curriculum maps, I Can statements displayed daily in classrooms, data from common assessments used at collaboration weekly, reteach and enrich being done 3 times a week, the 6 Non-Negotiables annual survey.

Supporting Professional Development Activities (if applicable):

Training of staff to become experts in Norms, ELO’s, curriculum maps, common assessments as it relates to writing during multiple faculty meetings.

School Improvement Plan

Goal #4

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Wilson Elementary

School Year: 2016-2017

Goal: Wilson School will improve communication with home, with all employees, and with our community.
Board Goal:
Action Plan(s): <ol style="list-style-type: none">1. Teachers will communicate positively at least weekly with every home, either by newsletter, email or other method.2. We will create and follow a “Concern Plan” – which will be a guideline in addressing parent and school concerns.3. We will supplement our PR person with money, time and personnel needed to keep our website updated, report activities to the district and write articles to submit to the local paper at least monthly.4. Grade levels and other groupings of employees will be invited to have lunch with administration and office staff at least monthly in order to build trust, have open dialogue and express concerns.
Measurements of Success: <ul style="list-style-type: none">-Evidence of newsletters or emails home.-A written “concern plan” used as a guide for parents and school.-Articles monthly on District site and in newspaper-Notes from lunches
Supporting Professional Development Activities (if applicable):

