



Wilson Hill Elementary School 2018-2019 Continuous Improvement Plan Summary

Dan Girard, Principal

At Wilson Hill Elementary we are committed to nurturing students academically, socially, and emotionally to support their ongoing growth and success.

We are proud of the mindset for growth and improvement that our school community holds.

Points of Celebration for Wilson Hill Elementary School from 2017-18 Include:

- The implementation of Den of Ten, CHAMPS, Second Step Guidance, Common Language, Virtue Tree celebrations and parent involvement has focused on building positive relationships with students and insuring all students have trusted adults within the building. As noted in the spring Panorama Student Survey results measuring culture and climate indicators, students very favorable report positive feelings about relationships with adults at Wilson Hill Elementary School.
- The intermediate grade levels are showing strengths in Math in the areas of: modeling, geometry, fractions and fractions.
- Progress monitoring data shows student growth in the areas of supporting an argument through writing with information text.
- Data from the State assessment show that Wilson Hill students show strong growth in the area of reading literary text. As students get involved with more literary texts, their comprehension, or ability to understand and make inferences about reading will improve.

Focus Areas for Growth

One goal of our district improvement plan is that building leaders and teachers will use the 5-Step Process to develop, measure, and analyze effective instructional practices in order to reduce student sub-group achievement gaps by 50%, while increasing the quality of instruction for all students across all settings. The following action steps support this work:

Literacy Goal #1: Students will demonstrate reading comprehension knowledge by using textual evidence from informational text to effectively construct argumentative writing.

Measurable Performance TARGET: 100 % of students will create a piece of argumentative writing showing growth by May of 2019 with a minimum of 83 % of the students obtaining a score of 15 - 20 as determined by the district's common assessment / rubric for argumentative writing.

- 100% of ELA classroom teachers will implement use daily guided reading instruction grounded in Balanced Literacy Framework and using in depth analysis of BAS Assessments.
- 100 % of ELA teachers will utilize the common writing rubric formatively to guide instruction and group for mini lessons.
- All ELA teachers will complete at least one Lucy Calkins Unit to instruct writing in a writer's workshop model.
- All teachers will participate in Teacher Based Teams with specific focus on raising rigor and expectations for all students through work focused on standards analysis and identifying areas for improvement through vertical grade level collaboration and professional development.

Mathematics Goal #2: As shown by MAP and State Assessment Data, Math Reasoning appears to be an area that quality growth can be achieved.

Measurable Performance TARGET: Given an appropriate rubric, 100 % of students will show growth in math modeling and reasoning growth by May of 2019 with a minimum of 83 % of 3rd grade through 6th grade students obtaining a score of 7 as determined by the district's common assessment / rubric for math reasoning.

- 100% of math teachers will provide at least 3 problem solving opportunities that will be assessed and monitored in TBTs using a common rubric. Teachers will use the mathematical language in their classroom to describe thinking behaviors.
- Teachers will have students keep a math journal, Stepping Stones journal to make student thinking visible and collect evidence of learning to drive instruction

Climate/Culture Goal #3: Teachers will use virtue based language to incorporate student interests throughout the instructional day while reinforcing concepts through an increased use of positive praise in the classroom.

- CHAMPS Classroom Management
- All staff will work with our mental health specialist and our guidance counselor to learn strategies for working with students who have experienced trauma.
- Staff will participate in a book study: "Fostering Resilient Learners- Strategies for Creating a Trauma-Sensitive Classroom"
- Grades 3-6 teachers will implement executive functioning strategies curriculum