

Wetzel Elementary School School Improvement Plan

Goal One	Goal Two
<p>By June 2012, all students will increase their performance on targeted literacy skills using instructional interventions in all curricular areas as measured by system-wide and school-based assessments. The targeted skills include: comprehending written text and using writing strategies, appropriate sentence structure and editing skills.</p> <p>School-Wide Interventions: All WES Students in grades SS-6th Tracked via CSP school data form</p> <ul style="list-style-type: none"> • Four-Blocks balanced literacy program • Six + 1 Writing Traits strategies • Learning Logs – Allows for student reflection and identification of comprehension and writing ability, progress and growth • Monthly “Focus on Learning” column in Parent Newsletter • Parent Training sessions (so that parents can learn about specific ways to help their child at home) • Kidspiration (graphic organizers) – focusing on organizing written information and adding details <p>Skill Interventions: Targeted Subgroup – Students in grades K-6 that are meeting the standard and are showing expected growth. All of the above interventions, plus:</p> <ul style="list-style-type: none"> • Guided literacy groups and small flexible group skill work – differentiated instruction 	<p>By June 2012, all students will increase their performance on targeted critical thinking skills using instructional interventions in all curricular areas as measured by system-wide and school-based assessments. The targeted skills include: analyzing and interpreting information, devising strategies for solving problems and justifying solution to the problems.</p> <p>School-Wide Interventions: All WES Students in grades SS – 6th Tracked via CSP school data form</p> <ul style="list-style-type: none"> • Learning Logs – Allows for student reflection and identification of mathematical thinking, progress and growth • TIPS+E (systematic approach to critical thinking procedures) • Monthly “Focus on Learning” column in Parent Newsletter • Parent Training sessions (so that parents can learn about specific ways to help their child at home) • Kidspiration (graphic organizers) – focusing on analyzing data and interpreting information <p>Skill Interventions: Targeted Subgroup – Students in grades K-6 that are meeting the standard and are showing expected growth. All of the above interventions, plus:</p> <ul style="list-style-type: none"> • Marilyn Burns hands-on math activities with the use of

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- Academic Support Team provides additional support and training for teachers when needed – gradual release model followed
- Current best practices based on the works of Patricia Cunningham, Ruth Culham, Fountas & Pinnell.
- Use best practice strategies from: Strategies That Work, Reading With Meaning, and The Daily 5
- Use Comprehension Toolkit – Literacy program to increase and support reading comprehension and writing strategies
- Teachers use Pre & Post assessment data to drive instructional practices
- Specialists tie in content learning into their curriculum – cooperatively working together with classroom teachers to help students to achieve their individual academic goals.
- Teachers use coaching rubrics to: assist with writing skills, to allow student to work independently, and reflect on their progress and growth

Recovery interventions: Targeted Subgroup - Students in grades K-6 that are below the standard or have not made expected progress over time. Students are selected by multidimensional/multi grade level team data review. All of the above interventions, plus:

- Teachers use formative assessment data to create specific goals for each student
- Read 180 – students in grades 4-6
- LLI (modified) – students grades 1-3

- manipulatives
- Formative assessments to identify progress
- SuccessMaker software used in computer lab
- Guided math groups and small flexible group skill work – differentiated instruction
- Critical Thinking Skills addressed across the curriculum
- Academic Support Team provides additional support and training for teachers when needed – gradual release model followed
- Teachers use Pre & Post assessment data to drive instructional practices
- Vertical Articulation: 5th and 6th grade math teachers working with MS and HS teachers to determine specific skills necessary to be successful when transitioning to middle school

Recovery interventions: Targeted Subgroup - Students in grades K-6 that are below the standard or have not made expected progress over time. Students are selected by multidimensional/multi grade level team data review. All of the above interventions, plus:

- Teachers use formative assessment data to create specific goals for each student
- Academic Support Team works with small groups of students on specific skills needed to help them progress
- Homework Club – students can get extra help with mathematical thinking, critical thinking skills and

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- Reading Recovery (modified) – for students 2 years or more below standards
- Comprehension Toolkit – language and lessons for active literacy support
- Academic Support Team works with small guided reading groups of students that have been identified as below the standard

Challenge Interventions: Targeted subgroup – Student that are identified as working above the standard or that have mastered specific skills. All of the skill interventions, plus:

- Gifted teacher works with small groups of students at each grade level to meet the needs of higher level and GE learners.
- Academic Support Team works with teachers to help differentiate the curriculum to meet the needs of higher-level learners.

Assessments:

- *TerraNova*, Language Arts subtest (Grades: 3-6)
 - ❖ Administered: March
- *TerraNova*, Reading subtest (Grades: 3-6)
 - ❖ Administered: March
- DRA2 (Grades: K-6)
 - ❖ Administered: September, January, May (Kindergarten all students tested in May)
- STAR Early Literacy (Grades: SureStart-2)
 - ❖ Administered: September, January, May

problem-solving strategies.

- Teachers offer extra after school support – work one-on-one with students and parents

Challenge Interventions: Targeted subgroup – Student that are identified as working above the standard or that have mastered specific skills. All of the skill interventions, plus:

- Gifted teacher works with small groups of students at each grade level to meet the needs of higher level and GE learners.
- Academic Support Team works with teachers to help differentiate the curriculum to meet the needs of higher-level learners.
- GE teacher works with MS math teachers to offer advanced curriculum for GE students

Assessments:

- *TerraNova*, Math subtest (Grades: 3-6)
 - ❖ Administered: March
- *TerraNova*, Science subtest (Grades: 3-6)
 - ❖ Administered: March
- STAR Math (Grades: 1-6)
 - ❖ Administered: September, January, May
- Local Assessment: Critical Thinking Skills (SureStart-6)
 - ❖ Administered: September, January, May

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- SRI (Grades: 2-6)
 - ❖ Administered: September, January, May
(Administered to 2nd Grade students that are at the grade level standard.)
- Locally Developed Writing Assessment (Grades: SureStart-6)
 - ❖ Administered: September, January, May
(Scored using the 6+1 Traits Scoring Rubrics modified according to DoDEA Standards.)

Resources

- Developmentally appropriate adoption materials and resources
- Famous Author Visit – Sharing writing strategies & comprehension skills through literature
- Smartboard activities and literacy tools
- Kurzweil (4-6)

Resources

- Smartboard activities and math tools
- Developmentally appropriate adoption materials and resources
- Famous Author Visit – Sharing mathematical thinking through literature
- Teachers use coaching rubrics to: assist with critical thinking skills, to allow student to work independently, and reflect on their progress and growth
- Teachers use Understand Plan Solve Check (UPS) to assist with critical thinking skills
 - ❖ World Math Day - focus on importance of mathematical thinking