

Wiley Elementary School
School Continuous Improvement Plan
Last Updated August 2014

IF06) Teachers will be required to make individual professional development plans based on classroom observations.	
Current level of development or implementation:	Based on classroom observations, teachers who are performing below expectations are required to develop an individual professional development plan. Additionally, all teachers engage in discussions about professional development during post-observation conferences. At the end of the evaluation cycle, teachers submit a report of professional development activities. Additionally, teachers are required to set Student Growth Objectives and monitor progress throughout the year as a component of the formal evaluation process. These goals are set as a grade-level team by all regular classroom teachers and reported to the evaluator during post-observation and summative conferences.
How it will look when fully met:	Based on the expectations for the new evaluation process being rolled out, the principal will follow training and help staff achieve professional growth. There will be an instructional coach to assist teachers in professional development as well. Additionally, the school's professional development cadre representatives and district instructional resource people are assisting.
Task	<ol style="list-style-type: none"> 1. Professional development activities that can be accessed by staff through the district will be shared as they relate to the school improvement plan. <i>Assigned to Alexander Valencic</i> 2. The principal will discuss professional development activities with all staff as designated in their professional development plans during post-observation conferences. <i>Assigned to Barb Sartain</i> 3. The principal will follow-up with teachers to discuss how the professional development activities from their professional development plans are impacting classroom performance. <i>Assigned to Barb Sartain</i> 4. All teachers will collaborate with Instructional Coach to improve their professional practice. <i>Assigned to Barb Sartain</i> 5. During grade-level team meetings within the first quarter, teachers will have time given to discuss the Danielson Self-Assessment Tool and decide how they will use it to determine areas for professional growth as applicable. <i>Assigned to Karla Schroeder</i>

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IIB02) Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.	
Current level of development or implementation:	Teachers use pre-tests and post-tests that are administered to all students (as available), including students who receive Tier II and Tier III services, to allow teachers to accurately assess student understanding and monitor individual growth. Pre- and post-assessments for mathematics units through the Houghton-Mifflin series are already in use in many, but not all, classrooms. However, there are not unit tests readily available for the other core content areas. Teachers are working in professional development across the district to create these assessments and align them to the Common Core State Standards.
How it will look when fully met:	The principal will work in conjunction with individual staff members and teams. There will be further staff development on developing teacher-selected pre- and post-assessments (especially type III) for all units and the development of record keeping that can be analyzed by individual educators and/or their teams and then be submitted to the principal for a variety of purposes. Grade-level teams will begin to create a database of common assessments that they can use throughout a year.
Task	<ol style="list-style-type: none"> 1. Grade level team members and partners will review assessment data periodically during staff meetings, collaboration meetings, and Response to Intervention meetings. <i>Assigned to Barb Sartain</i> 2. Grade-level teams will collaborate on a working calendar with targets for completing common assessments to be reported to the principal. <i>Assigned to Marcia Richards</i> 3. Each teacher will record assessment data and will work as grade-level teams to organize and analyze common assessments during periodic staff development meetings. <i>Assigned to Alexander Valencic</i> 4. Pre- and post-assessment data based on Student Growth Outcomes and notations about instructional groupings and other responses will be submitted to the principal as part of the Student Growth Component of teacher evaluation. <i>Assigned to Barb Sartain</i>

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IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.	
Current level of development or implementation:	Teachers differentiate instruction based on assessment results to provide targeted instructional support for all students, whether below, on, or above level. Teachers have the most capacity built for differentiating instruction in guided reading and math. Teachers are working on improving the quality of differentiated math instruction through more effective pre- and post-test formative assessments. This skill is beginning to generalize to other subjects, such as writing, spelling, fine arts, science, and social studies. As teachers continue to participate in professional development on differentiated instruction and assessment, it can be expected that differentiation will improve.
How it will look when fully met:	<p>Teachers will increase differentiated instruction activities based on assessments results. There will be ongoing training on formative assessments particularly, and a district-wide initiative to build the capacity of teachers to do more targeted, high-quality differentiated instruction. Teachers will participate in professional development activities designed to help them address the needs of students with disabilities within the context of the classroom. During evaluations, teachers will focus on the Danielson Framework, especially as reflected in Domain 3E ("demonstrating flexibility and responsiveness through lesson adjustment, response to students, and persistence"). The teachers will provide evidence and the principal will observe with this focus in mind.</p> <p>As of the 2014-2015 school year, all teachers will have a consistent schedule coordinated across the building to allow for interventionists and the instructional coach to work with teachers and students to address literacy differentiation, following guidelines of the Daily 5 and CAFE framework. At the start of the year, the reading interventionists and other staff as available will push in to classrooms during a scheduled 40-minute literacy block.</p> <p>There will be time allotted for collaboration for the purpose of making data-based instructional decisions. The Instructional Technology Cadre member will work with teachers to train them on using technology resources effectively in all classroom settings and for assessing students and monitoring progress.</p>
Tasks	1. Grade level team meetings will be held regularly to assess common assessment data and evaluate the needs of all the students within a grade level for the purpose of differentiating instruction. <i>Assigned to Barb Sartain</i>
	2. Train staff on using the systematic approach to record and evaluate common assessment data in the most effective way. <i>Assigned to Barb Sartain</i>

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	<p>3. Teachers will use assessment data to plan differentiated instruction. During all RtI, grade-level, and special education collaboration meetings, various classroom assessment data will be available to plan for differentiation. These plans will be shared with and observed by colleagues and the principal. <i>Assigned to Barb Sartain</i></p>
	<p>4. During the 2014-2015 academic year, Professional Development Cadre members will focus building-level professional development on priority components of the Danielson Framework, including Engaging Students in Learning, Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, to support differentiation. <i>Assigned to Karla Schroeder</i></p>

<p>IVD03) The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home."</p>	
<p>Current level of development or implementation:</p>	<p>The school Handbook discusses the expectations and responsibilities for parents. The school homework policy was created by a committee of teachers and parents. The school has many things in place to emphasize the responsibilities of parents at home to support students' growth, such as Title I reading and math family nights. IEP meetings are used for time to communicate ways parents can help at home. Staff members are developing ways to discuss ways to help students who are struggling to fully meet learning objectives. Many teachers are utilizing homework binders to communicate expectations and have students record daily topics of learning to discuss at home with caregivers. There is an ongoing conversation among school personnel regarding methods to reach out to parents who may not attend reading and math night, performances, IEP meetings, and the like. The goal is to incorporate ways for parents to teach children at home during all events.</p>
<p>How it will look when fully met:</p>	<p>School will continue to expand its efforts to communicate with parents about the specific curriculum learning targets and student progress. A new homework policy was developed this year and implementation will be strengthened next year. This year learning links were added to all bulletin boards, two grade-levels participated in an ongoing University of Illinois research study about effective parent teacher conferences, e-news letters print newsletters and webpage communication are being improved, and Title 1 family nights are based on academic topics which will be more deliberately designed to educate families next year. the school has also been working with its PTA and community partnerships and intends to include information and activities designed to enhance parent communication and help them implement a strong "home curriculum."</p>

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	<p>The newly-created Family Academic Support & Engagement Team member position will be staffed by a classroom teacher. That teacher will contact selected families to provide ideas for how the family might better support individual student learning and to discuss attendance concerns. The team member will continue to support family involvement in school activities by providing information for teachers and families.</p>
<p>Tasks</p>	<ol style="list-style-type: none"> <li data-bbox="392 488 2018 602">1. During all Title I family nights, there will be a dedicated space for teaching parents how to help students with class assignments (the "curriculum of the home"). <i>Assigned to Barb Sartain</i> <li data-bbox="392 602 2018 716">2. Ensure that information about the "curriculum of the home" is distributed to all families. <i>Assigned to Michelle Shaw</i> <li data-bbox="392 716 2018 862">3. The Leadership Team will meet to discuss ways to more effectively communicate with primary caregivers. Some methods to be considered are communication binders/pouches, grade-level newsletters, and parent surveys. <i>Assigned to Ashley Cunningham</i> <li data-bbox="392 862 2018 1008">4. The Leadership Team will collect data for family attendance at Family Nights and other all-school events to identify which families are participating and which are not in order to determine more effective strategies for involving an increased number of families in these events. <i>Assigned to Linda Patterson</i> <li data-bbox="392 1008 2018 1203">5. Ashley Cunningham, the Family Academic Support and Engagement team member, will continue to serve as the liaison to work with already-existing committees in educating parents on the "curriculum of the home," identify and eliminate barriers to increase parental involvement at school, and increase communication between teachers and parents as well as the school and parents. <i>Assigned to Ashley Cunningham</i> <li data-bbox="392 1203 2018 1390">6. The FASE team member will work with the PTA teacher representative to organize parent forums before PTA meetings four times a year to get input from parents about what they would like from the school to support the home environment and allow parents to talk to each other and teachers about topics of interest, such as the school's behavior program and how it might be used at home. <i>Assigned to Ashley Cunningham</i> <li data-bbox="392 1390 2018 1502">7. A Student Engagement Advocate will be hired for twelve hours each week to contact families to assist with attendance concerns and work with the FASE team member to remove barriers that lead to chronic absenteeism and tardiness. <i>Assigned to Ashley Cunningham</i>

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