

**Wiley Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated October 2013*

<b>IF06) Teachers will be required to make individual professional development plans based on classroom observations.</b>	
<b>Current level of development or implementation:</b>	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.
<b>How it will look when fully met:</b>	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.
<b>Tasks</b>	1. Professional development activities that can be accessed by staff through the district will be shared as they relate to the school improvement plan. Assigned to Alex Valencic
	2. The principal will discuss professional development activities with all staff as designated in their professional development plans during post-observation conferences. Assigned to Barbara Sartain
	3. The principal will follow-up with teachers to discuss how the professional development activities from their professional development plans are impacting classroom performance. Assigned to Barbara Sartain
	4. The teachers will collaborate with Instructional Coach to improve their professional practice. Assigned to Barbara Sartain

**Wiley Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated October 2013*

<b>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.</b>	
<b>Current level of development or implementation:</b>	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.
<b>How it will look when fully met:</b>	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.
<b>Tasks</b>	1. The principal and the professional development cadre leaders will review the 2012-2013 staff development information covered at both the district and school level. That training prepared teachers to use assessment to guide instruction, whether assessments are teacher developed, set in place by the district, or utilized from curriculum materials such as textbooks. Assigned to Barbara Sartain
	2. Grade level team members and partners will review assessment data periodically during staff meetings, collaboration meetings, and Response to Intervention meetings. The records of the assessment data, based on Student Growth Outcomes and notations about instructional groupings and other responses, will be submitted to the principal. Assigned to Barbara Sartain
	3. Grade-level teams will collaborate on a working calendar with targets for completing common assessments to be reported to the principal. Assigned to Marcia Richards
	4. Each teacher will record assessment data and will work as grade-level teams to organize and analyze common assessments during periodic staff development meetings. Assigned to Alex Valencic

**Wiley Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated October 2013*

<b>IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.</b>	
<b>Current level of development or implementation:</b>	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.
<b>How it will look when fully met:</b>	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.
<b>Tasks</b>	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. Assigned to Barbara Sartain
	2. Create a tracking system to be used by school administration and all members of the grade-level team for the purpose of documenting instructional responses. Assigned to Alex Valencic
	3. Train staff on using the systematic approach to record and evaluate common assessment data in the most effective way. Assigned to Barbara Sartain
	4. Teachers will individually and collectively (during RtI meetings, grade-level meetings, and special education collaboration) use assessment data to plan differentiated instruction. These plans will be shared with and observed by colleagues and the principal. Assigned to Barbara Sartain

**Wiley Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated October 2013*

<b>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."</b>	
<b>Current level of development or implementation:</b>	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.
<b>How it will look when fully met:</b>	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."
<b>Tasks</b>	<ol style="list-style-type: none"> <li>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"). Assigned to Amanda Rutledge</li> <li>2. Ensure that information about the "curriculum of the home" is distributed to all families. Assigned to Michelle Shaw</li> <li>3. Charge the Title I Team to specifically focus on Community and Family Engagement. The team will meet regularly to discuss ways to make all parents feel welcome in the school and encouraged to participate in school family events. Ashley Cunningham will serve as the liaison to work with already-existing committees to guide this task. Assigned to Ashley Cunningham</li> </ol>