

**Will-Moore Elementary School  
Schoolwide Action Plan for 2017 – 2019  
May 24, 2018**

## **Profile**

### **District Profile**

Bismarck is an economically diverse, fast growing and dynamic community. The Bismarck-Mandan Metropolitan Statistical Area (MSA) for 2017 shows a population of 100,000, with incorporated city limits of Bismarck at 61,272 according to the 2016 Census.

Bismarck Public Schools is the largest school district in the state, with 12,861 students and 2,104 staff members. We have over 500 classrooms in 16 grade schools, 3 middle schools, 3 senior high schools, an alternative high school, a Career Academy and Technical Center, and an early childhood program.

Our drop-out rate 2017-18: 1.5% or 11 seniors. The average daily attendance was 96.4%. All of our schools are "accredited with commendation" by the North Dakota Department of Public Instruction and North Central Association of Colleges and Schools.

Bismarck Public Schools requires 24 credits to graduate from high school. About 17% of students in grades 10-12 are members of the National Honor Society, and 24% of the seniors are Presidential Academic Fitness Award winners, maintaining an A- or higher GPA and score at the 85th percentile or above on a national achievement test.

### **School Profile**

Will-Moore Elementary School is one of the Bismarck Public School District's sixteen elementary schools and is located three blocks from the ND state capitol building and about three blocks from Bismarck's downtown area. For a number of years, the BPS central administration was housed at Will-Moore. Both the current and former governor's "mansions" are in the neighborhood. There are also apartments, a hotel and a shelter that houses families in crisis in the immediate school attendance area. The actual growth of 100+ students in the past seven years is compounded by the fact of increased mobility, meaning that students move in and out at a rate that does not allow them the consistency and stability of the core education for a full school year. At least 42 of the students who attend Will-Moore travel to and from Will-Moore by bus every day from the residence of Apple Creek roughly ten miles east of

the school. Some of the children face a one-hour bus ride each way, each day. Helping families fully assimilate and build relationships with children who live so far apart is a huge undertaking to create an inclusive climate and culture for the building. The broader attendance area expands Will-Moore from simply being a neighborhood school. This may change next school year in part of Bismarck continuing to grow and new plans for future schools will arise.

The poverty rate at Will-Moore has fluctuated over the years with the highest being 46.25% this current school year 2017-18. It was at the 40.3% poverty level in 2005-06 when Will-Moore was approved to become a Schoolwide Title I School in Spring 2006. Understanding effects of poverty helps to plan for needy Will-Moore students. During 2017-18 fourteen (14) students at Will-Moore were considered to be homeless and received services through the Students in Transition (SIT) Program funded in part by McKinney-Vento and Title I.

The demographic ethnic makeup of Will-Moore students includes:

Asian	0.0%	Hispanic	5.8%
African American	2.48%	American Indian	17.8%
Caucasian	71.8%	Other	2.07%

The diversity allows for rich cultural awareness and appreciation. It also is reflected in the subgroup needs for both math and reading success related to academic achievement (see charts below). By tracking individual student achievement and subgroup results, the MTSS process will be the means to write individual learning plans for students. For the subgroup of students with disabilities, Will-Moore had 14.5% of its students identified for IEP's. Will-Moore also began the special education program for students with emotional disabilities in 2014-15 school year. This has, overall, increased our special needs population. Other needs of students are addressed by a thorough use of the Multi-Tiered System of Supports process at Will-Moore where interventions may be planned to address needs immediately without identifying a student for special education.

## **Comprehensive Needs Assessment**

### **Demographic Data**

#### **Enrollment**

Will-Moore's enrollment is currently lower than the previous years, but appears to be stabilizing. This is due in part to adherence to attendance boundaries. This data is tracked through PowerSchool. Will-Moore will continue to adhere to attendance boundaries set by the district.

Current enrollment is 241 with a projected enrollment of 239 for 2018-2019.



### Attendance

Will-Moore's average daily attendance is slightly lower than last year. This data is tracked by PowerSchool and reviewed weekly by the Behavior Team which is comprised of the school Social Worker, the school Counselor, the Assistant Principal and building Principal. This information along with attendance interventions are shared with teachers on a monthly basis. Will-Moore currently has a procedure in place that identifies students who are missing school or are tardy on a frequent basis. A series of letters and interventions are put in place to address these concerns. Interventions include phone calls home, home visits, school meetings, and attendance plans identifying barriers to regular school attendance. Will-Moore will continue to follow district guidelines regarding student attendance.

Will-Moore's average yearly attendance during the 2011-2012 school year was 96.8%, 2012-2013 school year was 96.8%, 2013-2014 school year was 96.2% , 2014-2015 school year was 94.8%, 2015-2016 was 96.46%, 2016-2017 was 97.13% and this past year 2017-2018 was 95.6%. The chart below shows this historical data. With the change in population at Will-Moore, along with a change in systems, 2014 - 2015 is a baseline year. All data from 2015-16 on will be a true comparison to the future year(s).

The students attending Will-Moore who live in the Apple Creek area are not within walking distance to their new school. Transportation by busing is available to these families, however, at the start of the year, there was a delay in getting the busing in place. A few of these families do not have transportation. This has caused attendance concerns for some of these students. When they miss the bus, they do not have alternative transportation.

Over the previous past 5 years, there has been an increase in the number of students missing a significant amount of school days or have been tardy on a significant amount of days (18 or more). It is noted that this past year found a nice decrease in the number of students who missed 18+ days. The students attending Will-Moore

who miss significant amounts of school are from families that have several barriers. Such as; single parent family, drug and alcohol addiction, unreliable transportation are just a few barriers. Transportation by busing is not available to these families since they live within the 1 mile radius of the school. This has caused attendance concerns for some of these students. Will-Moore has put soft landing plans in place for students to arrive at the scheduled time. This has helped with the current data.

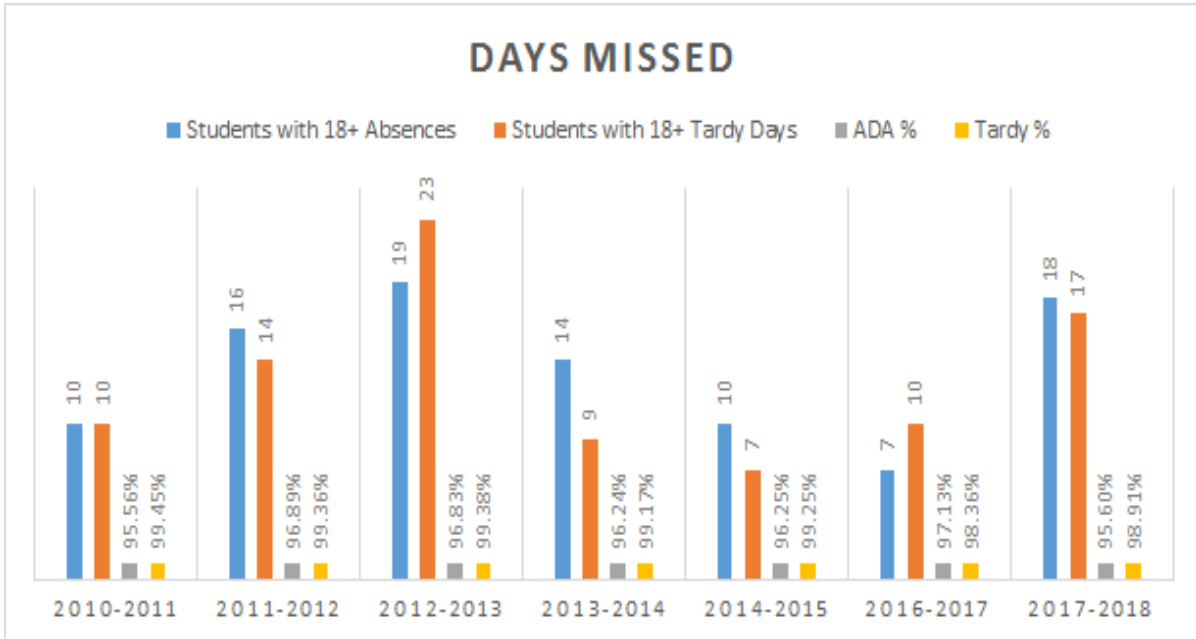
Year	Students with 18+ Absences	Students with 18+ Tardy Days	ADA %	Tardy %
2010-2011	10	10	95.56%	99.45%
2011-2012	16	14	96.89%	99.36%
2012-2013	19	23	96.83%	99.38%
2013-2014	14	9	96.24%	99.17%
2014-2015	10	7	96.25%	99.25%
2016-2017	7	10	97.13%	98.36%
2017-2018	18	17	95.6%	98.91%

The average days absent for Will-Moore students who attended school for 180 days include the following data:

- 2010-2011 5.8 days absent
- 2011-2012 5.27 days absent
- 2012-2013 5.38 days absent
- 2013-2014 6.0 days absent
- 2014-2015 6.05 days absent
- 2015-2016 5.68 days absent

- 2016-2017 5.17 days absent
- 2017-2018 7.35 days absent

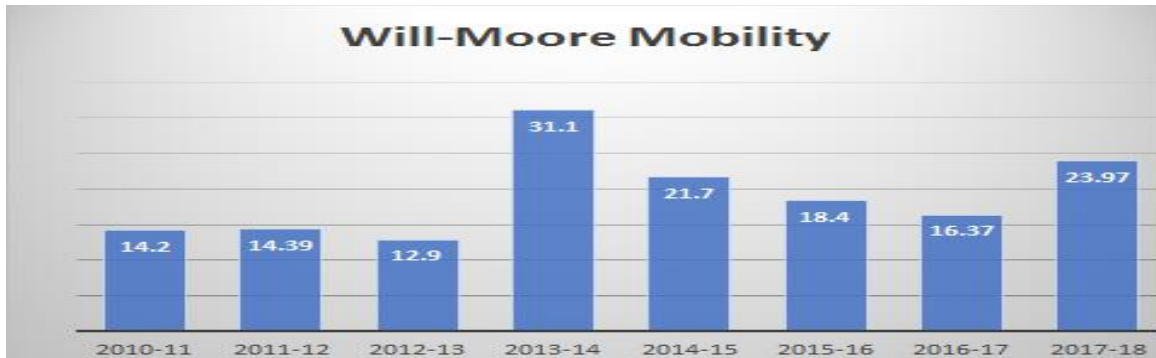
This is data obtained from the first year (15-16) with a new system along with a changing demographic. The interventions which occurred throughout the current school years (15-17) have had a positive impact on this school year's data.



**Mobility/Stability**

Will-Moore’s mobility is an issue and is substantially higher than many other schools in Bismarck. Because of the high mobility of 23.97% in 2017-18 school year, low stability rate of 76.03% (the third lowest in Bismarck) and average attendance rate 95.85%, we recognize that we need to be responsive to a changing population. We also recognize this is not a factor which is within our control. Our school level policy and practice is to work with parents to ensure they have access to community resources when they need them. In regards to attendance interventions, Will-Moore will conduct family intakes on new students entering with significant attendance, academic, or behavior concerns. This intervention began for all new families starting at Will-Moore throughout the 2016-17 school year. The intake process serves to teach both the student and parent the school rules and allows the school access to pertinent student information so that teachers are prepared to meet student needs. All attendance data and interventions are reviewed weekly with the counselor, social worker, principal and assistant principal. Will-Moore will continue holding attendance meetings to ensure parents and students are aware of the resources available to them.

The following graph documents Will-Moore's mobility throughout the last five years. Throughout the 2017-18 school year, Will-Moore enrolled 34 new students and 30 students transferred out. The transfers were primarily due to a lack of housing and financial resources to sustain living in the area.



## Perception Data

### Parent Survey

Will-Moore Elementary hosted a Fall Open House, Book Fair, Reading Month, Kindergarten Open House, Reading and Math Night, and a Title I Annual Review. In addition we had monthly PTO Meetings and many other activities that were outlined in the Family Involvement Calendar at the end of this document.

The most effective and widely attended parent activity included Music and Title I Reading and Mathematics evenings that took place at each grade level. The Title I events included a parent educational event related to Reading or Mathematics.

Will-Moore surveyed parents at the end of the school year and collected information related to their interests and desires for the 2016-2017 school year. This survey of parents indicated that most parents were interested in topics related to academics, facility, and student supports. This information will be used to create some of the parent events for this upcoming school year. Finally, Will-Moore will hold its Fall Open House as an evening event since the data shows no significant difference in attendance, whether it be during the day or evening.

The following data relates to several of the events throughout the 2017-2018 school year.

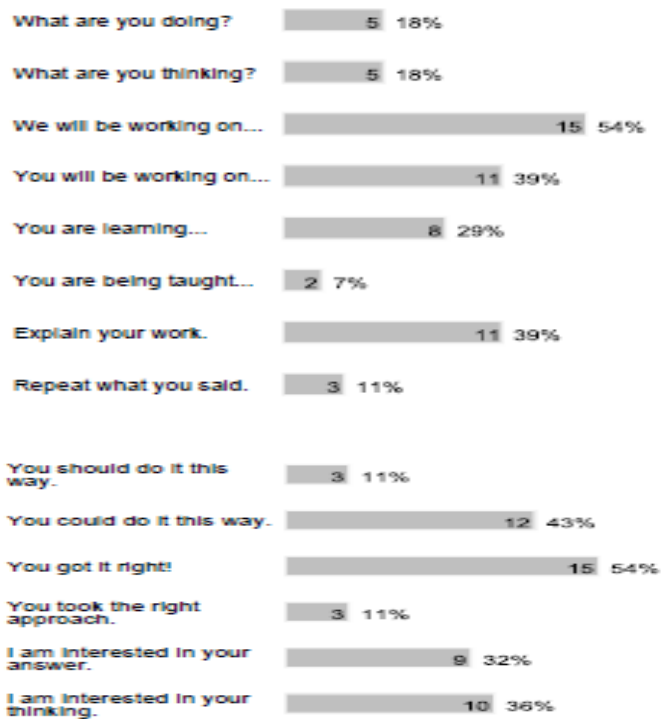
- Will-Moore Open House 79% which was down by 4% from last year.
- Parent Surveys through Email 36 turned in surveys 33 less than last year
- Free Book Program 241 students
- Parent Education and Music Performance for each grade (The data varied but all grades had at minimum 60 percent of students and parents in

- attendance)-so far
- Parent Teacher Conferences were well attended. 86% in the fall and 83% in the spring.
- Spring Reading Night attendance was 34% which was down from the previous year.

The Parent Survey that was completed this year was delivered to the entire population of parents. This coming year, 2017-18, data collected related to student and parent perception, will use AdvancED surveys across the district to create consistency and continuity.

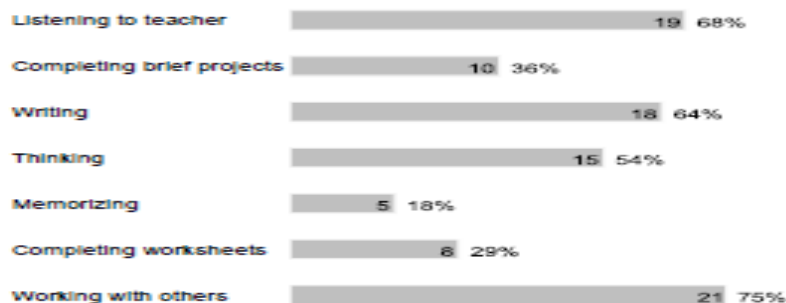
### C. Climate and Culture Questions

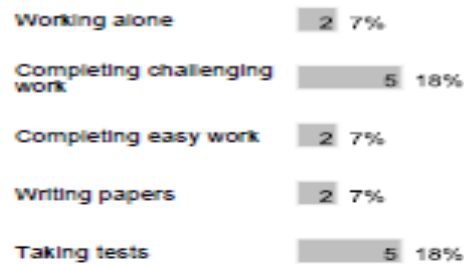
1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?



28 respondents

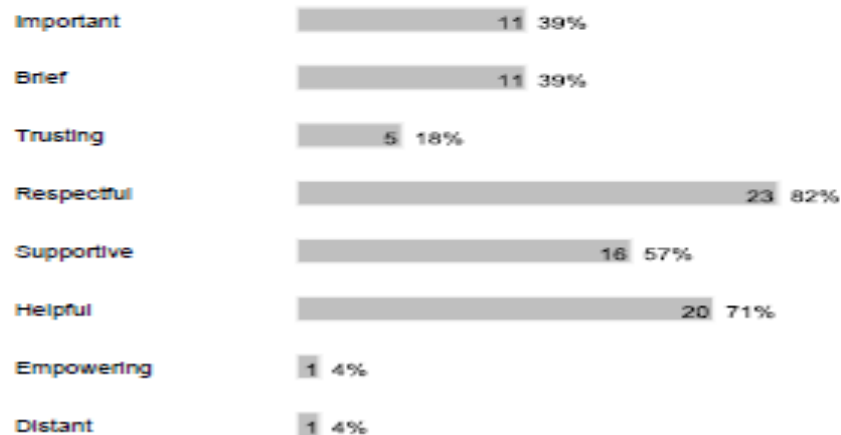
2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?





28 respondents

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?




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Collaborative	6	21%
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Comfortable	18	64%
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28 respondents

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Overall-

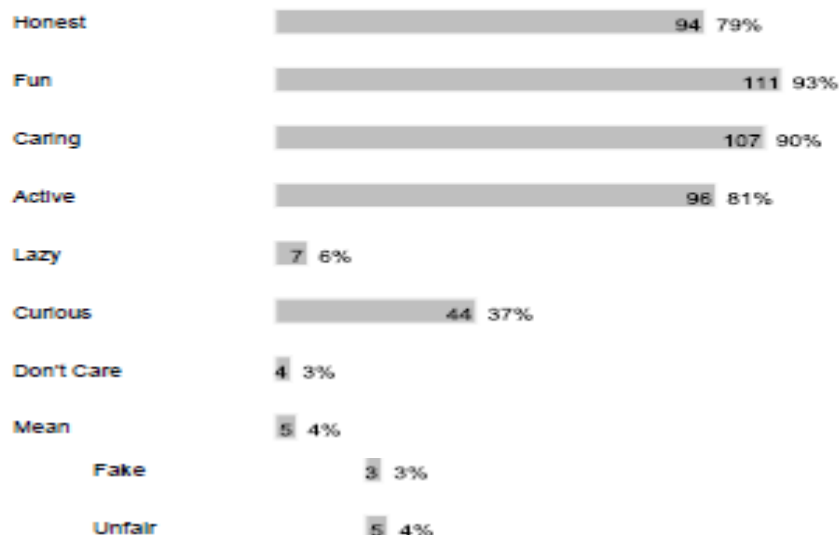
### **Student Survey**

The following survey questions were answered by the 3<sup>rd</sup>-5<sup>th</sup> grade students at Will-Moore. It is evident students know their strengths and areas they need support.



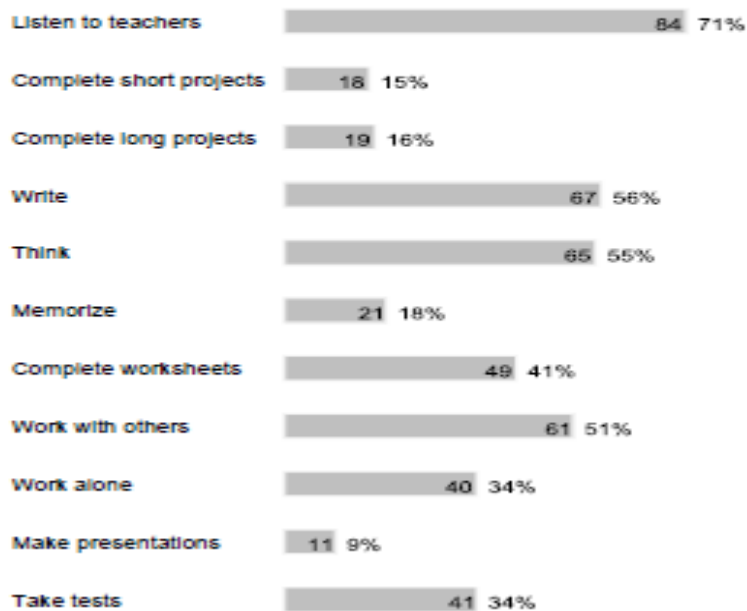
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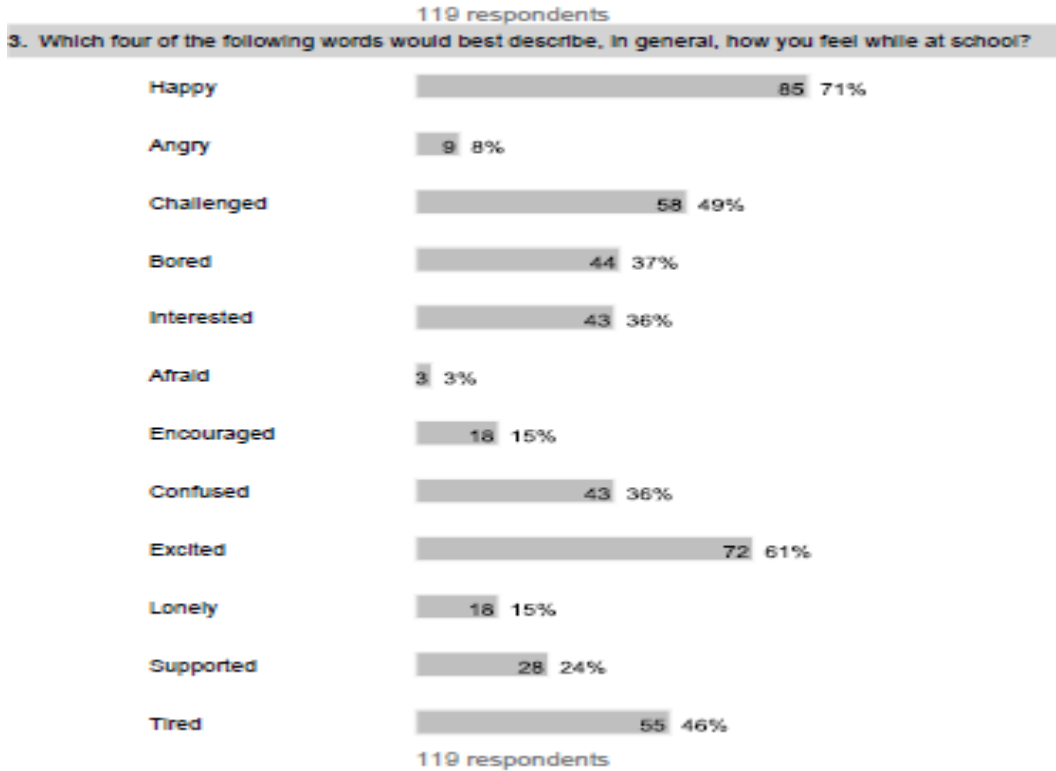
1. Which four of the following words or phrases best describe, in general, what you think of your teachers?



119 respondents

2. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?



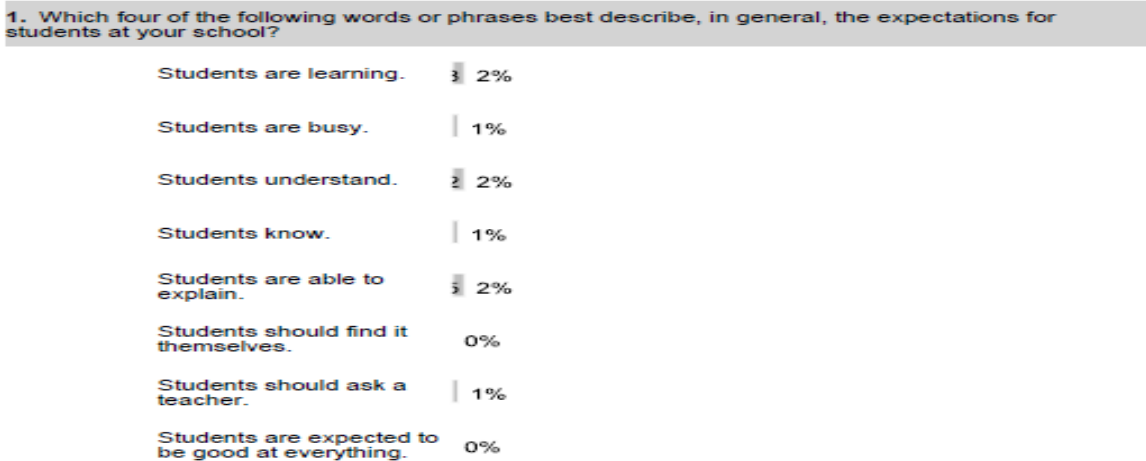


Will-Moore will use our feeder student surveys for the 2017-18 school year. They are tested for reliability and validity and will be available for future data reporting.

**Staff Survey**

During the 2017-2018 school year, Will-Moore staff provided feedback at the end of the year outlining their perceptions related to the questions listed below.

**C. Climate and Culture Questions**



Students are expected to be good at some things. | 1%

785 respondents

2. Which four of the following phrases best describe, in general, the kinds of things you say to your students?

- What are you doing? | 1%
- What are you thinking? | 1%
- We will be working on... | 2%
- You will be working on... | 1%
- You are learning... | 1%
- Explain it. | 1%
- Repeat it. | 0%
- You could do it this way. | 0%
- You got it right! | 1%
- You took the right approach. | 1%
- I am interested in your answer. | 1%
- I am interested in your thinking. | 2%

785 respondents

3. Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

- Rushed | 1%
- Patient | 1%
- Hectic | 1%
- Calm | 1%
- Hurried | 1%
- Deliberate | 1%
- Pressured | 1%
- Tense | 1%
- Never enough time | 2%
- Usually enough time | 0%
- Relaxed | 0%

Real	2	2%
Honest	1	1%
Fun	1	1%
Interesting	1	1%
Permissive	0	0%
Inconsistent	1	1%
Consistent	1	1%
Caring	2	2%
Active	1	1%
Curious	0	0%
Fake	0	0%
Untrustworthy	0	0%

785 respondents

5. Which four of the following words or phrases best describe, in general, what students most often DO in your classroom?

Classroom work	1	1%
Brief projects	1	1%
Long projects	0	0%
Write	1	1%
Think	2	2%
Work with others	2	2%
Work alone	0	0%
Challenging work	1	1%
Easy work	0	0%
Presentations	0	0%
Tests	0	0%
Listen to instruction	1	1%
Project demonstrations	0	0%

785 respondents

6. Which four of the following words best describe the interactions you have with other teachers at your school?

Important	1	1%
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Brief	1%
Trusting	1%
Respectful	3   2%
Supportive	4   2%
Helpful	2   2%
Collaborative	3   2%
Isolating	0%
Distant	0%

785 respondents

7. Which four of the following words best describe, in general, the physical spaces in which you spend most of your time while at your school?

Bright	1%
Unique	1%
Stressful	0%
Flexible	1%
Inviting	1%

Plain	1%
Chaotic	0%
Stable	1%
Comfortable	2%
Open	1%
Closed	0%

785 respondents

8. Which four of the following words best describe, in general, how you feel while at work?

Happy	1%
Challenged	2%
Interested	1%
Appreciated	1%
Pressured	1%
Encouraged	1%
Confused	0%
Excited	0%
Supported	2%
Tired	1%

### Student Achievement Data

It is important to note that Will-Moore experienced a significant student population shift due to boundary changes during the summer of 2013. Will-Moore used the previous two years as a benchmark data point for future academic performance measures.

### North Dakota State Assessment (NDSA)

This assessment is given in the spring of each year and is used as a summative assessment. Will-Moore reviews NDSA data each year and breaks down data by student, category, and overall performance.

**NDSA Reading by Subcategory**

<b>Composite</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Overall	100%*	40.2%	35.3%
White	100%	42.0%	
Native American	100%	43.3%	
Low Income	100%	22.2%	

The 2015-2016 was used as a baseline for further NDSA testing. There was a slight drop of overall proficiency by 4.9% in the 2016-17 school year. Currently, the state report has not generated a breakdown of subgroups.

**NDSA Math by Subcategory**

<b>Composite</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Overall	100%*	38.6%	35%
White	100%	47.7%	
Native American	100%	14.3%	
Low Income	100%	24.1%	

**Number of Students Tested and Percent of Students Proficient for Students in WILL-MOORE ELEMENTARY SCHOOL, 2016-2017**

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	35	51%
Grade 4	40	23%
Grade 5	41	32%

Mathematics

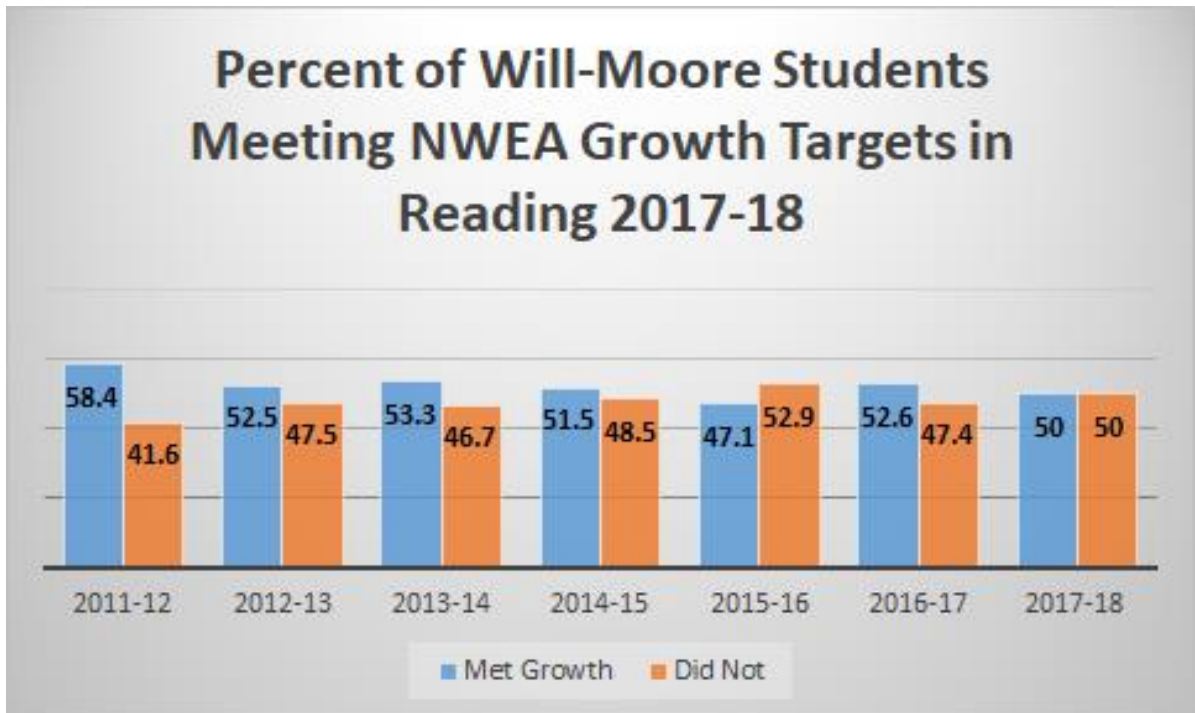
Grade	Number of Students Tested	Percent Proficient
Grade 3	39	41%
Grade 4	40	28%
Grade 5	42	36%

The 2015-2016 was used as a baseline for further NDSA testing. There was a slight drop of overall proficiency by 3.6 % in the 2016-17 school year. Currently, the state report has not generated a breakdown of subgroups.

**NWEA – Measure of Academic Progress (MAP)**

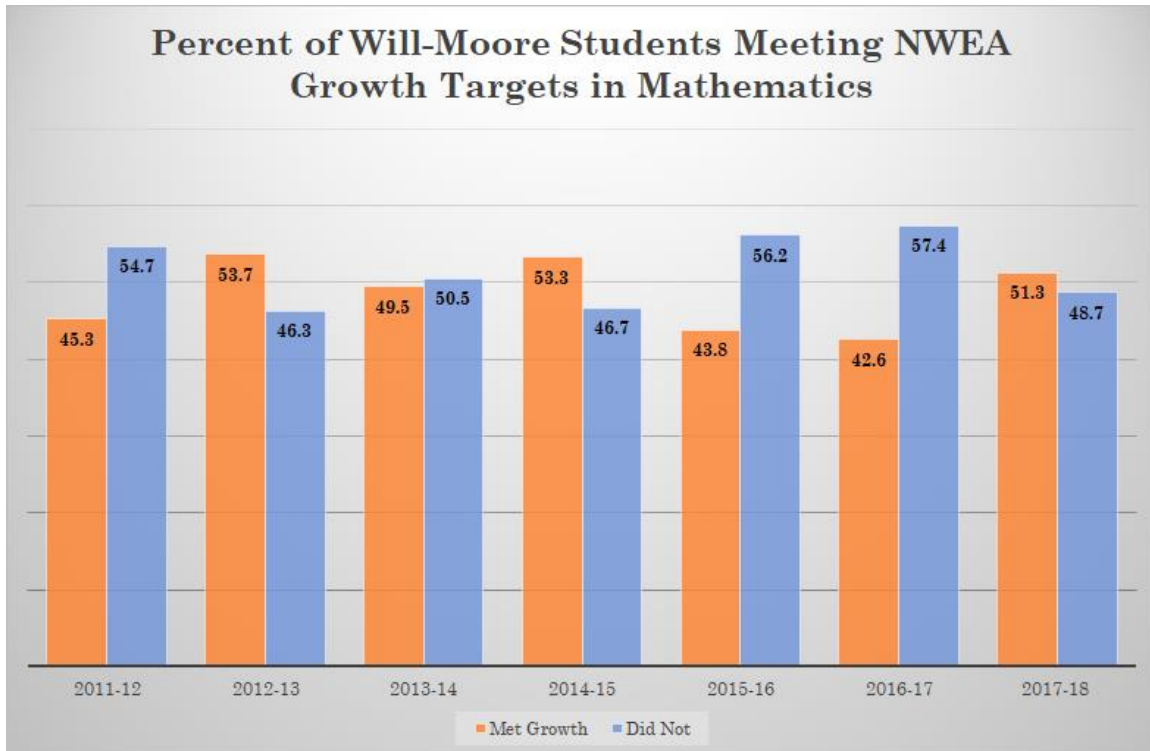
This assessment is conducted no less than three times a year for all students 3-5. Once this assessment is given, the data is used as one point in the triangulation process. In addition, students in grades 3 through 5 set achievement goals based on their current level of performance.

The graph below displays the percent of student who met target growth on the MAP assessment from fall to spring based on student who were present for both tests.



The 2017-2018 NWEA Reading Map data indicates that the percentage of overall students meeting their growth targets has decreased slightly in reading this past year. Overall, when comparing the last four years the percentage of students meeting their growth target is trending around 50%. We believe this is due to several factors. Over the past several years, Will-Moore has had a high transient population, staffing has been more consistent than the previous year with 17 new staff members, Will-Moore is in its third year of using the Balanced Literacy model. We believe we will continue to see progress trending upwards once all teachers are trained and established with small group instruction, use the guided reading templates according to their design and examining data and using the information to provide targeted instruction.

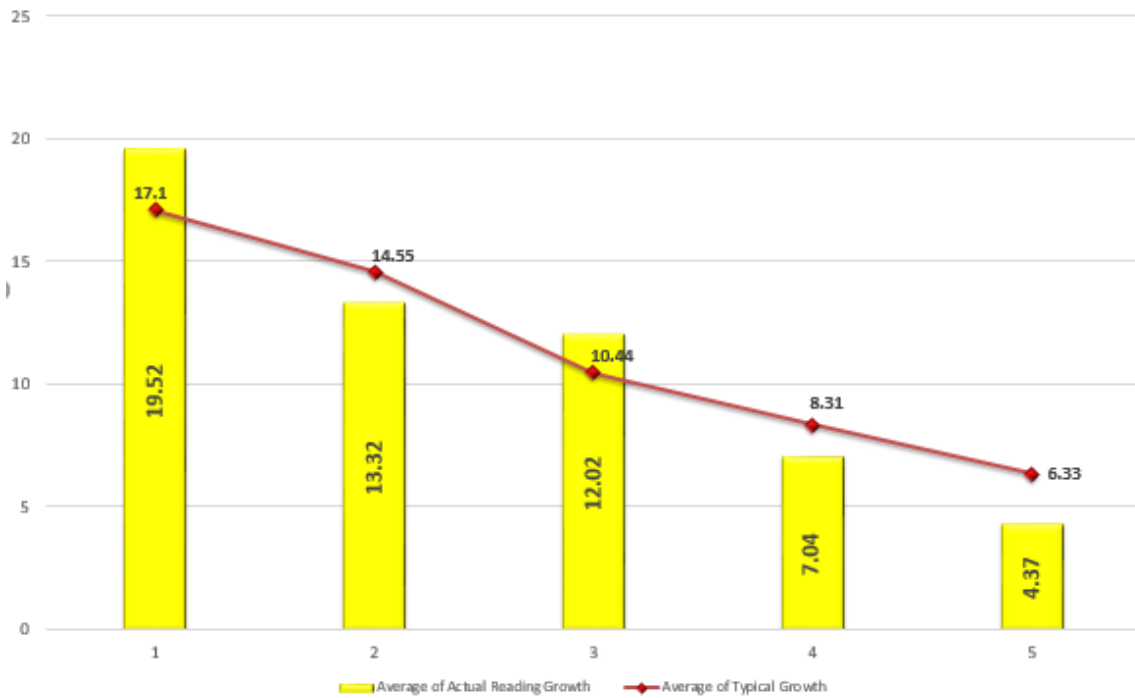




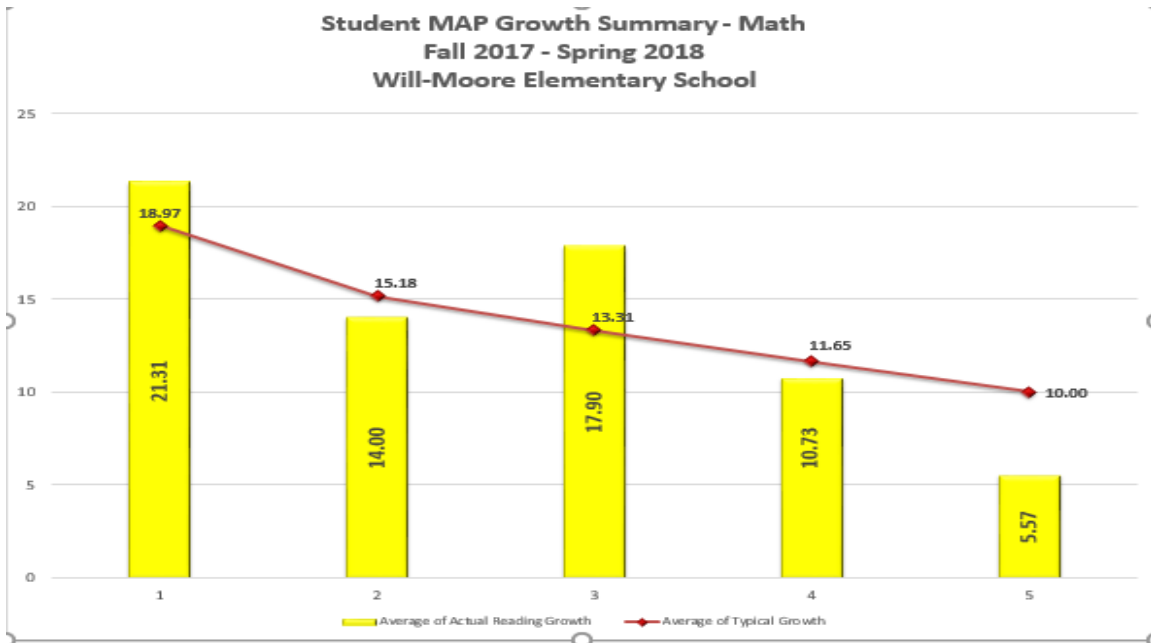
The 2017-2108 NWEA Mathematics Map data indicates that the percentage of overall students meeting their growth targets has increased in mathematics this past year. Overall, when comparing the last three years the percentage of students meeting their growth target is beginning to trend upwards. Will-Moore provided teachers with DMI training (Developing Mathematical Ideas) throughout the 2016-17 school year and has implemented DreamBox. We believe, with this training, we will continue to see an uptick in student growth overall. Will-Moore also sent two teachers and our instructional coach to DMI (Implementing Investigations pt.3) in the summer of 2017. Our team believes this has helped to provide needed supports with Investigations/DMI to all of our staff in providing the best educational opportunities for our students. Three teachers also took summer course work to further their training with DMI (Implementing Inquiry-Based Math Instruction using Investigations).

The data in the next chart indicates that Will-Moore students, grades first and third, exceeded the nationally normed benchmarks in reading. . This is due to implementation of the Balanced Literacy Model and teaching toward targeted reading behaviors in Guided Reading. During the 2018-19 school year, this model will be incorporated in second, fourth, and fifth grade as the nationally normed benchmark was missed by 1 - 2%.

**Student MAP Growth Summary - Reading**  
**Fall 2017 - Spring 2018**  
**Will-Moore Elementary School**

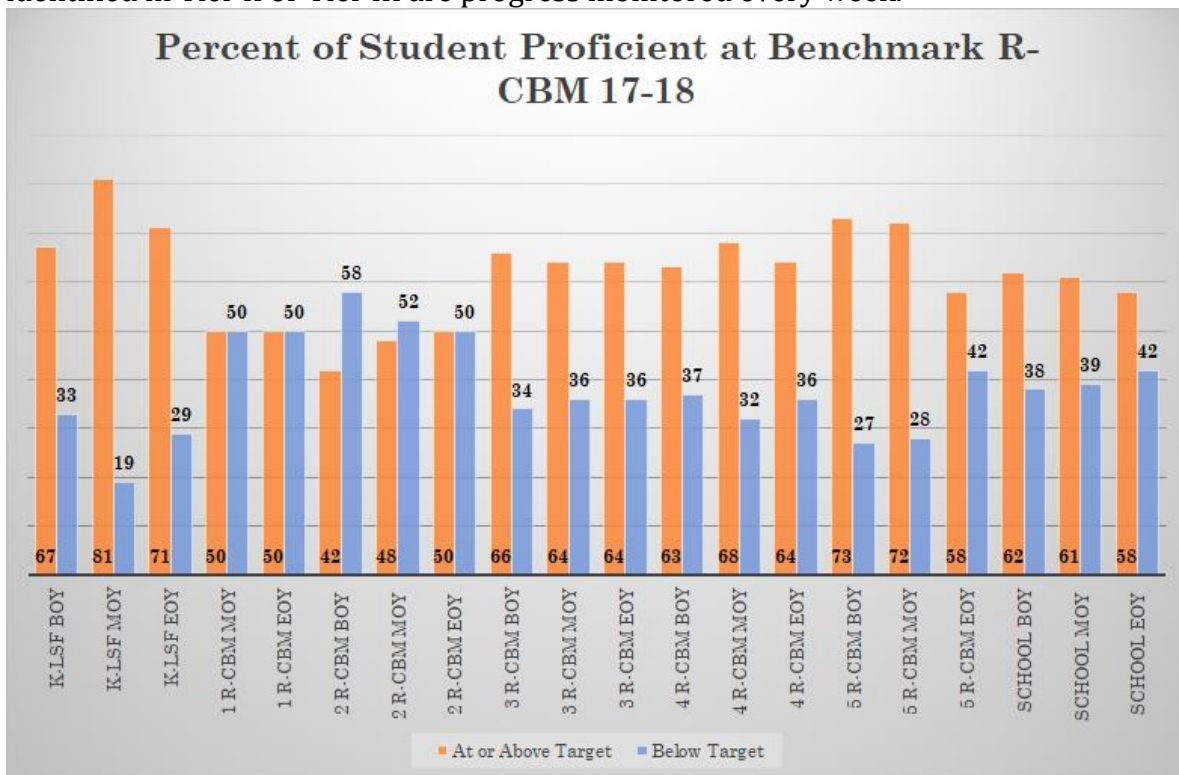


Will-Moore exceeded the Map growth in math in first and third grade by 3 - 4%, but fell short in second, fourth and fifth. DreamBox and formative assessments will be analyzed during the 2018-19 school year to determine student needs and plan for targeted instruction.

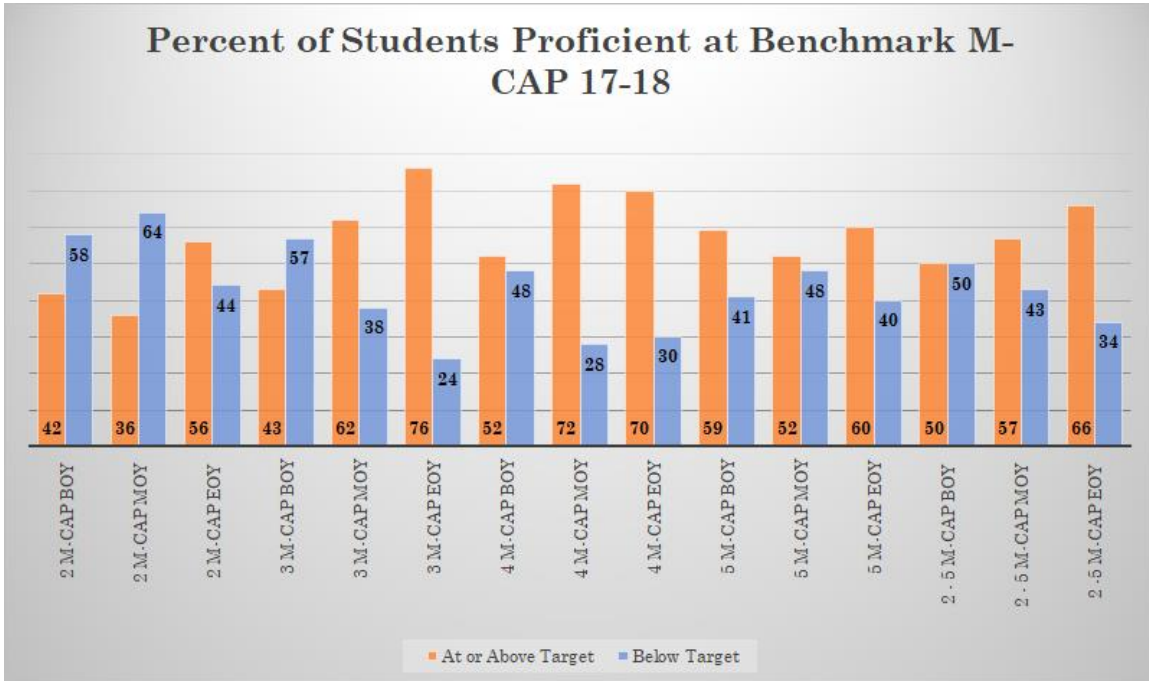


### AIMSweb

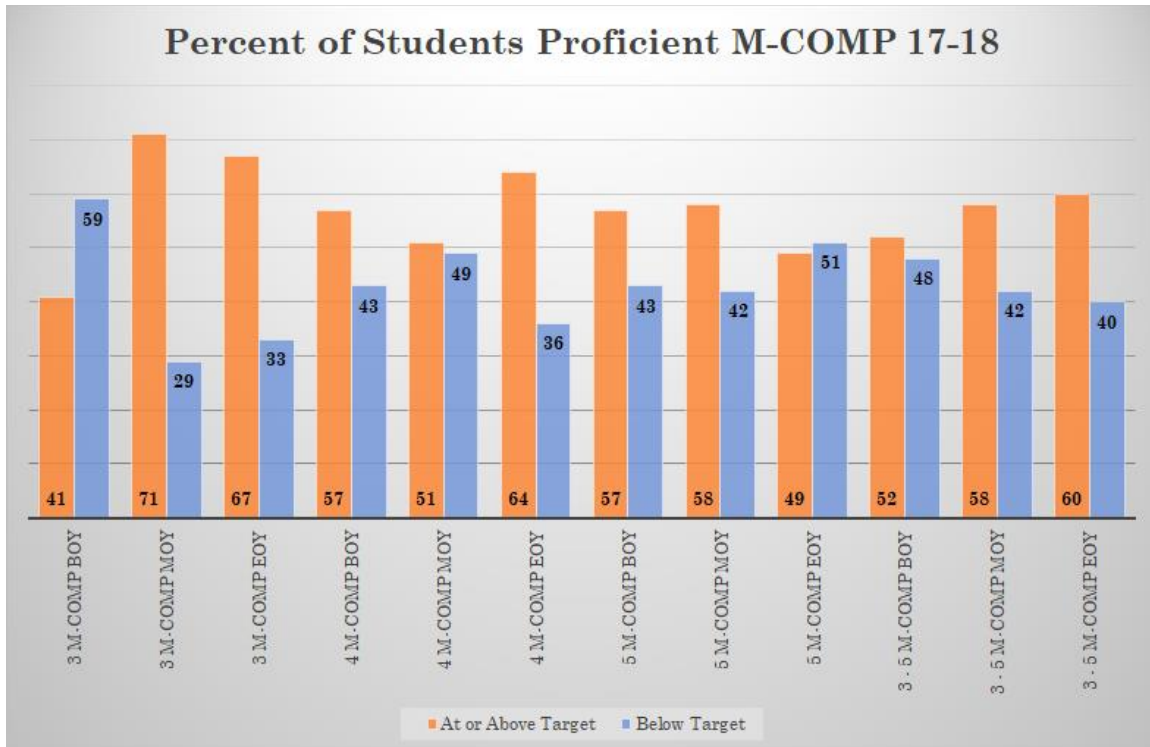
This assessment is conducted no less than three times a year for all students. The data is used as one point in the triangulation process. In addition, students identified in Tier II or Tier III are progress monitored every week.



The 2017-18 AIMSweb R-CBM Reading data indicates that all grade levels have 50% or more of their students above the target ranges for fluency. Will-Moore expects 80-85% of students performing at or above the student grade level benchmark targets. This data indicates an area of need for Will-Moore is reading fluency.



The 2017-2018 AIMSweb M-CAP data indicates that the area of mathematics concepts and application is an area of growth. Overall, Will-Moore’s proficiency scores grew by 16% points from the BOY to EOY. The largest growth for grade levels was 3rd with 33% point growth and next was 4th and 2nd with a 18 and 14% point overall growth, respectively. Will-Moore expects 80-85% of students performing at or above the student grade level benchmark targets. Students identified as Tier II or Tier III are progress monitored every other week. This data indicates continuous support is needed in this area.



The 2017-2018 AIMSweb M-COMP data indicates that overall as a school, students assessed with this measure, had a slight decrease in the percentage of students who scored at or above target for the EOY data compared to BOY. The largest increase was located in the third grade with a 26% increase of students that met the grade level target. Will-Moore expects 80-85% of students performing at or above the student grade level benchmark targets. As the data suggests, the math support provided during the school year has supported increased proficiency in meeting grade level targets, and continued support is needed.

### **Overall Data Summary**

Data analysis from the beginning of year to mid-year indicated positive growth in student achievement for mathematics. It is noteworthy that comparing beginning of the year and end of the year data, student achievement increased by 12% overall with grades third-fifth. Overall these data points will be used as benchmarks for the future so that Will-Moore sets appropriate growth goals for this new population of students and staff.

### **Reading and Mathematics Design and Interventions:**

Will-Moore Elementary School provides effective timely assistance to students who experience difficulty achieving North Dakota's academic achievement standards. Universal screening is in place for all students three times per year in reading and math. Our school analyzes the results of NDSA, MAP, AIMSweb, and students' common formative "trigger" assessments which are standards based. Upon these

results, tiers of support are established for students who have needs in reading and math.

**Reading:**

Students who are identified as having some risk (Tier II) or at risk (Tier III) in reading receive assistance from classroom teachers, instructional assistants, reading specialists, strategists, and/or special educators. Students receive core instruction in which the intensity of their instruction is increased as well as having the potential for additional supports. Intensity may be increased by providing students with additional opportunities for learning, decreasing the group size, and/or increasing the specificity of the instruction. Intervention plans are developed and implemented by classroom teachers, reading specialists, special educators, and/or instructional assistants based on student need. Once intervention plans are developed, progress is monitored at least every two weeks using curriculum-based measures, and teams meet every 6-8 weeks to review progress and update the plans. If a student continues to struggle, the Intervention Team convenes to further analyze the elements of curriculum, instruction, environment, and learner's characteristics. This is conducted through reviews, observations, interviews, and/or assessments. The team revises the intervention as appropriate. At any point, there may be a referral for the special education process. However, the team remains focused upon finding an intervention that works whether or not the student is eligible for special education services. Interventions include research-based strategies and/or validated programs with embedded strategies. The interventions align with our curriculum and standards-based instruction.

**Mathematics:**

Students who are identified as having some risk (Tier II) or at risk (Tier III) in math receive assistance from classroom teachers, instructional assistants, math specialists, strategists, and/or special educators. Students receive core instruction in which the intensity of their instruction is increased as well as having the potential for additional supports. Intensity may be increased by providing students with additional opportunities for learning, decreasing the group size, and/or increasing the specificity of the instruction. Intervention plans are developed and implemented by classroom teachers, specialists, special educators, and/or instructional assistants based on student need. Once intervention plans are developed, progress is monitored at least every two weeks using curriculum-based measures, and teams meet every 6-8 weeks to review progress and update the plans. If a student continues to struggle, the Intervention Team convenes to further analyze the elements of curriculum, instruction, environment, and learner's characteristics. This is conducted through reviews, observations, interviews, and/or assessments. The team revises the intervention as appropriate. At any point, there may be a referral for the special education process. However, the team remains focused upon finding an intervention that works whether or not the

student is eligible for special education services. Interventions include research-based strategies and/or validated programs with embedded strategies. The interventions align with our curriculum and standards-based instruction.

### **Reading Intervention Programs:**

#### **The Next Step Forward in Guided Reading by Jan Richardson-Description of the Intervention Program:**

The Jan Richardson Guided Reading template is designed for students reading at a Fountas and Pinnell Level of Pre-A to Z. Focused assessments are given and analyzed in order to develop guided reading lessons which support every student in becoming a better reader. Lessons are planned with explicit instruction in the five core reading components; phonemic awareness, phonics, fluency, vocabulary, and comprehension based on analysis of informal and formal running records. The final section of the lesson is focused on guided writing. Students move through a sequence of templates as they develop reading behaviors; Pre -A, Emergent (Levels A – C), Early (Levels D – I), Transitional (Levels J – P), Fluent (Levels N and above). Each lesson is delivered in 20 minute blocks, in groups of two to six students by the classroom teacher, a reading specialist, strategist, and/or classroom instructional assistant.

#### **Reading Intervention for Students to Excel (RISE) by Jan Richardson - Description of the Intervention Program:**

RISE is a new approach to intervention that provides intensive, short-termed, targeted, instruction that accelerates struggling readers in 6 - 8 weeks. Students spend 60 minutes per day five days per week in groups of three working with a specialist. Instruction is explicitly targeted in guided writing, word study, comprehension, and word study daily in 15 minute segments of time each day.

#### **Earobics Intervention-Description of the Intervention Program:**

Earobics Foundations is designed for students pre-kindergarten to first grade who are at risk in early reading skills. The intervention builds children's skills in phonemic awareness, auditory processing and phonics. Specifically, the program targets blending, rhyming, and discriminating phonemes. Earobics Connections is designed for second grade, third grade, and older struggling readers. This program also addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words. These interventions require a laptop for each child and are intended to be provided 20-30 minutes per day three to five days per week by a specialist or instructional assistant.

#### **Leveled Literacy Intervention System – Description of Intervention Program**

LLI is a small-group, supplementary literacy intervention with lessons systematically designed to support learning in both reading and writing, while expanding knowledge of how language and words work. This system is carefully

organized to provide explicit instruction in the 5 core reading components of phonemic awareness, phonics, fluency, vocabulary, and comprehension. LLI is designed to be used with small groups of instruction, 20 minutes per day, 5 days per week and can be provided by specialists or instructional aides.

**Orton Gillingham/Barton- Description of the Intervention:**

The Barton System is designed for students in kindergarten through twelfth grade who experience difficulties in reading acquisition beginning with phonemic awareness and phonics. This system uses the visual modality, but also the motor and auditory processes, while it engages these modalities simultaneously, multiple times, throughout every lesson. The Barton System delivers explicit instruction so students understand the core of the English language – why it works the way it does, why sounds make the sounds they do, and why we spell those sounds as we do using logical spelling rules. The Barton System delivers systematic instruction, while it improves reading fluency, vocabulary, and comprehension. This system is designed to be used in groups of 1 – 3 students, 60 minutes per day, 5 days per week and can be provided by specialists or instructional aides.

**Rewards- Description of the Intervention:**

Rewards is a program designed for students in grades 4 – 6, which provides explicit instruction in phonics, fluency and vocabulary. This program features updated lessons to support ease of instruction and progress-monitoring assessments. 25 instructional lessons are focused on the meaning of prefixes and suffixes which align to the Common Core State Standards. This system is designed to be used in small groups, 50 – 60 minutes per lesson, and can be provided by a classroom teacher, specialists, or instructional aide.

**Words Their Way- Description of the Intervention:**

Words Their Way is a developmental approach to phonics, vocabulary, and spelling instruction. Guided by an informed interpretation of spelling errors and other literacy behaviors, Words Their Way offers a systematic, teacher-directed, child-centered plan for the study of words from kindergarten to high school. Step by step, the chapters explain exactly how to provide effective word study instruction. The keys to this research-based approach are knowing students' literacy progress, organizing for instruction, and implementing word study. This system is designed to be used in small groups and can be provided by classroom teacher, specialist, or instructional aide.

**Six-Minute Solution (Primary and Intermediate)- Description of the Intervention:**

Six-Minute Solution is beneficial for struggling readers as well as good readers. Struggling readers gain fluency first at the word level and then at the passage level, while competent readers are challenged to read more expressive texts that are



increasingly more difficult and sophisticated. All students benefit from fluency practice because as they encounter more challenging texts, they need to continue to grow as fluent readers. This program contains assessments, instructional formats, and fluency practice sheets for common phonetic elements; as well as automatic words lists and nonfiction reading passages that are designed for partner practice, but can also be implemented with small groups or individual students.

**Seeing Stars-Description of the Intervention:**

The Seeing Stars program uses the Socratic method to bring the sensory input of symbol imagery, the first domino, to a conscious level for self-correction and independence. It develops symbol imagery- the ability to visualize sounds and letters in a words- as basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency. This program can be used with students of all ages and learning abilities. It can be used in whole group or small group settings.

**Math Intervention Programs:**

**Key Math – Description of the Intervention:**

KeyMath-3 Essential Resources is a comprehensive math intervention program designed for at-risk learners in elementary and lower middle grades. Lessons contain structured activities that promote conceptual understanding and skill building related to math concepts and problem-solving strategies, address 10 content strands, and provide guided and independent practice. Based on instructional needs, students in grades K-1 receive one on one or small group instruction 15-20 minutes 3 to 5 times per week, and students in grades 2-6 receive one on one or small group instruction 30 minutes 3 to 5 times per week provided by the classroom teacher, a math specialist, or classroom instructional assistant.

**Do the Math - Description of the Intervention:**

Do the Math is an intervention program that focuses on fluency with whole numbers in addition, subtraction, multiplication, division, and fractions through the use of scaffolded lesson content, explicit instruction, multiple strategies, gradual release routines, student interaction, practice, and intentional vocabulary instruction. This program supports students who are up to two or more years behind grade level. Each number and operation module includes thirty 30-minute lessons that build sequentially. Based on instructional needs, students in grades 2-6 receive small group instruction 30 minutes 5 times per week provided by a classroom teacher, resource specialist, math specialist, or trained instructional assistant.

**Origo Box of Facts – Description of the Intervention:**

Origo Box of Facts is packaged in two sets, one for addition/subtraction and one for multiplication/division. Each box contains simple visual aids and models to help young students see the thinking strategies they can use to learn the essential

number facts. Origo Box of Facts may be used to introduce, reinforce, practice and extend number fact strategies. Students with low number sense scores on MAP math assessment benefit from this program. This intervention may be provided by a classroom teacher, specialist, or instructional aide.

### **Number Worlds- Description of the Intervention:**

Number Worlds is a highly-engaging, research-proven, teacher-led math intervention program that was built on rigorous state standards to bring math-challenged PreK-8 students up to grade level with Real World Applications. Number Worlds helps struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and quickly brings them up to grade level by intensively targeting the most important standards.

### **Equals Math- Description of the Intervention:**

Equals is the first complete standards-based mathematics curriculum for students of differing abilities. Equals is a K-12 program aligned to state, alternate, common core standards, and essential elements. It provides best practice instruction for educators who work with disabilities whether in self-contained classrooms, resource rooms or inclusion programs. Equals encompasses pre-readiness math skills for students at any age who need the most basic starting point (e.g. attending to instruction, cause and effect, everyday patterns) and the foundational math skills and concepts found in all math content areas (numbers and operations, measurement, data analysis and probability, algebra, and geometry) with problem solving at the core of every lesson and connected in meaningful ways. Each lesson maps out a progression of learning from activating background knowledge to practice and application.

### **DreamBox - Description**

DreamBox is research-based and fits within the RtI/MTSS model. Sound pedagogy is always the foundation for instruction, because the goal is to build conceptual understanding and procedural fluency. DreamBox goes far beyond the expectations of intermittent assessment and adjustments to instruction. Formative assessments throughout the learning process help share the process. In real-time, every mouse click is tracked to gain insight into student strategies. Then, based on that insight, individual learning paths are dynamically created to guide the student through the curriculum, aligned with the state standards.

### **Program Data - Curriculum Implementation Curriculum Implementation**

A master schedule was developed for the 2017-2018 school year. This schedule included major blocks of time to address core and supplemental service instruction in the areas of reading (90 minute core + 30 minute intervention) and math (60 minute core). The instructional coach and other Will-Moore Staff are currently in place and working with teachers and instructional aides on fidelity to core

instruction, researched based instructional practices, standards and benchmark instruction, and materials to support core and supplemental services. The coach will continue to review instructional practices daily with teachers as well as observe classroom lessons and provide feedback, schedule and provide observation opportunities and reflections, assist in the planning and organization of classroom space to facilitate learning as well as data interpretation. The building administrator and coach will meet weekly to determine next steps.

## **Behavior Data**

### **Conscious Discipline**

Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one curriculum. The program focuses on problem-solving of everyday events rather than external rewards and punishment. It also addresses the adult's social-emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. In 2017, Will-Moore staff attended a 2 day training on Managing Emotional Mayhem, by Dr. Becky Bailey. This enabled Will-Moore to build capacity for the building and district. It also creates our own experts as we focus on the “train the trainer” model for furthering building wide continuity. Over the past year, Will-Moore has completed a book study and was able to partake in Conscious Discipline training while networking with other schools in BPS and Mandan Public Schools. Will-Moore also completed a DVD training course to deepen understanding of Conscious Discipline.

### **Responsibility for Learning**

Student performance in the classroom is tracked by teachers and documented in Powerschool on a weekly basis. During this time they work on study skills and complete any unfinished work. Will-Moore would like to continue for the 2017-19 school year a “noon study club.” Students who have the ability to complete grade level work who are not achieving to their ability would participate in this club. Students would work on average 20 to 30 minutes a day for a week improving their study skills and work completion. The overall purpose of the intervention is to not consequence but rather teach and reinforce the concept that essential learning is mandatory.

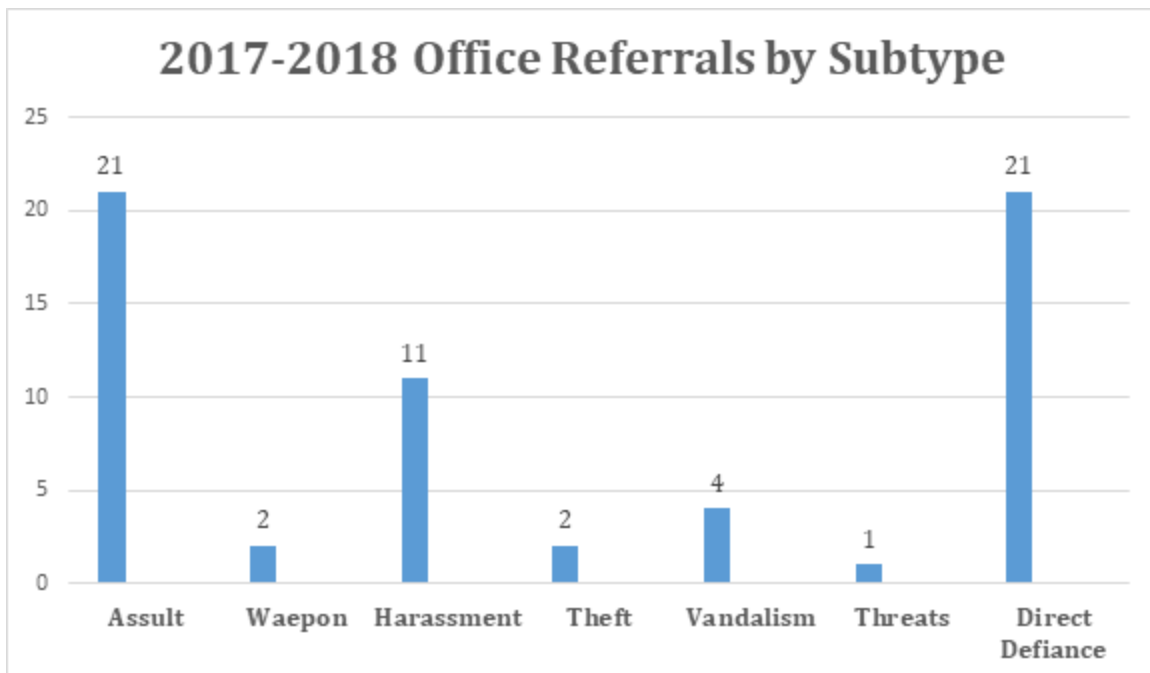
### **Behavior Management**

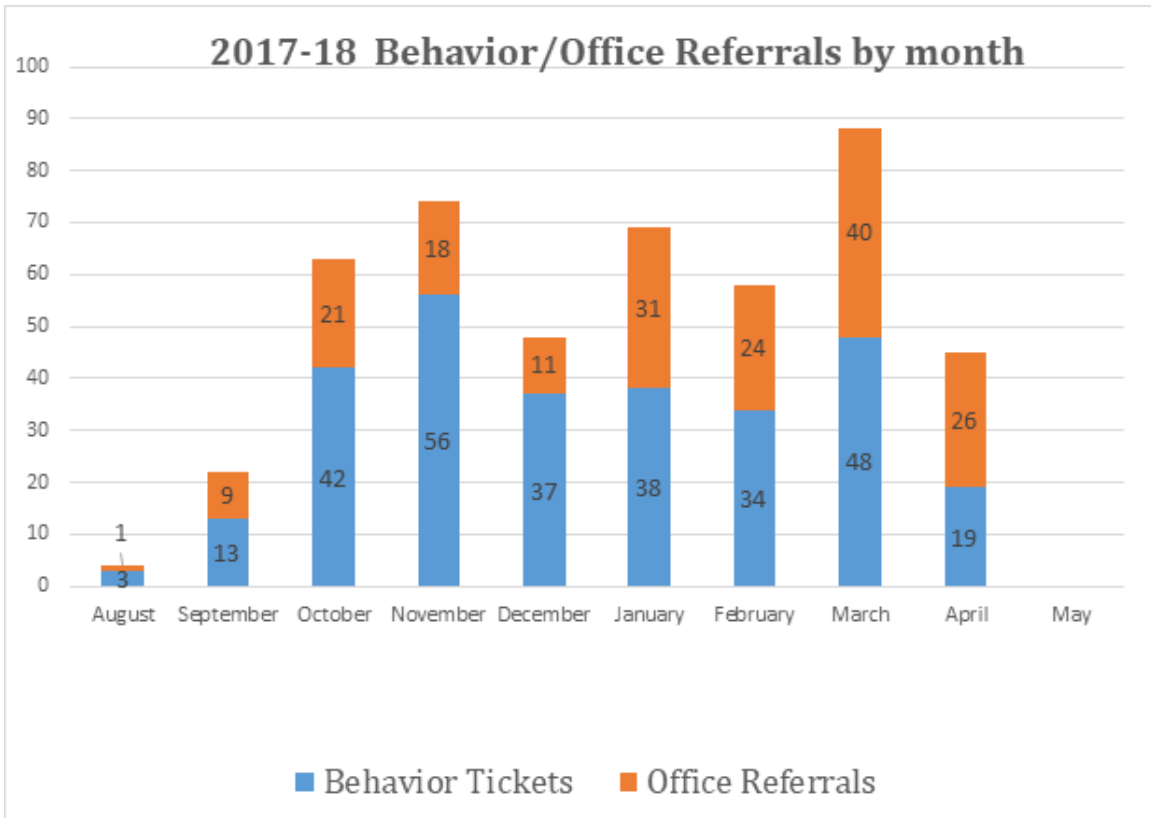
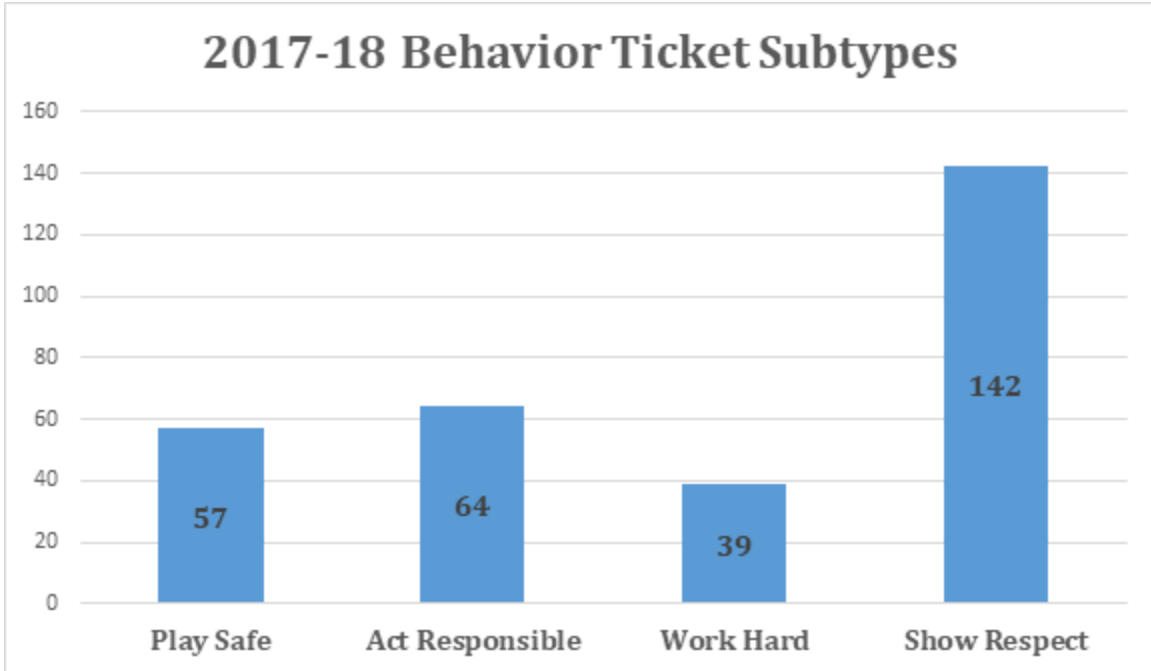
A comprehensive behavior management system was developed and implemented. A list of school wide rules was developed along with a continuum of supports which teaches and reinforces positive behavior. A part of this system includes bi-weekly meetings with the behavior team. Staff perception and feedback has been positive regarding improved student behavior. Will-Moore will continue implementing the

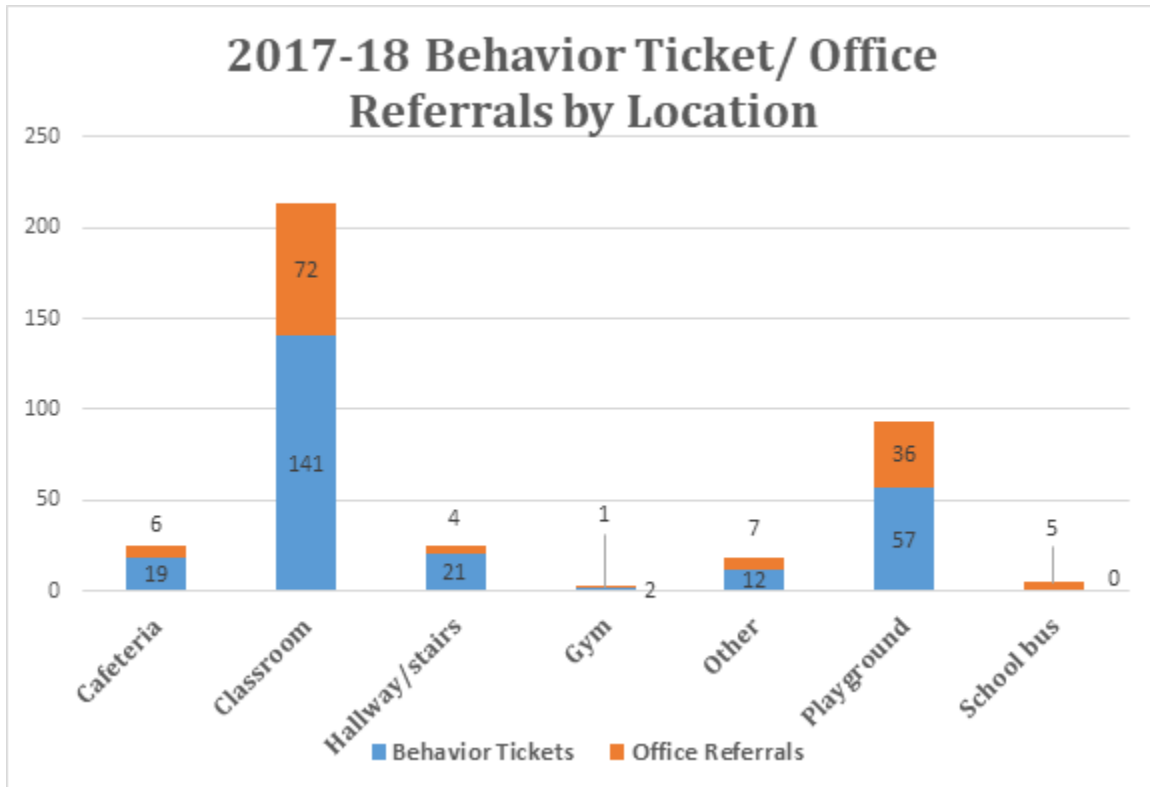
continuum of supports along with bi-monthly behavior meetings as well as weekly attendance meetings.

During the 2017-18 school year, there were 62 incidents of Bottom Line behavior. The highest incidents of behaviors occurred in the month of March (40 incidents) while the month with the lowest incidents was September (with 9 total). This data led to identification of students in need of individual plans to meet social/emotional/behavioral needs. Overall, students at Will-Moore displayed positive behavior.

The highest incident of behavior by infraction was Assault and Direct Defiance (21 Incidents). This data led staff to developing more comprehensive interventions within those environments.







### Summary of Behavior Data

Will-Moore had a total of 62 bottom lines for the 2017-2018 school year and 116 bottom lines during the 2016-17 school year, which is a decrease of 53%. The bottom lines are represented in the graphs above. Most of the bottom lines involved assault and direct Defiance. This included; hitting, kicking, pushing and punching. Will-Moore also had a total of 302 behavior tickets in 2017-18 compared to 171 behavior tickets in 2016-17 school year. This equals a 52% increase on the overall behavior tickets.

### Professional Development (PD)

Professional development is conducted during weekly Professional Learning Communities with teachers as well as during staff meetings and professional development days at the building and district levels. It is noteworthy that the Will-Moore staff works well beyond the regular hours of the day to meet the needs of this school, our students, and their parents.

In 2016-17, the professional development that was delivered in previous years

continues to be a central focus for Will-Moore staff and students. Additional training took place during the 2016-17 school year to include trauma training with Horacio Sanchez as well as additional training through Conscious Discipline CD's. Will-Moore teachers and specialists are implementing strategies learned through these training opportunities in their classroom routines. Teachers and Specialists participated in coursework to learn about DMI (Developing Mathematical Ideas). Learning focused on how to ask questions that deepen students' mathematical understanding, along with analyzing and adapting math curriculum to meet student needs. Several teachers also participated in a book study, The Next Step Forward in Guided Reading, by Jan Richardson, in order to deepen learning and understanding of instructional strategies to meet the needs of all learners.

**The 2017-2019 Professional Development will include:**

- **Continue study on Conscious Discipline to look at next steps of implementation of creating a trauma sensitive school**
  - Conscious Discipline Live DVD for Will-Moore Aides
  - Establish non-negotiables for each classroom. i.e,-safe place, time machine, morning meeting and kindness wall.
  - Book study on trauma
  - Network and partner with NDSU Extension Campus and bring training to our Will-Moore families.
  - Continue growing deeper with the skills staff have been trained and exposed in.
  - Trauma webinar by Dr. Becky Bailey, 3 part series
- **Trauma Training from Horacio Sanchez, author of *A Brain-Based Approach to Closing the Achievement GAP***
  - Resiliency Inc.'s training model is based on neuroscientific findings, resiliency studies, aligned with best practices in education. These three elements provide a balanced approach to improving educational outcome
  - Horacio Sanchez will provide several webinars throughout the course of the 2018 - 19 school year for our team to grow deeper in this area of work.
  - Will-Moore team worked with Horacio in May and June of 2018. Aligned building resources with brain based research.
  - Resiliency studies provides the largest body of longitudinal research on why some people succeed and why others fail in life. Protective factors identified through resiliency studies found to improve the odds of life success even in at-risk populations.

**Implementing Investigations 3**

- Two teachers and the instructional coach attended training on Implementing Investigations in classroom instruction. Teachers who

attended have:

- 1. Lead Investigations classrooms for observations in the district
  - 2. Modeled philosophy of inquiry based instructional structure within Investigations with integrity (Are not experts, but are true to the process)
  - 3. Modeled the DMI practices learned this past year – questioning, use of mathematical models, math discussions, analyzing student work, etc.
- Continue learning about analyzing data and planning instruction using the guided reading template developed by Jan Richardson.
  - Professional development related to instruction, assessment, and data will take place in weekly PLC's.
  - Continue to use a collaborative on-line process that will utilize Moodle, Google Docs, and work with partner schools that will allow for staff collaboration.
  - Work towards creating a Trauma Sensitive School-implement recommendations of Fargo Trauma Center, Conscious Discipline and Horacio Sanchez.
  - Continue to conduct schoolwide staff development regarding Professional Learning Communities and Common Core Standards each week. Teachers and specialists will work on analyzing Common Formative Assessments that correspond to the Standards and Benchmarks that they teach.
  - Renew Crisis Prevention Intervention (CPI) certification for a Will-Moore Team.
  - Continue training and implementation of Informal Reading Inventory assessments (Fountas and Pinnell), focusing on analyzing MSV in both errors and self-corrects.
  - Continue Second Step
  - Staff Development on writing instruction targeting writing across all content areas
  - Continue working with other schools on the Schoolwide Evaluation Tool.
  - Grade levels will continue implementation of the walk to learn process for Reading in all grade levels.
  - Specialists implemented RISE in the first grade classroom, building a new awareness of what can be done to motivate, engage, and accelerate every student - especially struggling readers!
  - Student Engagement - Director of Curriculum and Instruction provided three professional development sessions for staff on research-based methods to ensure all students are involved in the learning.

Noted below in the Activities Components a month by month outline of staff activities to address these Professional Development components.



**Behavior Programs/Processes and Intervention:  
Design and Implementation Plans for Behavioral and Attendance  
Interventions:**

During the 2017-18 school year, Will-Moore will implement and continue to implement a new continuum of behavioral interventions along with a process for addressing attendance concerns. The School wide Behavioral Supports includes the following interventions:

Resiliency Training

Continue to implement and research Resiliency Training. Resiliency Inc.'s training model is based on neuroscientific findings, resiliency studies, aligned with best practices in education. These three elements provide a balanced approach to improving educational outcome. Over the past decade, there has been an emphasis on public education to embrace neuroscience and apply its findings to instruction, school climate, and student discipline. However, neuroscientific findings are best interpreted and applied when they are aligned to other validated research and practices. Resiliency studies provides the largest body of longitudinal research on why some people succeed and why others fail in life. Protective factors identified through resiliency studies found to improve the odds of life success even in at-risk populations. When these same protective factors were further validated through neuroscience as having positive benefits on body functioning and brain chemistry, this enables school to promote specific skills proven to maximize student success. Many best practice approaches in instruction have been also validated through neuroscience research. Neuroscience has allowed education for the first time to distinguish between best practice strategies can be replicated and those which are a product of other mitigating factors. More importantly, as neuroscience research has advanced it has begun to debunk myths concerning how the brain learns and identify new concrete strategies that can help teachers teach the once thought hard-to-reach student.

Conscious Discipline-

Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one curriculum. The program focuses on problem-solving of everyday events rather than external rewards and punishment. It also addresses the adult's social-emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.

Kindness Wall-

For the 2018-2019 school year we will be implementing a school wide “kindness wall”. The purpose of the kindness wall will be to recognize the students that are completing the daily expectations, honor the kind and helpful acts, and shift from focusing on what is going wrong to focusing on what is going well. Teachers will be conscious of their intention of using the “kindness wall” as it is a way to notice innate goodness and not just to catch students being good.

The Kindness wall will be on display in the foyer of the school and will be visible to all students and staff. It will be encouraged through staff meetings and staff development days that each teacher creates a way to “celebrate” these acts of kindness within their classroom settings. PAWS awards will be handed out weekly to 2-3 students who go above the daily expectations.

### CHAMPS/STOIC

CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers’ perceptions of efficacy and student motivation and behavior. In addition, the core features of CHAMPS are organized around the STOIC acronym: **S** Structure your classroom **T** Teach expectations **O** Observe and supervise **I** Interact positively **C** Correct fluently.

### P.A.W.S – (Delivered by all school staff)

The P.A.W.S is taught and reinforced on a daily basis by all staff and funded with building funds. Will-Moore staff identified and defined 4 behavioral expectations. These expectations exist to help clarify what type of behavior is expected of students and adults within all school environments. P.A.W.S: (1) Play Safe (2) Act Responsibly (3) Work Hard (4) Show Respect. The P.A.W.S. posters are displayed throughout all school environments. These skills are taught at the beginning of the year by all staff. They are continued to be taught and reinforced within all environments throughout the school year. Staff will be given a maximum of two opportunities to acknowledge students with PAWS awards. Once students are recognized, their names will be made known during the weekly school assembly. Students will come together at the end of each trimester for a recognition celebration.

### Behavioral Teaching Continuum

30 second interventions – (Delivered by all staff. No funding required)

When students display minor behavioral issues (running in the hall), Will-Moore staff will discuss the situation with students and model appropriate skills. This intervention is an opportunity as a teachable moment.

Minor – (Delivered by all school staff. Printing funded by building funds)  
When students make a poor choice regarding their behavior and do not respond positively to a 30 second intervention, they will work with the supervisor involved to complete a Behavior Ticket (minor). This is an opportunity for the student to take responsibility for their actions, decide on a plan to fix the problem and to focus on how to make more positive choices in the future. A copy of the completed Behavior Ticket will be sent home for the student to share with the parent. A phone call may also be made to the parent so the student and staff can share the situation with the parent and can explain how the student fixed the problem.

Major – (Delivered by all staff. Printing funded by building funds)  
Any violation of a bottom line item (major) (Assault, Alcohol/Drugs, Vandalism, Harassment, Weapons, Theft, Direct Defiance – taken from district policy) will be dealt with by the student being subject to disciplinary action that will include an immediate referral to administration and a mandatory meeting between teacher, administrator, parent and student. Parents will be notified immediately by the teacher, administrator or both. Disciplinary action may include making up missed classroom time, after school or before school detention, in-school suspension, out-of-school suspension, and/or a referral to outside agencies which includes the Bismarck Police Department.

#### Will-Moore “Black-Line” Behavior Expectation-

Physically assaulting an adult provided the student is not in a crisis situation or state of mind. This includes, but is not limited to, hitting, kicking, biting, and/or throwing an object at staff. The acting administrator will utilize space within Will-Moore to provide an alternative educational setting for the student.

P.A.W.S Moment – (Delivered by all school staff. Printing funded by building funds)

To encourage and reinforce positive behavioral choices, Will-Moore staff will acknowledge students who display at least one of the areas of P.A.W.S. towards others by writing up a P.A.W.S certificate. Students are recognized at the schoolwide assembly each week, picture taken and displayed throughout the school and school website. PAWS are continued to be taught and reinforced within all environments throughout the school year. Staff will be given two opportunities, per week, to acknowledge students with PAWS awards. Once students are recognized, their names will be made known

during the weekly school assembly.

Playworks - Playworks is a structured program to educate children of safe, fun and healthy play at school and beyond.. By providing structured teachable lesson plans for teachers, playworks can take place in both indoor and outdoor settings. Playworks creates a place for every kid to feel included, be active, and build valuable social/emotional skills.

Jump Start- This program was provided for high-energy children in 1st and 2nd grades, 3-4 mornings per week before school, to encourage aerobic exercise. This, in turn, assisted in improving attention and focus in the classroom.

Jump Start is a program based on the principles of the book, Spark, which was written by John J. Ratey, MD. This book discusses how raising the heart rate with aerobic exercise can have significant impacts on the brain and its performance. First and second grade teachers were asked to identify the students in their classroom who demonstrate the highest need for movement, focus, and an overall good start to their mornings. A limit was set for the number of students in the program, which was 5 students, as there was only one supervisor most days. The students were pulled from their classroom right as the morning bell rang, and were brought to an area to engage in aerobic exercise, followed by calming input, then returned to class. Examples of activities are: jumping jacks, exercise bike, trampoline, burpees, push-ups, sit-ups, wall sits, cross crawls, running in place, scooterboard, etc. These were typically completed in stations that rotated every 2-3 minutes for a total of 10-12 minutes every morning. At times, rolling dice or other variations would be incorporated into the activities, to keep them exciting and new. Following the exercise, was calming input, usually consisting of yoga or I Can Calm Myself moves from S'cool Moves. The students also engaged in swinging, compression activities, or brief coloring/drawing activities, at times, prior to returning to the classroom.

Core Behavioral Curriculum - Second Step is a Violence Prevention Curriculum. This is a universal prevention program that proactively teaches critical social-emotional skills to all children. The curriculum goals are focused on reducing aggressive and disruptive behavior while promoting social-emotional competence. The ability to transfer learning to real-life situations is a major goal of the Second Step program that must be supported through repeated practice in multiple settings. All staff (administrators, teachers, and support personnel) play a role in reinforcing and modeling desired skills and behaviors to achieve this end. The Second Step curriculum is taught to students by classroom teachers. Lessons are presented and discussed, as a class, on a weekly basis. The lessons are scripted for teachers and require limited preparation time.

### Weekly/Monthly Behavior Recognition –

All students who earned a P.A.W.S certificate will earn a celebration determined by the behavior team at the end of each trimester and students will be recognized by the school-wide kindness wall.

### Parental Involvement Activities (PLEASE SEE PARENT/STUDENT CALENDAR OF

EVENTS) Events are planned by Action Team members comprised of classroom teachers, specialists, an administrative representative, and parent representatives. All staff are encouraged to participate in these activities. All parents and students are invited to attend the events. (These are funded by Title I and Title I Parent Involvement Funds)

### OT/Sensory Supports for Will-Moore Students-

Will-Moore's occupational therapist, will work closely with teachers, student, specialists, and families, to provide children with skilled occupational therapy services, whether it be directly, indirectly, or through training. The model provided by Horacio Sanchez, will be followed with an emphasis on routine and rituals in the classroom to promote a feeling of safety and belonging. OT will assist and incorporate Zones of Regulation from a sensory processing standpoint, and demonstrate how sensory input can significantly impact self-regulation.

Will-Moore's OT will also look to implement S'cool Moves which is a program developed by a teacher with collaboration with occupational therapists, which incorporates movement into the learning environment in a seamless manner, in order to promote on-task behavior and a healthy learning environment. In the fall of 2017, the occupational therapist will be readily available to assist with integration of the activities and provide consultation when needed.

### **2017-2019 S'cool Moves Implementation:**

- Incorporating S'cool Moves into classrooms, following the district-wide training at the beginning of the year. This included:
  - Going in to classrooms and demonstrating movement and core strengthening activities
  - Providing input and collaborating with teachers regarding the materials and training information
- Observing in classrooms for sensory behaviors to provide input to teachers for the current school year, as well as upcoming school years.
- Took part on the Behavior Committee, and MTSS-B meetings and was able to collaborate with these teams
- Availability to assist with behavior interventions and assist with crisis plans, if needed
- Provide classroom observations and input in regard to classroom

environment, and provide input on how to decrease clutter and visual overstimulation

- Involvement in Family Fun Night and other family activities within the school, to provide input on the importance of movement and core strength
- Attend occasional grade level PLC's to provide input and gain insight into classrooms

Handwriting Without Tears is another program, working on the formation of letters, primarily between Kindergarten and 3<sup>rd</sup> grade, with a developmental approach. The OT will be available and included in classroom incorporation of the Handwriting Without Tears curriculum, in an effort to decrease frustration and difficulty with handwriting. Teachers and specialists will be trained on the signs of difficulty with sensory processing, and how to potentially “catch”, distinguish, or provide accommodations for sensory processing problems. Finally, the OT will continue to be a large part of the correct and responsible implementation of the sensory room.

All families are invited to participate in activities focused on learning at home. Events planned involved activities which can be replicated in the home environment to reinforce math, reading and behavior skills. Will-Moore holds the following events during the school year:

Open House.....Held before school starts so that students can be introduced to their teachers, visit the classrooms, receive information about Title I schoolwide goals, Parent Involvement, community supports, and BPS paperwork.

Opening Day.....Breakfast and Beginning of the Year Event (new 2017-18)

PTO Meetings.....Plan and organize school activities, supports opportunities for parents.

Community Outreach...Several Bismarck Community Businesses, individuals, and churches support Will-Moore through cash and material donations that are used to support needy Will-Moore families throughout the year.

Family Events.....Includes morning and evening family events which support School-wide goals. An open house focusing on the goals of reading and math. Families are given information regarding services provided through the school and how to incorporate these items into home learning. Other events include family math and reading activities with take home materials to link

school to home learning. Will-Moore also uses these events to review school goals and completion of the Title I compacts. Families are introduced to family health and wellness concepts as well as strategies for working with their child's social, emotional, and behavioral needs at home and in the community.

Transition Meetings-Will-Moore conducted transition meetings for academically and emotionally at-risk students. During these meetings, plans are discussed to facilitate new students transitioning into their classroom. In addition, Will-Moore holds yearly transition meetings with BECEP to discuss new incoming Kindergarten students. Will-Moore sends school representatives to the IEP meetings of our BECEP students. We also conduct fifth grade transition meetings with our feeder middle school.

Behavioral Data Collection – (This activity is completed by School Principal, School Counselor, and School Social Worker. No funds required.) Weekly team meetings will be held to review behavioral data (Behavior Tickets, Bottom Lines, Attendance Reports, Performance reports). Behavioral write ups will be logged in PowerSchool. This data will be collected and shared with teachers during PLCs and used to drive interventions.

Small Group Social Skills Instruction – (Provided by School Counselor, and School Social Worker. Materials funded by building funds) Students with a high number of Behavior Tickets and/or Bottom Line write ups will be referred for small group social skills instruction. Teachers and parents will also have opportunity to refer students for social skills support.

Individual Support – (Provided by School Counselor and School Social Worker...Materials funded by building funds) Students struggling with behavioral and/or emotional concerns will be referred for individual support. Behavioral data, Will-Moore Staff and parents are referral sources for individual support services.

Individual Behavior Intervention Plans – (Developed by individual student's team. Interventions are carried out by school personnel including; Classroom Teachers, Instructional Aides, Principal, Counselor, Social Worker. No funding required.)

Students who are not responding to core behavioral interventions may be provided with an individual behavior plan. This plan will be created by the student's team which includes the Classroom Teacher, Parent, School Principal, School Counselor and/or School Social Worker. The team will follow the functional behavioral assessment process in identifying the target

behavior, hypothesis of the function of the behavior, identification of skills deficit versus performance deficit, and interventions to meet the identified needs.

Classroom Management Plans – (Provided by Classroom Teachers, School Counselor, Instructional Coach, School Social Worker and School Psych. No funding required.)

Classrooms with a high number of students with behavioral needs will receive support from the School Counselor and/or School Social Worker. The teacher and support staff will work together to identify needs of the classroom and interventions to support those needs.

Parent Meetings – (Attended by Parents, Classroom Teachers, Principal, Counselor, Social Worker. No funding required)

Meetings will be held with parents to communicate concerns in the areas of behavior and attendance. Parents and staff will work together in problem solving these situations.

Bottom Line Interventions – Students displaying bottom line behaviors will work with school personnel before, at noon or after school for time determined by admin. During this time they will work on activities related to the bottom line incident. Students will learn how to handle difficult situations in appropriate ways which do not result in poor behavioral choices. Staff will use the following resources; Conscious Discipline, Skill-streaming the Elementary School Child, Interventions for In-School Suspension, Second Step Resource Books.

New Student Intake – A social intake will be completed with families of all new students by the school counselor and/or social worker. A meeting may be scheduled prior to the student starting school. During this time background information will be gathered including; pregnancy and development, medical concerns, past schools attended, information regarding behavior and attendance, academic supports and needs, and support services outside of the school setting. During this meeting Will-Moore procedures will be reviewed with parents, Title I information will be provided, classroom brochures detailing procedures will be provided and permission forms will be obtained.

Outside Agency Referral – (Referrals made by School Counselor, and School Social Worker. No funding required.)

Students not responding to interventions may be referred for outside agency supports such as Psychiatric Services, Police Youth Bureau support, Youthworks programming (Turnabout, mentoring, counseling), Partial Care, West Central Human Service Center-for services including;



Partnerships/Wraparound Services, Intensive In-Home Counseling. Also, Big-Brother/Big Sister Program, RSVP Mentoring and NDSU Extension Campus.

Referral to Special Education – (Referrals made by Classroom Teachers, Building Principal, School Counselor, School Social Worker, Other Support Staff. No funding required.)

Students not responding to Core, Tier I and Tier II Interventions can be referred for Special Educational consideration.

School to Home Communication – (School Secretary, School Counselor, School Social Worker. No funding required.)

Telephone calls and home visits will be made in attempts to communicate with parents regarding educational progress, behavioral concerns and attendance concerns. Daily phone calls will be made, by the School Secretary, to all students not in school. This information, along with home visits will be logged into the PowerSchool system. Will-Moore is exploring the need to have students who are tardy for school 5 days or more – due to reasons other than medically excused by a doctor – make up their missing time and missing work. Students will be supervised by school staff during this time. Parents will be notified of the time needed to be made up.

In-House Attendance Meetings – (School Counselor, School Social Worker. No funding required.)

Attendance reports will be run through PowerSchool on a weekly basis. The district policy will be followed regarding sending attendance letters. When students have missed, or have been tardy, for 10 days, the parent will be contacted by either the School Counselor or the School Social Worker. A meeting will be held with the parent(s), counselor, and social worker. The Barriers to School Attendance forms will be completed as a group. An attendance plan will be developed to address the identified barriers. The BPS District attendance policy along with the School Compulsory Law will be discussed with parents. This information will be shared with teachers during PLC's.

Stay-In-School Attendance Meetings – (School Counselor, School Social Worker, School Principal, Agency Representative from BCSS and Agency Representative from PYB. No funding required.)

Parents will be contacted if their child misses, or is tardy, 15 times. At this point, a meeting will be scheduled with the Stay-In-School Team which is made up of the Building Principal, School Counselor, School Social Worker, and may include a representative from the Police Youth Bureau. This team will review the attendance plan developed during the In-House Attendance Team Meeting and will discuss why the attendance difficulties have continued. Any new barriers will be identified and appropriate plans will be

put in place.

### DATA SOURCES(BEGIN HERE AND GO THROUGH)

Data Source	Data Collection	Grade Levels
North Dakota State Assessment (NDSA)	Administered annually in March/April/May	Grades 3, 4, 5
NWEA Measures of Academic Progress (MAP)	Administered three times a year in September, January, and April	Grades 1-5; K-Winter and Spring
Measures of Academic Progress Primary Survey (Primary MAP)	Administered three times a year for Benchmark data (September, January, and April);	Grades K-2 Optional
AIMSWEB- READING	Administered three times a year for Benchmark data (September, January, and April); Used for progress monitoring on a weekly basis	Grades K-5
AIMSWEB-MATH	Administered three times a year for Benchmark data (September, January, and April); Used for progress monitoring on a bi-weekly basis	Grades 2 - 5
POWERSCHOOL	Attendance, Behavior, Standards-based grades, and Behavior Standards (Weekly)	Grades K-5
Fasttmath	Used in 3 <sup>rd</sup> to increase student fluency with basic facts	Grade 3
Fraction Nation	Used in 4th and 5th Grade to deepen understanding of fractions	Grades 4 - 5
MTSS Data Triangle	Data is collected, disaggregated and analyzed after each benchmark period (September, January, and April). Used to differentiate instruction and pinpoint academic and behavior needs.	Grades K-5
Perceptual Data (Parent, Student, Staff)	Administered annually	Grade K-5
Responsible Decision-Making Data	Behavior Tickets and Bottom Lines are logged in PowerSchool Daily	Grades K-5
Attendance Rates	Tracked Weekly	Grade K-5
Mobility Rates	Monitored Weekly	Grades K-5
IRL Assessment (Fountas and Pinnell)	Assessments are given 2 times per year - September and May, to all students. Students who are in Tier II or Tier III are also assessed in January.	Grades K-5

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## **Goals**

Based on the results of our Comprehensive Needs Assessments, Will-Moore has established three goals. It is our aim to raise all student proficiency, yet focus specifically on individual students, who are not at grade level. Will-Moore has three goals that correspond with our Title I Schoolwide Plan, Program Improvement Plan, Bismarck Public School Strategic Plan, and Will-Moore Elementary School Strategic Plan. They include:

### **Reading Goal**

All students at Will-Moore Elementary School will read at grade level and/or meet their expected growth in reading.

**Measurable Objective**-100% of Will-Moore students will read at grade level and/or meet their expected growth in reading.

### **Evaluation**

We will measure the success of our efforts toward improving reading comprehension text at our school by monitoring MAP scores, AIMSweb, North Dakota State Assessment results, and MTSS-A Tier data. Moreover, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

### **Strategies**

All Will-Moore teachers will develop and employ effective reading and writing instructional strategies/practices to ensure individual student success.

### **Activities**

#### **Professional Development Activities:**

1. Instructional Coaching-Instructional Coach, and consultation with an MTSS-A Coach built into the school day. A master calendar for 2018-19 will coordinate a schedule to facilitate effective and efficient use of time with classroom teachers at PLCs. Will- Moore has an Instructional Coach and consultation with an MTSS-A coach. The Instructional Coach meets with teachers during weekly PLC time to provide support for teachers in reviewing student data, discussing teaching interventions, and problem solving in a variety of instructional areas. The MTSS-A Coach assists teachers in desegregating data, reviewing and interpreting student data writing, using interventions, and student intervention plans. Instructional coach model lessons for grades K-5.
2. Non-Fiction Writing Training-Implementation of Crafting Non-Fiction and

Exploration by Linda Hoyt to provide strategies for teachers to use when teaching non-fiction writing across the curriculum.

3. PBL-Project Based Learning-continue to work on implementation for the upcoming school year. A school-wide PBL Walk-a-Thon project is created with 2-3 classroom projects in addition.
4. Walk-to-Learn – Continue with reading grades K-5-by analyzing student scores from the tiering data and Fountas and Pinnell levels, determine reading behaviors needed in the content area. Look at creative grouping with students that have or need similar supports.
5. Guided Reading with Jan Richardson Next Step Forward in Guided Reading, using the template to provide targeted instruction in the 5 core areas of reading.
6. Professional Learning Communities- Weekly meetings by grade level to institute the MTSS-A process, review student data, plan instruction, plan interventions and develop ILPs, differentiate instruction, and monitor student progress.
7. Services will be provided for our Tier 2 and 3 students and served by hiring Highly Qualified Staff. Staff will be under a blended model and will service special education and Title I students.
8. POP Model - Peer Observation Process will be implemented for teachers to observe and provide feedback to other teachers and specialists.

### **Teacher Activities**

1. Participate in Professional Learning Communities
2. Utilize MTSS-A process, PST
3. Progress Monitor AIMSweb
4. Fountas and Pinnell for instructional text reading level
5. Develop Individual Learning Plans (ILP)
6. Create/Design PBL projects

### **Student Activities:**

1. Engage with various instructional and intervention programs to enhance reading comprehension and language arts skills: Benchmark Literacy, Daily 5, reading strategies
2. Write every day throughout all subject areas with a focus on nonfiction writing (extensive and intensive)

3. Engage in 90 minutes of daily reading instruction and activities
4. Exposure to real life experiences to encourage help with vocabulary.

**Parent Activities:**

1. Open House August 21st, 2018 (4:00 – 5:00 pm)
2. Monthly PTO meetings
3. Parent/Teacher Conferences twice a year
4. Two family events focused on school-wide plan, e.g. parent training, reading comprehension event, math number sense and operation event

**Math Goal**

All students at Will-Moore Elementary School will be at grade level in math or meet their expected growth in math.

**Measurable Objective-**100% of Will-Moore students will meet grade level benchmarks and/or meet their expected growth in math.

**Evaluation**

We will measure the success of our efforts toward improving math number sense and operation at our school by monitoring MAP scores, AIMSweb, North Dakota State Assessment results, and MTSS-A Tier data. Moreover, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

**Strategies**

All Will-Moore teachers will develop and employ effective math instructional strategies/practices to ensure individual student success.

**Activities**

**Professional Development Activities:**

1. Do the Math- Teachers trained in Do the Math as an intervention for students who have fallen behind in their math skills.
2. Investigate supplemental supports for students to become proficient in skill builders and/or strategies according to their grade-level
3. Begin to develop framework to create a walk-to-learn math block for all grade-levels.
4. Professional Learning Communities--Weekly meetings by grade level to institute the MTSS-A process, review student data, plan instruction, plan interventions (ILPs), differentiate instruction, and monitor student progress.
5. Calendar Math- teachers will incorporate Calendar math in the math curriculum.
6. Investigations- All grade level teachers will implement Investigations 3.0.
7. Implement DMI at all grade levels.
8. DreamBox implementation at all grade-levels

**Teacher Activities**

1. Do The Math, Calendar Math, Ten Minute Math, Investigations for interventions and instruction
2. Participate in Professional Learning Communities
3. Utilize MTSS-A process
4. Develop Individual Learning Plans
5. Implement best practices in teaching math number sense and operations
  - a. Teach Basic Facts Fluency- 10 minutes daily

**Student Activities:**

1. FASTT Math Program- The FASTT Math program will be utilized to fidelity in 3<sup>rd</sup> grade for student math fluency
2. Fraction Nation- Computer program that will be utilized in 4<sup>th</sup> and 5<sup>th</sup> grade to develop the critical foundations of fraction fluency — conceptual understanding and procedural knowledge — Fraction Nation delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments.
3. Calendar Math- will be used as a daily tool to increase students' understanding of basic number sense and operations.
4. Key Math- used as an intervention for students who have fallen behind in their math skills. It includes coverage of three content areas: foundational math concepts, operational skills, problem solving and Ten instructional strands: Numeration, Algebra, Geometry, Measurement, Data Analysis and Probability, Mental Computation and Estimation, Addition and Subtraction, Multiplication and Division, Foundations of Problem Solving, Applied Problem Solving.
5. Investigations- Investigations is the chosen mathematics curriculum for the school district and will continue to be used as the guiding curriculum for Grades K-5.
6. Do the Math- used as an intervention for students who have fallen behind in specific math skills (addition, subtraction, multiplication, division, fractions, etc.)
7. Origo- used as an intervention for students who need more practice with fact fluency (addition, subtraction, multiplication, and division)
8. Equals math- used for students who have special needs, particularly those that fall several grade levels below peers
9. DreamBox - all grade levels will use DreamBox during intervention/enrichment to meet student's targeted needs.

**Parent Activities:**

1. Open House August 21st, 2018 (4:00 – 5:00 pm )
2. Monthly PTO meetings

3. Parent/Teacher Conferences twice a year
4. Two family events focused on school-wide plan, e.g. parent training, reading comprehension event, math number sense and operation event

### **Climate/Culture Goal**

All students at Will-Moore will show respect for themselves, others, and property.

**Measurable Objective-** We will demonstrate that we are facilitating students in learning respect for staff, property, and self by 05/31/2019 as measured by a decreased percentage of behavior referrals as compared to previous years.

**Strategies-** Staff will implement strategies and practices to enhance positive student behaviors in the classroom and throughout the school setting. Will-Moore will look to continue having a full-time social worker to lead building initiatives.

### **Evaluation**

We will measure the success of our efforts toward improving climate and culture at our school by monitoring the number of behavior referrals. Moreover, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

#### **Activities**

##### **1. Professional Development on Resiliency Training by Horacio Sanchez (Webinar).**

Resiliency Inc.'s training model is based on neuroscientific findings, resiliency studies, aligned with best practices in education. These three elements provide a balanced approach to improving educational outcome.

**2. School-wide Positive Behavior Recognition-** Students are recognized by staff for positive behaviors aligned with school routines, rules, and expectations through PAWS Award. Weekly, students are nominated by their teachers, peers, and staff to receive the award for good life skills and receive a certificate with their picture displayed on the school's TV monitor where parents and students can see.

**3. Second Step Curriculum-** Teachers and staff will teach, implement, and reinforce the Second Step social skills curriculum.

**4. Classroom Positive Behavior Recognition-** Students are recognized by staff for positive behaviors aligned with classroom routines, rules, and expectations through various forms of recognition. Students are nominated by their teachers, peers, and staff to receive the award for good citizenship and receive a certificate with their picture displayed on the school's TV monitor where parents and students can see.

**5. KINDNESS Wall-** A Tree branch will be displayed. Sticky notes will be available

for students and staff to write comments about positive behavior they have observed.

**6. Behavior Training**-All staff will be trained on a framework that will be driven from staff to ensure Will-Moore develops the proper supports for students, teachers and parents on behavior needs. Will-Moore will look at possibly doing some on-sight training and/or use the “train the trainer” approach for our building.

- I. **Behavior Tickets:** used when correcting/teaching appropriate behavior
- II. **Second Step Program:** Enlist counselor to do a quick review with students when they come in. Tie ZONES of Regulations for gen ed students into the Second Step program.
- III. **PAWS Award:** Each classroom will have a visual poster for students and teachers to see the areas of expectation.
- IV. **Positive behavior strategies:** Monthly intrinsic/extrinsic incentives for students displaying appropriate school-wide expectations.
- V. **Flexible class lists:** Administration informing parents that class lists are going to be flexible and may move students to other rooms if it's a better fit.
- VI. **Staff Culture and Climate:** Social committee, each year different grade levels will make decisions based on creating a positive climate with the help of itinerant staffing.
- VII. **Encourage Switching Teachers:** Look at ways to have teachers teach different grade levels throughout the school year, to help build rapport with all students and staff.
- VIII. **Zones of Regulation:** ED Room is using this program, and we will look to see if it fits within the classroom framework. Supports will begin with fifth grade and flow into other grades as needed.
- IX. **SMART Kids:** Supports will begin with first grade and flow into other grades as needed.
- X. **Student Council:** Grades 3-5 nominate students from their peers. The council meets regularly to create a fun, engaging school environment.
- XI. **Continue to Implement Conscious Discipline** with the Behavior Team and implement into PLC's.
- XII. **Introduction to CHAMPS/STOIC model** - School counselor attend the school counselor attended an introduction to the CHAMPS/STOIC model.
- XIII. **District CHAMPS/STOIC Training** - Nine staff members will attend a district-wide training on this model
- XIV. **Safe and Civil Schools National Conference, Portland, Oregon** - train the trainer model in classroom management, interventions, and the ToughKid Toolkit.



7.) **School-wide Evaluation Tool** - The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school-year. The SET results are used to: 1.) assess features that are in place, 2.) determine annual goals for school-wide effective behavior support, 3.) evaluate on-going efforts toward school-wide behavior support, 4.) design and revise procedures as needed, and 5.) compare efforts toward school-wide effective behavior support from year to year. Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews

**Activities Component**

**Will-Moore Staff, Curriculum, and Staff Development Calendar.**

Month	Description
August	<p>Train ALL teachers on Social Skills Curriculum called STOIC/CHAMPS. Review Behavioral Curriculum, 2nd STEP with all new staff.</p> <p>Counseling lessons and 2nd STEP lessons should align.</p> <p>Discuss and train staff on Fix-it plans and Major Office Referrals</p> <p>Print and review Will-Moore P.A.W.S posters, Fix-it plans, Major Office referrals, Will-Moore celebrations.</p> <p>Review Title I Goals and Initiatives related to Behavior, Mathematics, and Reading Instruction.</p> <p>Share Staff Development Calendar for the entire year.</p> <p>Develop an Instructional Coaching and Principal Agreement</p> <p>Fall Open House –August 21, 2018</p> <p>Review June Title I summer staff development related to Reading and Mathematics</p> <p>August Staff Development Day will be used to Review all the items on the August Calendar list above and to review PLC information related to teacher deliverables for Math, Reading, and Behavior. This includes reviewing all electronic information in the Will-Moore google docs.</p>

	<p>Transition meetings between grade level teachers on incoming students.</p>
<p>September</p>	<p>Continue Professional Development with <u>The Next Step Forward in Guided Reading</u> by Jan Richardson</p> <p>Title I Opening Year Event and Annual Parent Meeting (See Parent/Student Calendar)</p> <p>Benchmark Assessments, MAP, and Aimsweb, for or all students</p> <p>Leadership Meeting will be established to review Goals and Processes for Will-Moore</p> <p>Implement Instructional Aide Weekly Meetings</p> <p>Write and implement all MTSS plans for students based on last year's data</p> <p>Continue the Walk to Learn Reading Cycles</p> <p>Progress Monitoring Aimsweb for all students on MTSS Plans</p> <p>Fountas and Pinnell Assessment for all students 1-5</p> <p>Determine Student and Teacher Behaviors for Reading and Mathematics (Coach/Staff/Principal)</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Teachers and Staff Set Personal Evaluation Goals that match our School-Wide Goals.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer's Workshop, Investigations, Second Steps, Conscious Discipline)</p>

October	<p>Register for Title I Fall Conference attended by 3 staff.</p> <p>Staff Development Day September 24th, 2018-</p> <p>Progress Monitoring Aimsweb</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer's Workshop, Investigations, Second Steps, Conscious Discipline)</p> <p>School Counselor attends Introduction to CHAMPS/STOIC framework</p>
November	<p>Progress Monitoring Aimsweb</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Instructional Aide Weekly Meetings</p>

	<p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>
<p>December</p>	<p>Progress Monitoring Aimsweb</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>

<p>January</p>	<p>Progress Monitoring Aimsweb</p> <p>Review Instructional Coach and Principal Agreement</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Instructional Aide Weekly Meetings</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Fountas and Pinnell Assessment for all Kindergarten students and students who were not reading at grade level during BOY assessment - grades 1 - 5</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>
<p>February</p>	<p>Progress Monitoring Aimsweb</p> <p>Continue PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles</p>

	<p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Meeting with Data/Program Consultant</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>
<p>March</p>	<p>Progress Monitoring Aimsweb</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Staff Development Day March 13th</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals is completed</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>

<p>April</p>	<p>Progress Monitoring Aimsweb</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Core curriculum implementation- break-out sessions for teachers to enhance the depth of teaching in current curriculums (Benchmark, Guided Reading, Phonics, Writer’s Workshop, Investigations, Second Steps, Conscious Discipline)</p>
<p>May</p>	<p>Title I Annual Review with parents, community, students, and staff</p> <p>Progress Monitoring Aimsweb</p> <p>Benchmark Assessments, MAP, and Aimsweb, for or all students</p> <p>Leadership Meeting to review Goals and Processes for Will-Moore</p> <p>Instructional Aide Weekly Meetings</p> <p>Continue weekly PLCs with teachers to address CFA and student behavior and weekly meetings with Counselor, Social Worker, and Principal to</p>

	<p>address behavior, attendance and grades. Will-Moore will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Fountas and Pinnell assessments for all students K - 5</p>
June	<p>Title I and Program Improvement paperwork</p> <p>Nine staff members will attend a district-wide CHAMPS/STOIC implementation training</p>

## Will-Moore Parent/Student Activities:

Family Involvement activities correlate with Will-Moores' Comprehensive Plans. Research indicates that no program can be successfully implemented in a school that has a difficult climate and family involvement increases academic success. The family involvement activities planned have been and will continue to be supported by our Program Improvement Plan, Balanced Scorecard, Schoolwide Plan, Parent Teacher Organization, Will-Moore Team Members, and Bismarck Public Schools.

MONTH	EVENT/DATE	DESCRIPTION/COMPONENTS	RESPONSIBILITY/PLANNING
August	<b>Opening House</b> – August 21, 2018 4:00 – 5:00 PM	Students/families visit classrooms and meet staff. Parent Survey administered to guide parent involvement 1,2,3,5	All Staff
September	<b>Coins for a Cause</b> September 12-23	Coin collection to support Bismarck Mandan community United Way projects	Students and Staff Heather will coordinate
September	<b>NDSU Extension Office Training</b>	Parents and families in the community to learn about parenting through Conscious Discipline	Heather, Brad, NDSU Extension staff
October	<b>Book Fair</b>	Promote reading during week of conferences 1,2,3	Heather, PTO, Library
November	<b>Music Program 4<sup>th</sup> grade</b> TBD	1,2,3	Beth/4 <sup>th</sup> Grade Teachers
December	<b>Music Program 2<sup>nd</sup> grade</b> TBD	1,2,3	Beth/2 <sup>nd</sup> Grade Teachers
December	<b>Dental Prevention Program</b>	Dental unit within the school to provide dental work for students. 1,2,6	Heather and Dental Staff
January	<b>Music Program 3<sup>rd</sup></b> TBD	1.2.3	Beth/3 <sup>rd</sup> Grade Teachers/



February	Caremobile TBD	Mobile dental unit providing free dental care to families that qualify 1,2,6	Heather and Caremobile Staff
March	Music Program 5 <sup>th</sup> TBD	1,2,3	Beth/ 5 <sup>th</sup> Grade Teachers
April/May	Kindergarten Open House TBD	Transition to Kindergarten 1,2,3,5	K teachers, Brad, Carol, Heather, Elicia
April	Music Program 1 <sup>st</sup> TBD	1,2,3	Beth/1 <sup>st</sup> Grade Teachers
May	Music Program K P TBD	1,2,3	Beth/K Teachers
May	Staff Appreciation Week		PTO
May	Band Night Parade May 11th	Promote school spirit and community 1,2,6	Heather, Brad and available staff
May	Reading Night-May 17th	Guest Readers and Reading Incentives	Emily, Christa, Elicia, Heather, Brad
May	Title I Annual Review May 16 <sup>th</sup> 3:15 PM	Review of Data, etc...	Title One Reading Teachers
May	5 <sup>th</sup> Grade Farewell May 24th 9:00 AM	Award Ceremony and send off for 5 <sup>th</sup> graders	5 <sup>th</sup> grade teachers & Brad
ONGOING....	PTO – 2 <sup>nd</sup> Tuesday of each month	Parent Teacher Organization to provide support, sharing and decision making for parents and staff 1,2,4,5	Brad, PTO Board and available staff
	Fundraising	Assist PTO with fundraising efforts including boxtops, magazine sales, etc.... 1,5,6	

**Along with Bismarck Public Schools, Will-Moore Elementary assures that 10% of the Title 1, Part A allocation is set aside for professional development activities that meet the following:**

- Directly addresses the academic and social, emotional and behavioral issues that caused Will-Moore to be identified for school improvement
- Provides expanded opportunities for engaging in professional development
- Includes development for the school, classroom teachers, specialists, administration, and support team members

#### **Transitions from Early Childhood to Will-Moore**

Will-Moore works the Bismarck Early Childhood Educational Program (BECEP) in April of every year to address the needs of the incoming Kindergarten students. This includes creating a list of incoming students, reviewing existing Individual Educational Plans (IEP's), then following up with a Will-Moore Special Educator sitting in on the student's IEP. This is followed by the Will-Moore Kindergarten Teachers, Principal, Counselor, Social Worker, and

Special Educators discussing the needs of the students then placing them in classes for the coming year. Once a teacher is identified, the teacher and specialist visit the child's classroom at BECEP.

Will-Moore also hosts a Kindergarten Open House in May. This is for all parents and incoming Kindergarten students. The Open House reviews school procedures, Title I opportunities, and school curriculum. It is followed by an opportunity for all to view the school and classrooms at Will-Moore. One day prior to Kindergarten starting Will-Moore hosts an additional Open House for all students.

### **Transitions to Will-Moore to Middle School**

Will-Moore also meets with Wachter Middle School (WMS our feeder middle school) and shares academic and behavior data of our fifth graders. In addition, WMS staff is invited to the IEP's of all 5<sup>th</sup> grade students. All 5<sup>th</sup> grade students are also allowed to attend a summer school session at the WMS and take a tour of the building prior to exiting 5<sup>th</sup> grade.

### **Extended School Opportunities**

Will-Moore Elementary School partners with the Missouri River Educational Consortium for a Before and After school study club. These services run from 7:30am to 8:00am and 3:05pm to 5:30pm. 80% of all time in these sessions are devoted to grade level academics. In addition, Will-Moore also offers a 6 week Camp Edventure program that runs from June into July. This program is focused on mathematics and reading instruction. Classrooms have one teacher with no more than 15 students.

### **Evaluation Component**

The Will-Moore Leadership Team evaluate the impact of the Schoolwide Plan, Program Improvement Plan, Corrective Action Plan, and Alternate Governance Plans and our progress on student achievement as measured by the North Dakota State Assessment and District level assessments (i.e. Aimsweb, NWEA, Standards Based Grading and Common Formative Assessments). Additional program indicators, i. e., actual daily attendance, tardies and early dismissals, student suspension rate, and staff, student and parent surveys are also used in program evaluation. The team uses Viewpoint and building level information to gather assessment data. The MTSS Model is continuously utilized to log, analyze, and interpret student achievement and behavior data to identify areas of strength and weakness, trends of performance, cohort performance and overall progress toward meeting school, district and state goals.

Will-Moore continues to share this information and gather stakeholder input at PTO meetings, Annual Title I meetings, and Fall Parent Meetings. The PTO meetings, Annual Title I meeting, and Fall Parent meetings are meetings where written notification is sent out frequently and phone contact is made with some stakeholders as a reminder of the meeting. These frequent reminders allow parents, community members, and other stakeholders many opportunities to make arrangements for attendance.

In addition, Will-Moore provides Supplemental Services, School Choice, Corrective Action, Alternate Governance and AYP notification as per state guidelines. Notification of our progress or lack thereof is sent to parents on a regular basis.