

William Wiley Elementary School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

Using the Spring 2025 I-Ready test, increase the percentage of K-5 students achieving typical growth from the spring 2024 I-Ready reading assessment, currently at 65%, to 70%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Increase Reading Proficiency All	1. Provide professional development sessions at staff meetings focused on evidence-based instructional strategies, including differentiation and formative assessment techniques based on staff feedback 2. Implement targeted morning Iready tutoring interventions for students identified by iready data in math and reading 3. I-Ready diagnostic data to inform instruction, with teachers using data to identify skill gaps and tailor instruction to meet students' needs.	We will use the iready scores that we are getting in fall, winter, and spring.	Start: End: We will use the i ready assessments 3x per year to monitor and adjust along with our intervention progress monitoring. Monitoring and Adjustment Throughout the Year 1. Continuous Monitoring: Monthly Data Reviews: Analyze monthly formative assessment data to track progress and identify trends. Adjust instructional plans based on this data. Teacher Collaboration: Hold regular meetings (e.g., bi-weekly PLCs) for teachers to discuss strategies, share successes, and troubleshoot challenges. Student Feedback: Gather feedback from students about their learning experiences and adjust instructional approaches as necessary. 1. Professional Development: Ongoing Training: Provide continuous professional development focused on differentiated instruction, data analysis, and effective reading interventions. Coaching and Support: Offer coaching sessions for teachers needing additional support with instructional strategies and data interpretation. 1. Interventions:

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
			Targeted Interventions: Implement targeted reading interventions for students who are not making expected progress. This can include small group instruction, one-on-one tutoring, and additional resources. Parental Involvement: Engage parents with regular updates on their child's progress and strategies to support reading at home. 1. Adjustments Based on Data: Mid-Year Adjustments: After the mid-year assessment, adjust instructional plans and interventions based on student performance data. End-of-Year Review: Conduct a comprehensive review at the end of the year to identify successful strategies and areas for improvement, setting the stage for the following academic year.

2024-2025 SMARTIE Goal #2

Using the Spring 2025 I-Ready test, increase the percentage of K-5 students achieving typical growth from the spring 2024 I-Ready math assessment, currently at 61 %, to 65%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Increase typical growth in Math All	1. Provide professional development sessions at staff meetings focused on evidence-based instructional strategies, including differentiation and formative assessment techniques based on staff feedback	Iready data from Spring 2024-Spring 2025	Start: End:

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
	2. Implement targeted morning Iready tutoring interventions for students identified by iready data in math and reading 3. I-Ready diagnostic data to inform instruction, with teachers using data to identify skill gaps and tailor instruction to meet students' needs.		Monitoring and Adjustment Throughout the Year 1. Continuous Monitoring: Monthly Data Reviews: Analyze monthly formative assessment data to track progress and identify trends. Adjust instructional plans based on this data. Teacher Collaboration: Hold regular meetings (e.g., bi-weekly PLCs) for teachers to discuss strategies, share successes, and troubleshoot challenges. Student Feedback: Gather feedback from students about their learning experiences and adjust instructional approaches as necessary. 1. Professional Development: Ongoing Training: Provide continuous professional development focused on differentiated instruction, data analysis, and effective reading interventions. Coaching and Support: Offer coaching sessions for teachers needing additional support with instructional strategies and data interpretation. 1. Interventions: Targeted Interventions: Implement targeted reading interventions for students who are not making expected progress. This can include small group instruction, one-on-one tutoring, and additional resources. Parental Involvement: Engage parents with regular updates on their child's progress and strategies to support reading at home. 1. Adjustments Based on Data: Mid-Year Adjustments: After the mid-year assessment, adjust instructional plans and interventions based on student performance data. End-of-Year Review: Conduct a comprehensive review at the end of the year to identify successful strategies and areas for improvement, setting the stage for the following academic year.

2024-2025 SMARTIE Goal #3

By the end of the spring 2025, increase the percentage of students self-reporting feeling safe, as measured by the student survey, from 85% to 95%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Feeling safe at Wiley All	1. Continue to Implement the purposeful people program that includes regular community-building activities, anti-bullying campaigns, and positive interactions. 2. Conduct regular safety drills and provide training for staff and students on emergency procedures and conflict resolution. 3. Create channels for students to voice their concerns and suggestions regarding school safety, such as suggestion boxes, student parent survey 3x per year, and focus groups.	2024 spring student survey data will be used as a baseline to spring 2025 data	Monitoring and Adjustment Throughout the Year 1. Continuous Monitoring: Monthly Safety Check-ins: Conduct regular safety check-ins through short surveys or focus groups to monitor ongoing perceptions of safety. Safety Committee Meetings: Hold bi-monthly safety committee meetings to review progress, discuss new concerns, and adjust plans as needed. Incident Reporting Analysis: Regularly review and analyze incident reports to identify trends and address emerging issues promptly. 1. Student and Staff Engagement: Student Leadership: Involve student leaders in promoting safety initiatives and gathering peer feedback. Staff Training: Provide ongoing professional development for staff on creating a safe and inclusive environment. Open Communication Channels: Establish and promote clear communication channels for students to report safety concerns anonymously. 1. Parental Involvement: Parent Communication: Regularly update parents on safety initiatives and progress through newsletters and meetings. Parent Surveys: Conduct periodic surveys to gather parents' perceptions and suggestions regarding school safety.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
			1. Adjustments Based on Data: Data-Driven Decisions: Use data from surveys, focus groups, and incident reports to make informed decisions about safety strategies. Flexible Planning: Be prepared to adjust safety plans and initiatives based on ongoing feedback and data analysis. End-of-Year Review: Conduct a comprehensive review at the end of the year to assess the effectiveness of safety initiatives and plan for continuous improvement.