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For the Next 50 Years!

Wilkinson Elementary

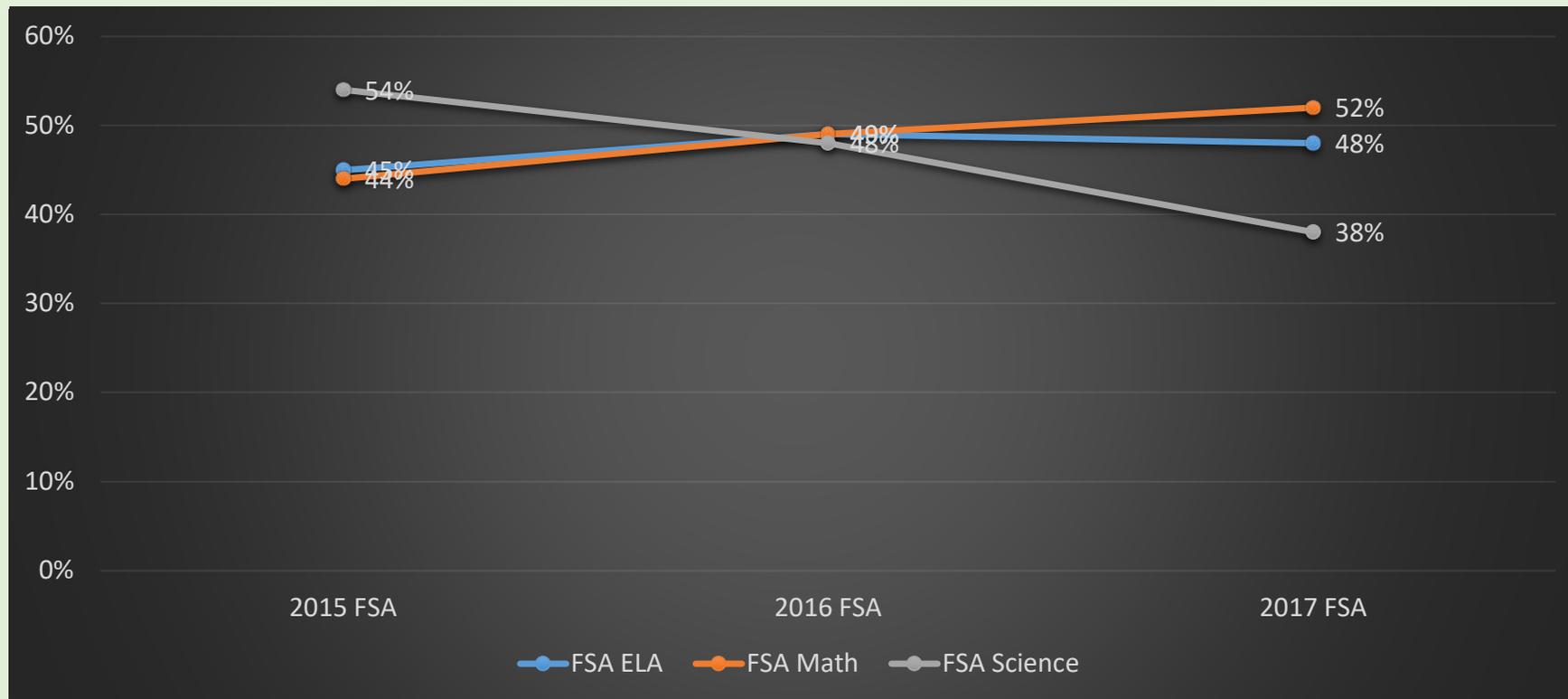
Working Together, Building Children's  
Futures

# THREE GOALS FROM THE START



- **Build Culture with Staff and Families**
- **Instruction: Deepen Understanding/Narrow Focus**
- **Build Business and Community Partnerships**

## Overall School Proficiency Trend FSA



# Where we are...

School Year:	2015 – 16	2016 – 17
% of Lowest 25% Making Gains in Math	29	28
% of Lowest 25% Making Gains in ELA	38	50
% Making Learning Gains in Math	47	49
% Making Learning Gains in Reading	46	47

# Where we are...

School Year	2014-15	2015 - 16	2016-17
	FSA Year 1	Includes: Lrng Gain and <25%ile	
Minority Rate	59	60	62
%Free and Reduced Lunch	71	78	81
School Grade	C	C	C
Points Earned	143	306	312

Percentage of Pts.  
Required

<b>A</b>	<b>100-62</b>
<b>B</b>	<b>61-54</b>
<b>C</b>	<b>53-41</b>
<b>D</b>	<b>40-32</b>
<b>F</b>	<b>&lt;32</b>

Year	Points	Percentage
2016	306	44%
2017	312	45%

GOAL to B: +66 pts.

# GOAL 1



## ►► Build Culture with Staff and Families

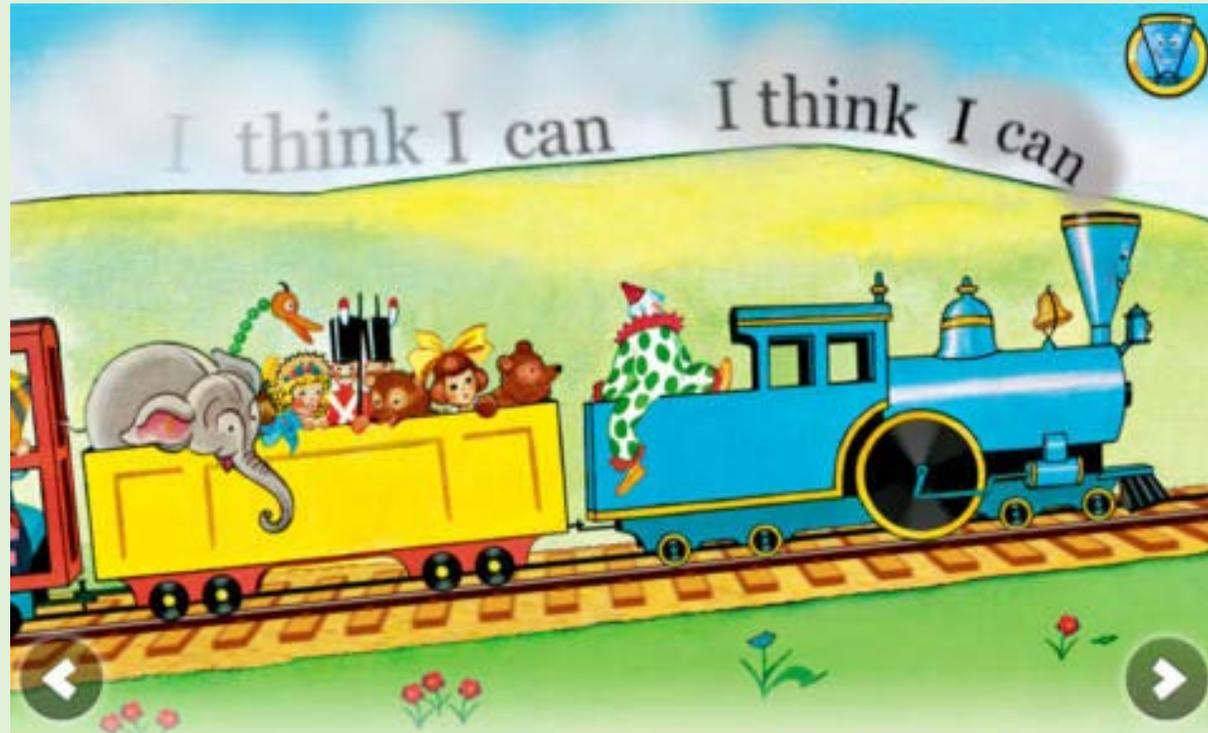
- Instruction: Deepen Understanding/Narrow Focus
- Build Business and Community Partnerships

**Collective Teacher Efficacy** (Effect Size 1.57)  
the **collective self-perception that teachers** in a given school **make an educational difference** to their students **over and above** the educational **impact** of their **homes and communities**.

Tschannen-Moran, M. & Barr, M. (2004)



# 2016-17: Full STEAM Ahead...



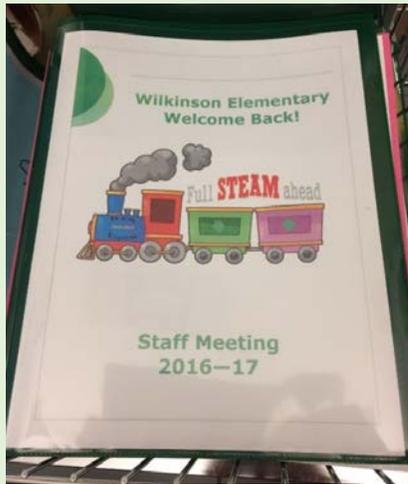
Then she said, "I think I can. I think I can. I think I can." And she hitched herself to the little train. She tugged and pulled and pulled and tugged and slowly, slowly, slowly they started off.

*Alone we can do so little, together  
we can do so much.*

*Helen Keller*



# 2016-17: It Starts with Relationships



Thanks to a generous DONOR and The Education Foundation

# GOAL 2



- Build Culture with Staff and Families
- ▶▶ **Instruction: Deepen Understanding/Narrow Focus**
- Build Business and Community Partnerships

Wilkinson Elementary School

**For LEARNING!**

Planning for Instruction 2017 - 2018

*"The beautiful thing about learning is no one can take it away from you."*

A school-wide effort for a **strong instructional focus**. **ALL** teachers adhering to the contents of this booklet will elicit positive results. Thank you for doing your part!

## Language Arts

*"We shouldn't teach great books, we should teach a love for reading." (Skinner)*

K-1	2-5
150 minutes DAILY	120 minutes DAILY
<b>Materials</b> • Reading Wonders Program • Supplemental quality fiction and non-fiction texts to support instruction • Research-based intervention materials	<b>Materials</b> • Reading Wonders Program • Supplemental quality fiction and non-fiction texts to support instruction • Research-based intervention materials
<b>Lesson Components:</b> ✓ Shared Reading of Complex Texts through Reading/Writing Workshop ✓ Phonics/Word Work ✓ Vocabulary Development ✓ Differentiated Instruction/Guided Reading (see leveling chart) ✓ Meaningful Literacy Centers ✓ Independent Reading ✓ Writing Instruction in response to reading	<b>Lesson Components:</b> ✓ Shared Reading of Complex Texts through Reading/Writing Workshop ✓ Vocabulary Development/Guided Reading (see leveling chart) ✓ Meaningful Literacy Stations ✓ Independent Reading ✓ Writing Connection with a spelling/grammar focus in response to reading

**Structure of the Language Arts Block**  
 • Increase instructional density—students should spend MORE time in quality texts and write/talk about them often  
 • Increase instructional resources—make broad text choices utilizing content area text materials (utilize digital texts when appropriate)  
 • Utilize updated Instructional Focus Guide for planning  
 • Balance literacy and informational text (50/50)  
 • Whole group instruction focused on comprehension DAILY using "think-alouds"  
 • Small group 3 times weekly for ALL students (with appropriate leveled text)  
 • BELOW LEVEL students seen DAILY (text-based)  
 • WRITE and TALK in response to reading (limit isolation)  
 • Attend to conventions within writing instruction (limit isolation)  
 • Spelling is extension of phonics skill OR class-wide error pattern  
 • Spend time accessing, processing and communicating about comp

**PRIDE: IL.1 & IL.3**

## Mathematics

*Pure mathematics is, in its way, the poetry of logical ideas. (Albert Einstein)*

K-2	3-5
60 minutes DAILY	60 UNINTERRUPTED minutes daily
<b>Materials</b> Math Journals Maximizing Math Mentality Wikispace Math Resource Materials GO Math!	<b>Materials</b> Math Journals Maximizing Math Mentality Wikispace Math Resource Materials GO Math!
<b>Lesson Components:</b> ▶ <b>Number Talk</b> —Recognizing differences in ways students see numbers ▶ <b>Number of the Day</b> —Decomposing Numbers and Patterns ▶ <b>Problem of the Day</b> —Upside-down teaching; Relating words, models and equations to justify and elicit conceptual understanding ▶ <b>Build and Explore</b> (grades K and 1) — Independent or cooperative practice of grade level skills	<b>Lesson Components:</b> ▶ <b>Number Talks</b> —Develop fluency and flexibility with numbers ▶ <b>Multiple Madness</b> (Gr. 3-when appropriate) - Recognize patterns with multiples ▶ <b>Problem of the Day</b> (grades 3 and 4)-Upside-down teaching; Connecting words and equations (make a model, draw a make an equation) ▶ <b>Geometry Day</b> (grades 4 and 5)-weekly throughout the year to prear

Gr	Weekly Structure (Days)	Gr	Weekly Structure (Days)
K	3 Number Sense 1 Geometry 1 Measurement and Data	3	3 NBT, OA, NF 2 Geometry OR Measurement
1	3 Number sense 1 Geometry 1 Measurement	4	4 NBT, OA, NF, MD, 1 Geometry Day
2	2 Fluency, 1 Place Value, 2 Geometry OR Measurement and Data	5	4 NBT, OA, NF, MD, 1 Geometry Day

**Math Block Reminders...**  
 • ALL students, K-5: **THINK, WRITE** to solve and **TALK** about it using **Math Journals**  
 • Distributed practice/review over time results in increased performance  
 • Explore multiple ways to solve problems to demonstrate math fluency  
 • Problem-based interactive learning helps develop concepts effectively

**PRIDE: IL.1 & IL.3**

## Science

*"Science, it's not just another elective...it is about learning to think critically and ask questions, and learning to deal with evidence, critically important to any person's education." (Rep. Holt, NJ)*

K-2	3-5
At least three times weekly.	60 minutes DAILY*
<b>Materials</b> Hands-On Science Explorations Houghton Mifflin/Harcourt Science Fusion Other Informational Text Sources	<b>Materials</b> Hands-On Science Explorations Houghton Mifflin/Harcourt Science Fusion Other Informational Text Sources
<b>Lesson Components:</b> ▶ <b>ENGAGE</b> —pique student interest and get them involved in the lesson/assess prior understanding ▶ <b>EXPLORE</b> —involve students in the topic and provide them with a chance to build understanding for science instruction in all classrooms ▶ <b>EXPLAIN</b> —an opportunity for students to communicate what they have learned about Science concepts and process and figure out what it means through Accountable Talk/Precise Vocabulary sentences ▶ <b>EXTEND and APPLY</b> —allow students to use their new knowledge and continue to explore its implications ▶ <b>EVALUATE</b> —determine how much learning and understanding has taken place	<b>Lesson Components:</b> ▶ <b>ENGAGE</b> —pique student interest and get them involved in the lesson/assess prior understanding for science instruction in all classrooms ▶ <b>EXPLORE</b> —involve students in the topic and provide them with a chance to build understanding for science instruction in all classrooms ▶ <b>EXPLAIN</b> —an opportunity for students to communicate what they have learned about Science concepts and process and figure out what it means through Accountable Talk/Precise Vocabulary sentences ▶ <b>EXTEND and APPLY</b> —allow students to use their new knowledge and continue to explore its implications ▶ <b>EVALUATE</b> —determine how much learning and understanding has taken place

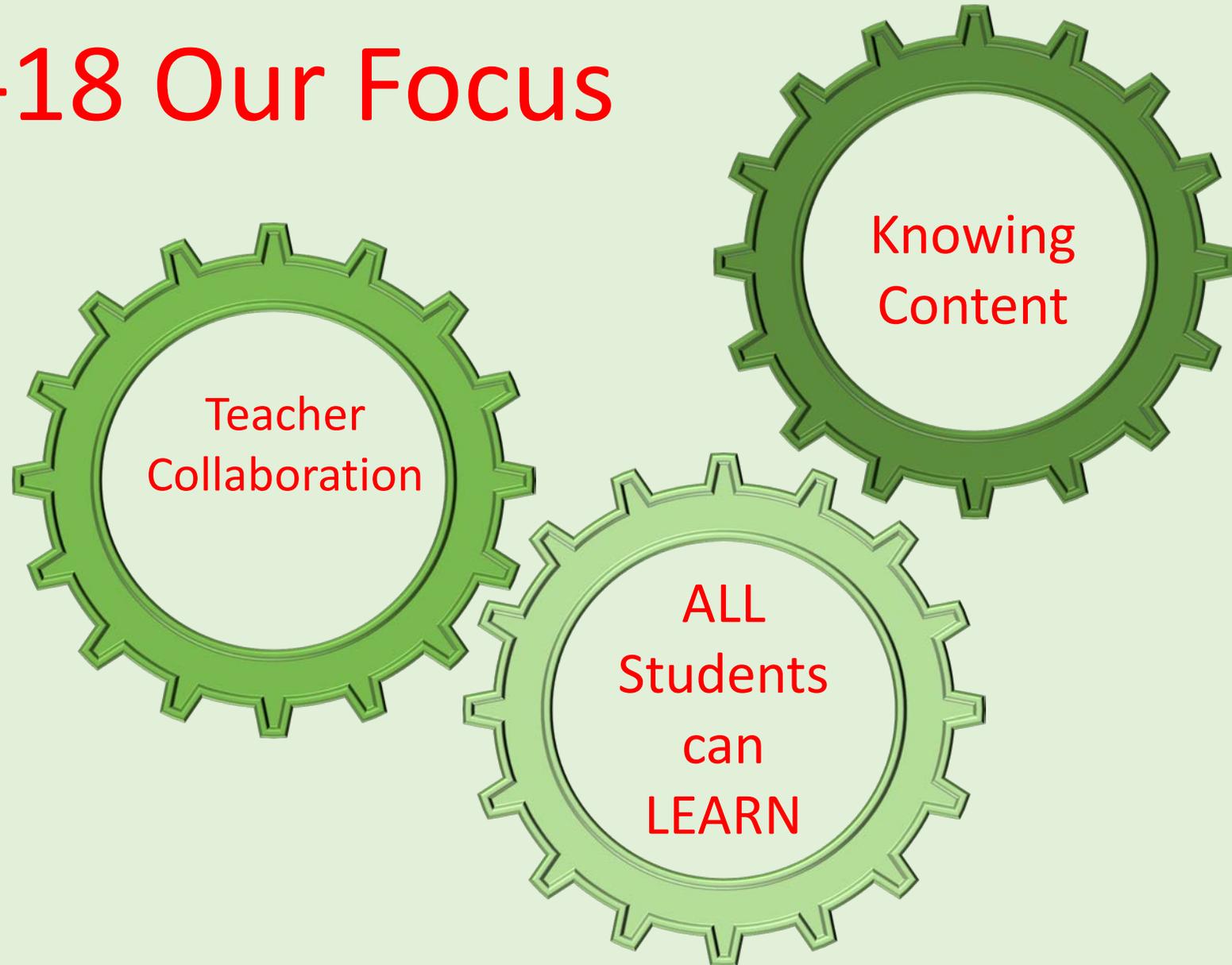
**Structure of Science/Tech Block**  
 • Utilize updated Instructional Focus Guides for planning rigorous and regular science instruction in all classrooms  
 • **Grades 3-5 are required to participate in the school's Fall Science Fair which then goes to the county level (K-2 can submit a class project)**  
 • Three of five weekly blocks are to be utilized for science instruction in grades K-2 (see master schedule)

**MakerSpace**  
 A Maker Space has been established in the Media Center for all classes. The STEAM Integration Coach and Media Specialist will provide orientation and overview of how this space may be scheduled (in addition to specials) to support classroom instruction.

**PRIDE: IL.1 & IL.3**

# Clear Expectations

# In 2017-18 Our Focus in GEAR



# 4C Camp



47 out of 59 STAFF Members Attended

Thanks to a generous DONOR and The Education Foundation

# 4C Camp



Led by Author/Consultant Tanny McGregor, Wilkinson Administration and Teacher Leaders

# Changing our Trajectory



Quarterly Collaborative  
Data Chats all  
students/all grade  
levels using i-Ready  
and other data points

# Changing ELA Performance at Wilkinson

## 2016-17

### TEACHERS/PD

- Weekly Newsletter highlighting ELA Strategies
- Guided Reading Book Study (23 Teacher Participants)
- 45 Teachers Joined Reading Council

### STUDENT FOCUS

- Reading Recovery Added (Gr. 1 and 2)
- ESOL Tutoring (32 Students Gr. 2 – 5)
- Wildcat Academy-lowest 25% (80 Students Gr. 2 – 5)
- Up With Books – All students selected two new books for summer backpacks
- FST's Write a Play Program (Gr. K-5)
- Fall/Spring Data Chats (selected students)

## 2017-18

### TEACHERS/PD

- 4C Camp (rich teacher professional libraries)
- Reading Recovery: Coaching and Modeling grades K-2
- Literacy Book Study offered in Spring

### STUDENT FOCUS

- Literacy Intervention Teacher for grades 2 & 3
- Rdg. Rec. & Int. Tchr: progress monitoring Gr. K-3
- Leveled book room added
- Full year ESOL Tutoring for grades 2 – 5
- Parent Café Trainings monthly for ESOL parents (goal setting and resources using i-Ready data and toolbox)
- Quarterly Data Chats (ALL Students)

# Changing Math Performance at Wilkinson

## 2016-17

### TEACHERS/PD

- Continued Math Rounds
- Math Talk included in the Planning for Instruction

### STUDENT FOCUS

- Daily Math Journals K-5
- Math explorations included for some of our Ed Explore Grant (ex. Math and Movement)
- Mental Math on Morning News

## 2017-18

### TEACHERS/PD

- Maximizing Math Mentality Wikispace
- Half Day Planning for Teams in Math
- Eight math teachers participated in summer learning on Math

### STUDENT FOCUS

- Departmentalized at Grade 5
- Expanding Wildcat Academy to include Math (Gr. 2 – 5)
- Math is included in STEAM Makerspace on Wheel (Gr. 2-5)

# Science Benchmark



2016 - 17

**Wilkinson Elementary School**

Average Score on District  
Benchmark Assessment

Benchmark 1 - GRADE 5 SCIENCE

Benchmark 2 - AP2 GRADE 5 SCIENCE BENC

43%

62%

2017 - 18

**Wilkinson Elementary School**

Average Score on District  
Benchmark Assessment

Benchmark 1 - AP1 Grade 5 Science Benc

55%

# Changing Science Performance at Wilkinson

## 2016-17

- Science blocks worked into Master Schedule for K-5 classes
- Mad Science for 5<sup>th</sup> Grade
- Ed Explore Opportunities in Science across grade levels
- STEAM Nights for Families

## 2017-18

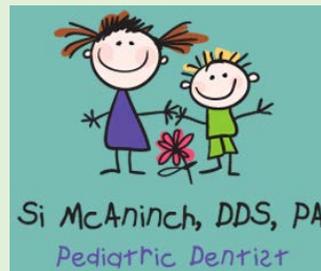
- 4C Camp focused on Content
- Departmentalized at 5<sup>th</sup> Grade
- Realigned Specials Wheel to five days
- Moved Lab to Central Location
- MakerSpace Special for Grades 2 – 5
- Increased Mad Science to Grade 4
- Science A-Z resource materials
- Implementation of After School Clubs (STEAM Island, 3-D Printing, CSI and Engineering for Kids)

# GOAL 3



- Build Culture with Staff and Families
- Instruction: Deepen Understanding/Narrow Focus

## ►► Build Business and Community Partnerships



An increase from **3** business partners to **28** and now **36**



# A Glimpse into the STEAM Family Nights



- **Average Attendance: 175**
- **Peak Attendance: 240**
- **Community Partnerships**
- **Led by 39 staff members**
  
- **2018 Dates: 1/25; 2/22; 3/22; 4/26 (5:00 – 7:15pm)**

# A Glimpse into the Makerspace



Hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in standards-based science, engineering, tinkering and inquiry.

# What's WORKING at Wilkinson?



Retention of  
Staff

4<sup>th</sup> Grade **ELA**  
FSA Proficiency  
2016 – 43%  
2017 – 52%

4<sup>th</sup> Grade **Math**  
FSA Proficiency  
2016 – 39%  
2017 – 60%

2016:  
**13 Teacher**  
**Grants \$22,000**  
Education  
Foundation

2017:  
**17 Teacher**  
**Grants \$12,000**  
Education  
Foundation

Projection 2017:  
474 students  
**ACTUAL**  
**Enrollment: 498**

**ALL K-5**  
**Students**  
Experienced a  
minimum of **2**  
**field trips**

# What's WORKING at Wilkinson?



2017: **THREE**  
**Trailblazer**  
Grants

**Classroom**  
**Sponsorships**  
2017: \$100/class  
2018: \$150/class

**\$20,000**  
**support**  
Community  
Partners

**FOUR** Teacher  
Leaders  
selected for  
**Leadership**  
**Academy**

**Reading**  
**Mentor** for all  
**80 K Students**  
(TEE Starfish)

Schoolwide  
STEAM Grants  
**2017 and 2018**  
**\$20,000**

**Holiday**  
**Support** from  
Community  
Partners --**175**  
**students**

# A Vision for the Future



## Wilkinson's STEAM Courtyard and Butterfly Garden



# A Vision for the Future



## UNLEASHING THE POWER OF THE “CORNER”



# A Vision for the Future



Closing the achievement gap through a two-tiered approach:

- 1) exposure to rich hands-on experiential learning will unpack standards for all students K-5 in a meaningful real-world context and
- 2) STEAM Street will draw students from all socio-economic and academic levels to the school bringing about a culture of socio-economic integration that can benefit all students and the overall program.

# A Vision for the Future



**Real-world learning** brings the benefits of formal and informal education together and reinforces what great educators have always known: that the **most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.**



# THREE GOALS TO MOVE FORWARD



- **Build Culture with Staff and Families**
- **Instruction: Deepen Understanding/Narrow Focus**
- **Build Business and Community Partnerships**

Working Together, Building Children's  
Futures



For the Next 50 Years!

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