

**Murrayville-Woodson Elementary**

Topics	Goals	Action Plans
<b>ACADEMIC GOALS</b>		
<p><b>Reading Improvement</b></p> <p><b>Math Improvement</b></p>	<p>85% of all Kdg. through 6th grade students to meet or exceed the individual NWEA Reading Target Growth Goal and/or make a typical year's growth as measured by the DRA/Lexile for the 2012-2013 school year.</p> <p>85% of all Kdg. through 6th grade students to meet or exceed the individual NWEA Math Target Growth Goal for the 2012-2013 school year.</p>	<p><u>Student Activities</u></p> <ol style="list-style-type: none"> <li>1. Complete K-6 NWEA Reading and Math MAP tests, three times a year to the best of the student's ability.</li> <li>2. Maintain an individual Data Binder in the classroom</li> <li>3. Actively participate in Focus Group lessons which are geared toward the student's particular Target Growth Goals</li> <li>4. Meet personal goals of the Rocket Math Program in order to strengthen fact recall and number sense.</li> </ol> <p><u>Staff Activities</u></p> <ol style="list-style-type: none"> <li>1. Ensure below grade level or at-risk students participate in teacher-led focus groups daily. Focus Group time will be used for addressing specific academic deficit areas. Students at or above grade level will be provided with materials and guidance to address their NWEA Target Growth Goals and /or independent-level reading material with a focus on reading comprehension and /or written response.</li> <li>2. Utilize NWEA Probes and RIT activities, sight/Vocabulary Word Data, Accelerated Reader Reports, DRA and/or Lexile levels for progress monitoring purposes in the area of reading.</li> <li>3. Utilize NWEA RIT activities along with Rocket Math curriculum which is aligned to individual student need in the area of mathematics.</li> <li>4. Ensure students are provided with both current data for their individual Data Binders and regular opportunities for conferencing with the teacher in regard to this data.</li> </ol> <p><u>Parent Activities</u></p> <ol style="list-style-type: none"> <li>1. Attend PTO meetings to receive information on NWEA, ISAT results, and reading improvement strategies.</li> <li>2. Discuss ISAT results, NWEA data, student folders, and other reading specifics at parent teacher conferences.</li> <li>3. Attend SAP meetings when necessary.</li> </ol>
<b>BEHAVIORAL GOAL</b>		
<p><b>Social/Emotional Positive Behavior</b></p>	<p>The staff will continue in the implementation of PBIS with the intent of receiving a score of 80% or better on the SAS in regard to Universal Systems of Support</p> <p>Check In/Check Out will be utilized with students in Tier Two based on Office referrals. 70% of all students receiving this support will reach a goal of 80% or higher overall average on their Daily Progress Reports</p>	<p><u>Student Activities</u></p> <ol style="list-style-type: none"> <li>1. Participate in school-wide Boot Camps and classroom lessons to review school-wide behavioral expectations</li> <li>2. Strive to earn Wildcat Bucks and opportunities to record his/her name on the Wildcat grid.</li> <li>3. Utilize the classroom stoplight system to monitor individual behavior, with an effort to stay on green and keep his/her Wildcat Paw up all quarter.</li> <li>4. Record daily behavior results in Data Binder</li> <li>5. When necessary, return signed Yellow or Red Tickets to the classroom teacher/principal</li> <li>6. Complete student respect survey three times a year</li> </ol> <p><u>Staff Activities</u></p> <ol style="list-style-type: none"> <li>1. Two representatives on the Universal Team will attend PBIS trainings and educate staff regularly in regard to the school's Universal system.</li> <li>2. Two representatives on the Secondary Team will attend PBIS Secondary Trainings and educate staff regularly in regard to the school's Secondary System.</li> <li>3. Develop and utilize a school-wide classroom management letter to communicate expectations to families.</li> <li>4. Utilize both Yellow and Red Tickets as needed to communicate individual student concerns with the home.</li> <li>5. Model expectations to students at all times, as well as actively participate in Boot Camp or Out of the Blue Days.</li> <li>6. Ensure student behavior data is maintained and graphed in the students' Data Binder</li> <li>7. Provide instruction in the area of SEL utilizing both Cool Tools and Second Steps Curriculum</li> <li>8. Develop and implement ongoing trainings for new staff in regard to PBIS, utilizing the PBIS Handbook as a guide.</li> <li>9. Analyze and determine school need based from student surveys given three times a year</li> </ol> <p><u>Parent Activities</u></p> <ol style="list-style-type: none"> <li>1. PBIS information provided at PTO meetings, Open House, and various newsletters.</li> <li>2. Sign and return copies of PBIS expectations as well as Yellow or Red Tickets (when needed) to the classroom teacher or principal</li> <li>3. Strive to reinforce PBIS expectations in the home environment</li> <li>4. Provide a parent representative for the school's PBIS team.</li> <li>5. Attend SAP meetings when necessary regarding their child's behavior.</li> </ol>