

Vernon Elementary Schoolwide Title I Plan

Principal: Alicia Hribal

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Vernon Overview

Jane Vernon Elementary School is a home boundary school within the Kenosha Unified School District. Enrollment has fluctuated the past 5 years, averaging between 325- 340 students with varying abilities and needs. Vernon hosts one Cognitive Delay Severe Units (CDS) for KUSD. Vernon operates an Inclusive Model for special education and English language services to uphold high expectations and promote social/behavioral development and expectations. We work to meet the needs of students within the regular education classroom and provide focused, meaningful educational experiences for all students. As an Expeditionary Learning School, Vernon's 2015-2016 Work plan focuses on three major areas: Instructional Practices, Community Engagement and Character/Culture with work teams focusing on each. Vernon is in year two of a Department of Education study on the use of data to inform instruction with grade level teams meeting weekly in Professional Learning Communities to analyze data and plan instruction and assessment.

Vernon enjoys a very positive relationship with the community including the Kenosha Kingfish partnership (Epstein Model) and mentoring, Readers are Leaders and School wide morning meeting guests. Additionally, Vernon utilizes community "experts" to build background knowledge and present information on various topics during grade level case studies and expeditions. As a learning community our teachers, administration, parents and community partners hold high expectation that Vernon will provide the highest quality learning experiences for all students.

Title I School wide Team

Name	Title
Alicia Hribal	Principal
Kari Nelson	Instructional Coach
Sarah Pederson	Data Coach – DOE Study
Ruth Hanson	Parent
Linda D'Aquisto	EL School Designer
Molly Dykman	EL School Designer
Ed Lawler	Teacher – Grade 4
Lynette Haraty	Teacher – Grade 1
Jill Traxler	Teacher – Pre-K

School wide Team Meetings 2015-2016

Date	Topic
January 29, 2015	Mid-Year Data Review – Review of Budget and Expeditionary Learning Work Plan and Title 1 Plan/Budget.
May 19 – 20, 2015	Year End Review of EL Work Plan and Title 1, Comprehensive needs assessment and planning for 2016.
2 nd and 4 th Wednesday of each month	Vernon Leadership Team
January 28, 2016	Mid-Year Data Review – Review Budget and Plan
May 17 & 18 th , 2016	Year End Review and Work Plan/Title Planning

Vernon Mission, Vision and Core Values

Mission – Provide excellent, challenging learning opportunities and experiences that prepare each student for success

Vision – Every Child, Every Day!

Vernon/KUSD Strategic Planning Beliefs:

- We believe that everyone can learn.
- We believe that all people have equal intrinsic worth and unique potential.
- We believe that high expectations yield higher levels of performance.
- We believe that success is the result of hard work, discipline, and perseverance.
- We believe that individuals are responsible for their attitudes and actions.
- We believe that family relationships are critical to the healthy development of a child.
- We believe that a safe, supportive environment is essential for learning.
- We believe that trust is built through honesty and ethical behavior
- We believe that collaboration, cooperation and commitment are essential for organizational success.
- We believe that the quality of education directly affects the quality of a life in a community.
- We believe that excellence in education expands opportunities throughout life.
- We believe that educated and involved citizens are necessary to sustain a democracy.

School wide Plan Components

Comprehensive Needs Assessment

Process

Vernon's Cougar Leadership Team participated in a one-day mid-year data review to determine progress and make adjustments. The Leadership Team also participated in a two-day end-of- year data analysis and disaggregation retreat to identify strengths and areas of need and create the school Title 1 Work Plan.

During both retreats the Title 1/Leadership Team reviewed all of the Badger Data, confirmed the results with more frequent measures including MAPs(Measurement of Academic Proficiency), Fontas & Pinnel Benchmarking, PALS Assessment, etc. to determine that the priority subgroup for Vernon Elementary Title 1 programming is Economically Disadvantaged students (see data below). AS the data below shows this group comprises nearly 77% of our student population, with an achievement gap of nearly 21.3 in Reading and 15.7 in Math (Badger Exam 2014-2015). The team also reviewed data from the Expeditionary Learning Implementation review, the review of the high quality work product from each grade level case study and results from a parent survey. From the analysis of data, which identified student growth in academic achievement as well as positive feedback from parents and staff the team decided the focus for the 2015-2016 school year should include continued implementation of the Expeditionary Learning Model of instruction, refine tier 2 & 3 intervention in reading and math, add IXL software for daily use and tier 2 intervention, continued professional development in Expeditionary Learning, professional development in Google applications, transition to PBIS, continuing acquiring interactive technology to support classroom instruction and create learning centers within classrooms.

Program Strengths

- Adoption of the Expeditionary Learning model continues to have a positive impact on student achievement and improving instructional practices as well as student engagement and behavior.
- Vernon Elementary School has used Tier 2 and Tier 3 interventions for the past 5 years. Tiered classroom interventions personalize learning goals and students are able to receive tier 3 interventions with a Reading Specialist if weekly progress monitoring indicates a need.
- Vernon Elementary is in year 2 of a Department of Education study measuring the effect of data use to inform instruction. This has helped staff to focus on the quality of classroom instruction and focus on formative assessments to measure student achievement and growth.
- Collaborative teaming is strength of the Vernon staff. Having two weekly meeting times (1 – 45 minute and 1 – 60-90 minute opportunity) has been an asset to our learning teams.
- The emerging use of Google applications to publicly develop and share curriculum maps, lesson plans and case studies and expeditions has improved the quality of instruction and increased student learning. Overall, students demonstrate academic gains on PALS, MAPS, Fontas & Pinnel Benchmarking and state testing. Individual students participating in Tier 3 interventions made significant growth and met or exceeded their expected growth from fall to spring on their MAPS assessment although most are still not at their expected grade level
- Overall, students demonstrate academic gains on PALS, MAPS, Fontas & Pinnel Benchmarking and state testing. Individual students participating in Tier 3 interventions made significant growth and met or exceeded their expected growth from fall to spring on their MAPS assessment although most are still not at their expected grade level.

Specific Area of Need

Data analysis indicates the following areas of need (see data):

- Analysis of data by the Title 1 team indicated a growth in student achievement related to the instructional changes initiated with the Expeditionary Learning model suggesting continued professional development in developing case studies learning expeditions and student engaged assessment strategies is an identified area of need. This will also serve to develop more effective core instruction as well as Tier 2 interventions and increase achievement of minority and English language learners and decrease disproportionality between students in poverty vs. student not in poverty.
- To continue the growth in academic achievement in the areas of math and reading our staff need continued professional development to refine the reading workshop model 1.0 and 2.0 and implement workshops in math.
- Despite an overall improvement in the school culture with the focus on character traits (EL) there is still a need for a school-wide plan to address issues, including behavior and attendance, that impact the learning environment and school culture.
- Data indicates there is still a need for students scoring below grade level to be engaged in Tier 2 and Tier 3 interventions utilizing Leveled literacy Intervention model, Orton Gillingham, IXL, etc.
- Disproportionality in academic achievement continues to exist between socioeconomic groups

All Students WKCE/Badger Exam

Grade 3

Year	Reading	Math
WKCE - 2012-2013	16.7%	20.8%
WKCE - 2013-2014	22.5%	30.9%
Badger Exam - 2014-2015	44.9%	26.5%

Grade 4

Year	Reading	Math
WKCE - 2012-2013	26.1%	32.6%
WKCE - 2013-2014	21.5%	31%
Badger Exam - 2014-2015	32.4%	29.4%

Grade 5

Year	Reading	Math
WKCE - 2012-2013	31.8%	61.4%
WKCE - 2013-2014	19.6%	33.3%
Badger Exam - 2014-2015	42.6%	18.8%

WKCE/Badger Exam Minority Comparisons

Reading				Math		
Grade 3	12-13-WKCE	13-14-WKCE	14-15- Badger Exam	12-13-WKCE	13-14-WKCE	14-15-Badger Exam
African Am.	16.7%	22%	36.4%	16.7%	22%	18.2%
Hispanic	15.4%	37.5%	42.9%	15.4%	25%	21.4%
White	17.2%	18.2%	42.1%	24.1%	31.8%	31.6%
Grade 4	12-13	13-14	14-15	12-13	13-14	14-15
African Am.	30%	20%	11.1%	30%	20%	11.1%
Hispanic	20%	33.3%	50%	26.7%	25%	16.7%
White	28%	16%	33.3%	38.1%	36%	38.9%
Grade 5	12-13	13-14	14-15	12-13	13-14	14-15
African Am.	25%	25%	0	41.7%	41.7%	0
Hispanic	38.8%	20%	57.1%	84.6%	33.3%	20%
White	31.6%	17.4%	45.8%	57.9%	26.1%	20.8%

WKCE/Badger Exam Economical Disadvantaged/ Non Economically Disadvantaged Comparison

Grade 3					
Reading			Math		
Test/Year	FOR	Non	Year	FOR	Non
WKCE - 12-13	15.6%	18.8%	12-13	21.9%	19.8%
WKCE - 13-14	18.8%	37.5%	13-14	28.1%	37.5%
Badger - 14-15	43.9%	50%	14-15	26.8%	25%
Grade 4					
Reading			Math		
Test/Year	FOR	Non	Year	FOR	Non
WKCE - 12-13	22.6%	33.3%	12-13	29%	40%
WKCE - 13-14	20.8%	22.2%	13-14	20.8%	44.4%
Badger - 14-15	27.6%	60%	14-15	24.1%	60%
Grade 5					
Reading			Math		
Test/Year	FOR	Non	Year	FOR	Non
WKCE - 12-13	31.3%	33.3%	12-13	59.4%	66.7%
WKCE - 13-14	9.4%	36.8%	13-14	28.1%	42.1%
Badger - 14-15	34.4%	60%	14-15	15.6%	25%

**WKCE/Badger Exam
Disability/Without Disability Comparison**

Grade 3				
Year	Reading		Math	
	EEN	Non EEN	EEN	Non EEN
12-13	0	20%	0	25%
13-14	14.3%	24.2%	0	36.4%
14-15	0	55%	0	32.5%
Grade 4				
Year	Reading		Math	
	EEN	Non EEN	EEN	Non EEN
12-13	75%	21.4%	75%	28.6%
13-14	0	24.3%	0	35.1%
14-15	0	36.7%	25%	30%
Grade 5				
Year	Reading		Math	
	EEN	Non EEN	EEN	Non EEN
12-13	33.3%	31.4%	33.3%	68.6%
13-14	40%	17.4%	40%	32.6%
14-15	0	50%	0	22%

**WKCE/Badger Exam
ELL/Non ELL Comparison**

Grade 3				
Year	Reading		Math	
	ELL	Non ELL	ELL	Non ELL
12-13	25%	15.9%	0	22.7%
13-14	0	24.3%	33.3%	29.7%
14-15	16.7%	48.8%	0	30.2%
Grade 4				
Year	Reading		Math	
	ELL	Non ELL	ELL	Non ELL
12-13	0	27.3%	0	34.1%
13-14	0	22.5%	0	32.5%
14-15	50%	30%	25%	30%
Grade 5				
Year	Reading		Math	
	ELL	Non ELL	ELL	Non ELL
12-13	0	34.1%	100%	58.5%
13-14	*	19.6%	*	33.3%
14-15	0	43.5%	0	19.6%

**MAP % Met or Exceeded Growth
Fall to Spring 2014-2015
Reading**

Category	Grade 2	Grade 3	Grade 4	Grade 5	Average
All Students	40%	46.8%	90.6%	63.8%	60.3%
African American	30%	40%	100%	66.7%	59.2%
Hispanic	37.5%	42.9%	80%	73.3%	58.4%
White	45.8%	55.6%	88.2%	58.3%	62%
Students with Disabilities	25%	25%	66.7%	28.6%	36.3%
English Language Learners	20%	20%	100%	50%	47.5%

**MAP % Met or Exceeded Growth
Fall to Spring 2014-2015
Math**

Category	Grade 2	Grade 3	Grade 4	Grade 5	Average
All Students	65.2%	48.9%	76.5%	60.4%	62.8%
African American	70%	70%	87.5%	66.7%	73.6%
Hispanic	50%	42.9%	66.7%	60%	54.9%
White	68%	33.3%	77.8%	60%	59.8%
Students with Disabilities	25%	25%	75%	42.9%	42%
English Language Learners	40%	40%	33.3%	100%	53.3%

Reform Strategies

Based on our area of need, the strategies we will be implementing this year include:

- In 2014-2015 Vernon's Title 1 Intervention Specialist provided Tier 3 interventions to 10% of Vernon regular education students, representing a reduction (6%) in students needing Tier 3 since 2013-2014. The Intervention Specialist will continue to provide Tier 3 Interventions in addition to supervising and coaching classroom teachers in developing effective Tier 2 interventions. Teachers must present supporting data and information regarding effective Tier 2 interventions before students will qualify for Tier 3 interventions. Tier 3 interventions will include Orton-Gillingham, Soar to Success, and the Fontas & Pinnel interventions system (LLI), all of which are scientifically research based. Additionally, the Intervention Specialist will hold or be in the process of becoming 316 licensed.
- Continued development of Professional Learning Communities with instruction/assessment/intervention cycles based on formative data through participation in the Department of Education Data Study as a treatment school.
- Continue implementation of the Expeditionary Learning model of instruction with fidelity
- Professional development plans include developing Expeditionary Learning model case studies, expeditions and passages, Workshop Model 1.0 and 2.0 and Google application training
- Continue work team planning and implementation in two areas: Character and Community Engagement. Character Team will focus on training and implementing the PBIS model as well as further development of Vernon's Five Character Traits (Respect, Responsibility, Self-Discipline, Integrity and Perseverance) while the Community Team will focus on parent/community engagement.
- Continue acquiring interactive technology to support classroom instruction in all subjects and all ability levels and provide appropriate professional development to effectively implement and meet the needs of students.
- Continue utilizing Title 1 funding for a .5 Intervention Special to meet the needs of students below the 25th percentile in Reading through direct Tier 3 intervention and progress monitoring and team directed interventions.
- SMART Goals addressing Literacy; Numeracy and Culture/Climate goals have been developed to target action in each of these areas:

SMART Goals 2015-2016

Literacy: By May 2016, Vernon Elementary School will meet the AMO as set by the DPI in each subgroup in Reading.

- 2-5 MAP READING: By May 2016, 65% of economically disadvantaged students will meet/exceed expected RIT growth projections from Fall to Spring MAP assessment in Reading. In Spring of 2015 this measure was 58%.
- 3-5 Badger Assessments Reading (State AMO=42.5%) By May 2016, 45% of all students will reach Proficient/Advanced for Reading. In Spring 2015, 40% of all students reached P/A.

Numeracy: By May 2016, 30% of all students will reach Proficient or Advanced on the Spring State Assessment. Current AMO is 59% (23% were A/P Spring 2015)

- 2-5 MAP MATH: By May 2016, 70% of economically disadvantaged students will meet/exceed expected RIT growth projections from Fall to Spring MAP assessment in Mathematics. In Spring of 2015 this measure was 61.7%.
- 3-5 Badger Assessment - Mathematics (State AMO=59%) By May 2016, 30% of all students will reach Proficient/Advanced for Mathematics. In Spring 2015, 23% of all students reached P/A.

Culture: By May 2016, Vernon's average daily attendance rate will meet or exceed 96%

The 2015-2016 School Year will mark the second full Expeditionary Learning implementation year. A two day EL planning and data retreat was held in at the end of the 2014-2015 school year to address the needs of Vernon students as well as staff professional development for the 2014 – 2015 year. The results of this data retreat include the Title 1 Plan (appendix A), ELWork Plan (appendix B) and Professional Development/Collaboration plan (appendix C).

During Summer 2015, Both Vernon's Community Team and Character teams met to devise a plan to address the EL School Conditions portion of the work plan that reflects the Culture SMART goal.

- The Community Team will present a draft plan to engage families in September 2015
- The Character team completed a plan to increase attendance and decrease behavior interruptions through the use of Character Traits and a school wide behavior plan. Attached below:

DRAFT COMMITTEE PLANNING TEMPLATE for VERNON 2015-16: Character Team

COMMITTEE GOALS	PRODUCTS	WHY?	RESOURCE LINKS	BY WHEN ?
FOUNDATION: We will revisit our Cougar Character Traits to create Habits of Learners and Habits of Citizens with I can statements.	Revised Cougar Character trait rubric	Distinguish Habits of Learners for tracking. Clarify expectations per grade level.	Kettle Falls Rubrics Two Rivers Scholarly Habits EL Commons Habits of Scholarship Resources NOTE: The Vernon Habits of Learners and Citizens are modeled after these. (See next column)	Done- DRAFT - Vernon Revised Habits of Learners and Citizens
NEW COMPONENT: We will create goals and activities to add an adventure component to our crew and curriculum.	Adventure goals / ideas per grade level	Connect adventure purposefully to grade level curriculum and crew.	Anser Adventure = Character Two Rivers Adventure Experience (described on home page) EL Commons Resources on Adventure	
IMPLEMENTATION: We will create a list of grade level expectations for morning meeting .	Grade level expectations for morning meeting	Clarify what is expected in crew per grade level to build skills over time.	Anser Crew Meetings Vertical Alignment (download at end of page) Two Rivers Wall photo	
IMPLEMENTATION: We will create a school-wide discipline system based on character traits.	Schoolwide discipline plan that integrates character traits.	Create a Tier 1, 2, and 3 level to character / discipline plan.	Anser Caring Community Plan and Discipline Procedures (download at end of page)	DRAFT of Vernon Implementation Plan (RTI for Cougar Habits of Learners and Citizens)

		<p>Develop behavior expectations tied to character traits, per location in the building.</p> <p>Embed RTI into daily crew plans and discipline system.</p>	<p>Anser Guidelines for Success Matrix (download at end of page) NOTE: The Vernon ALL Environments Traits are modeled after this</p> <p>Kettle Falls Crew Habit Implementation Plan NOTE: The Vernon Implementation Plan (next column) is modeled after this.</p>	
<p>REFLECTION: We will create a system of student reflection and growth for character traits.</p>	<p>Student reflection system to track progress on traits</p>	<p>Create multiple ways to reflect upon and track development of Habits of Learning.</p>	<p>Answer How I See Myself (download at end of page)</p> <p>Kettle Falls Crew Journal NOTE: See next column</p> <p>Kettle Falls My Crew Data</p> <p>Two Rivers student video reflections on crew</p> <p>Two Rivers student video reflections on scholarly habits</p> <p>MISC EL Commons resources on Fostering Character</p>	<p>Draft of Vernon Crew Journal for 4th and 5th Grade (NOTE: Make a copy for each grade and replace the I Cans from those on the new rubric.)</p>
<p>REFLECTION: We will investigate creating a character progress report.</p>	<p>Character progress report</p>	<p>Accountability tool for tracking student progress</p>	<p>Anser Report Card (download at end of page)</p> <p>EL Commons link to Report Cards, Progress Reports, Transcripts resources</p>	

REFLECTION: We will create a 5th grade Passages program.	Passages program implementation plan	Another way to track student progress on the Habits of Learning.	<p>Kettle Falls Passages Handbook</p> <p>Kettle Falls Passages (4th grade example)</p> <p>LOTOL chapter on Portfolio and Passages</p> <p>EL Commons link to Portfolio and Passages resources</p> <p>EL Commons 8th Grade Passages Portfolio</p>	
MEASURING IMPACT: We will implement a school wide climate survey to measure impact of character program.	Climate survey - implement and analyze results. Climate re: safety, teaching & learning, relationships, and environment.	A way to assess how the character programs and trackers are having an impact on climate among students, staff, and families.	Two Rivers School Climate Survey (from the National School Climate Center)	

Highly Qualified Teachers

Staff Demographics*	2014-2015
Administrators	1
Teachers	30
Male Teachers	4
Female Teachers	28
Emergency Certified Teachers	1
LAP Teachers	1.5
Bilingual Teachers	0
Special Education Teachers	5
Counselor/Social Worker/Psychologist	1.5
Instructional Coach	1.5
Library Media Specialist	.5
Instructional Technology Teacher	0
Educational Assistants	5
Behavioral Interventionist	0
Intervention Specialist	.5
Total Staff	55

**Results are duplicated*

Professional Development

Vernon has been heavily involved in professional development to build and develop our professional learning communities over the past two years. 2014-2015 is the second year Vernon will be partnering with Expeditionary Learning. Professional Development will include a focus on utilizing the Workshop Model for Reading, Writing and Math instruction as well as using data to inform instruction, mathematical thinking in the classroom, portfolio development, high quality work products, utilizing technology in the classroom and case study/expedition development and implementation. Please see the PD and Collaboration schedule attached below.

Vernon staff will continue to participate in weekly collaboration with the addition of a Data Coach and focus on data as a treatment school in a Department of Education study during the 2014-2015 school year. Collaboration is embedded into routine practices, products of collaboration are made explicit and team norms guide collaboration as well as pursuing specific and measureable performance goals.

Vernon's 2015-2016 Professional Development and Collaboration Plan is attached - Appendix B

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientations prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

Parental Involvement

- **School wide Planning**

Parent representatives are included on the School-Wide planning team as well as the Cougar Leadership Team. The CLT meets twice per month as well as 3 full days/school year.

- **Informing Parents**

Newsletters, e-mails, school sign, auto dialer, letters home, and Facebook are all used to keep parents informed of upcoming events and happenings within the Vernon community

- **Parent Involvement Opportunities 2015-2016**

Activities	Dates
Vernon School Association Meetings	Monthly
Cougar Leadership Team	2x/month
Chat & Chews	10/8, and TBD
Family Fun Night/Movie Night	5 times/year
Kingfish Night	June
Parent Teacher Conferences	October and February
Concert Programs	4 times/year
Open Gym – VSA	5 times/year
Sock Hop	February
Book Fair	October/February

During Summer 2015, Both Vernon's Community Team and Character teams met to devise a plan to address the EL School Conditions portion of the work plan that reflects the Culture SMART goal.

- The Community Team will present a draft plan to engage families in September 2015

The Character team completed a plan to increase attendance and decrease behavior interruptions through the use of Character Traits and a school wide behavior plan. (Appendix B)

Transition

Fifth grade teacher, counselor/social worker, psychologist, intervention specialist and principal meet with middle school staff to discuss the needs of incoming students at the end of the school year. Additionally, every fifth grade student participates in a field trip to the middle school they will be attending in the fall. Summer School courses include Getting Reading for Kindergarten and Getting Ready for 1st Grade. Both are 5 week classes meeting two hours per day over the course of the summer. Pre-school students register in February and meet teachers at that time.

Teacher Involvement in Use of Academic Assessments

Evaluation

All PLC teams ensure students receive effective, high quality, data driven instruction, through goal planning and collaborative lesson plans. Collective responsibility by all staff for all students includes differentiation in the classroom and analysis of student work to evaluate overall curriculum and diagnose individual student needs. Instruction is provided individually, but may occur with homogenous small groups. Groups are flexible and changes are made based on instructional needs. Three tiers of interventions are provided based on specific goals and assessment data. Teacher teams meet for 90 minutes each Friday for professional development, data analysis and planning as well as vertical articulation with other teams. Teacher teams also meet in smaller groups on Tuesdays with the principal, intervention specialist, and instructional coach to focus on differentiation and flexible grouping.

Four crucial questions guide all instruction:

1. What do we want student to learn?
2. How will we know they learned it?
3. What will we do if they don't learn it?
4. What will we do if they did learn it?

Testing

Assessments utilized to determine student need and drive instruction includes quarterly benchmarking with Fontas & Pinnell, PALS (K-2), Measurement of Academic Proficiencies grades 2 - 5 (MAPS), common assessments, observations, team developed formative assessments. Tier 3 identified students receive progress monitoring on a weekly basis utilizing DIBELS, LLI, Soar to Success, Read Naturally, and Orton-Gillingham. Interventions are adjusted based on results and are progress monitored weekly via AIMS web.

Timely and Effective Assistance

Vernon Elementary functions as a Professional Learning Community. All students and teachers participate in three week cycles of instruction, assessment and intervention. Tier 2 intervention groups are formed regularly on that cycle. All students participate in Reading and Math intervention or enrichment daily. Vernon operates Progress Monitoring Team, which functions as an additional step before students are referred to the Student Intervention Team. Classroom teachers, LAP support teacher, counselor, psychologist, etc. bring concerns about students not making progress in regular instruction or tier 2 interventions. This team identifies students in need of Tier 3 interventions before student need is acute. The Intervention Specialist works either directly with the student or with the classroom teacher, counselor/social worker (behavioral interventions), Language Assistance Teacher, or Special Education Staff to identify, train, and provide

the appropriate Tier 3, research based intervention. The Intervention Specialist provides regular progress monitoring to assess the effectiveness of the interventions and make intervention changes if necessary to ensure growth.

Coordination and Integration of Federal, State and Local Services and Programs

Vernon successfully integrates Special Education, Title-1, Language Assistance, and Afterschool Athletics through Boys & Girls Club, Kid's Castle, UW-Extension and Social Service Agencies to ensure appropriate student centered services. All programs meet weekly as members of the Progress Monitoring Team to address student needs and develop effective interventions to ensure student growth. Additionally, tutoring is provided through Classroom teachers and Educational Assistants for students identified by assessment two mornings per week. Students in need of tier 3 interventions are automatically offered before school intervention in addition to interventions offered during the school day.

Vernon was selected to participate as a treatment school in a Department of Education Study focused on the use of data to inform instruction. Participation will include the 2014-15 and 2015 – 2016 school year

Annual Evaluation Process

Vernon's entire staff participates in the evaluation process through a data retreat and planning session held during the half day professional development opportunity in May. This full staff planning occurs after grade level collaborative teams have had the opportunity to meet and disaggregate data in March and April. Data sources include grade level formative assessments, DIBLES, MAPS, WKCE, FAST Math, Unit Assessments, etc. Each team presents grade level data disaggregated by economic status, minority, special education, and English language. Additionally Vernon's Leadership team participates in a data retreat twice a year, one mid-year to evaluate progress and make adjustments and at the end of the year to analyze data and create the school's Expeditionary Learning Work Plan, Title 1 plan, and PD/Collaboration planning for the coming year.

Appendix A : Work Plan

Jane Vernon Elementary School – Work Plan – 2015-2016

Student Achievement #1: All Vernon students will create and self-assess high-quality products (through workshop model and case studies) that demonstrate mastery of skills and knowledge.

Rationale: EL Schools identify three dimensions of student achievement: *Mastery of Skills and Knowledge*; Character and Engagement; and *High Quality Work Products*. High-Quality work products that are aligned with the CCSS will encompass the knowledge and skills students need to master. Additionally, they will provide higher levels of student engagement. These high-quality work products encompass three important dimensions, which also support the CCSS. They are:

Complexity

- Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes **higher-order thinking** by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
- Complex work often **connects to the big concepts** that undergird disciplines or unite disciplines.
- Complex work prioritizes **transfer of understanding** to new contexts.
- Complex work prioritizes consideration of **multiple perspectives**.
- Complex work may incorporate students' **application of higher order literacy skills** through the use of complex text and evidence-based writing and speaking.

Craftsmanship

- Well-crafted work is done with care and precision. Craftsmanship requires attention to **accuracy, detail, and beauty**.
- In every discipline and domain, well-crafted work should be **beautiful work in conception and execution**. In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

Authenticity

- Authentic work **demonstrates the original thinking of students**—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
- Authentic work often **uses real work formats and standards from the professional world**, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
- Authentic work **often connects academic standards with real-world issues, controversies, and local people and places**.
- Authenticity gives purpose to work; the **work matters to students and ideally to a larger community** as well. When possible, it is created for and shared with an audience beyond the classroom.

Alignment with EL Core Practices: #5 Designing Projects and Products, #7 Producing High Quality Student Work, #10 Planning Effective Lessons (b), #11 Delivering Effective Lessons, #20 Using Student-Engaged Assessment, #21 Using AFL Strategies, #22 Creating Quality Assessments, #24 Communicating Student Achievement. Possible additions: #13 Teaching Writing across the Disciplines; #15 Teaching Mathematics

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. I can effectively plan and implement lessons utilizing the workshop model 1.0 and 2.0 to explicitly teach lessons across the content areas aligned with CCSS (reading, writing, and math.)</p> <ul style="list-style-type: none"> a) I can use learning targets to frame and explain learning at the beginning of a lesson (that include knowledge, reasoning and skill.) b) I can help students debrief and reflect on targets at the end of a lesson. c) I can structure effective lessons within the workshop model that actively involve students. d) I can integrate academic vocabulary into my workshop lessons. e) I can effectively select texts that represent multiple genres. f) I can integrate student engaged assessment strategies into my workshop model. 	<ul style="list-style-type: none"> – Whole Group Friday PD – Resources to implement workshop model – Planning Time: collaboration – Learning Walks w/ feedback – Small group team collaboration – Student-Centered /Teacher-Centered coaching cycles – Looking at student work protocol from workshop lessons (during PLCS) <p>September PD Cycle:</p> <ul style="list-style-type: none"> • <i>First:</i> Walk Throughs of Workshop Model by Alicia, Kari, and Molly to determine PD needs (prior to Friday PD on 9/11) • <i>Second:</i> Friday PD (Sept 11th?) Wkshp Model 1.0 / 2.0 PD (Molly?) - based on walk through data • <i>Third:</i> Subs to cover grade level teams to plan workshop lessons after Friday 9/11 PD (Molly?) 	<p>SD will provide Workshop Model 1.0 and 2.0 Professional Development from EL</p>	<p>Benchmark Assessments (See specific goals in SMART Goals Template for reading and mathematics):</p> <ul style="list-style-type: none"> – K-2 Pals (?) (By May 2016 Jan 2015 scores: K-2 Mid-Year Overall: K=69.8%; 1st=17.6%; 2nd=75%) – 2-5th MAP READING (By May 2016, 65% of economically disadvantaged students will meet / exceed expected RIT growth projections from Fall to Spring MAP assessment in Reading. In Spring of 2015 this measure was 58%.) – 2-5th MAP MATH (By May 2016, 70% of economically disadvantaged students will meet / exceed expected RIT growth projections from Fall to Spring MAP assessment in Mathematics. In Spring of 2015 this measure was 61.7%.) – 3-5th Badger Assessments Reading (State AMO= 42.5%. By May 2016 45% of all students will reach Proficient / Advanced for Reading. In Spring 2015, 40% of all students reached P/A. – 3-5th Badger Assessments Mathematics (State AMO= 59%. By May 2016, 30% of all students will reach Proficient / Advanced for Mathematics. In Spring 2015, 23% of all students reached P/A.) <p>Learning Walk Data IR Data Looking at Student Work data</p>

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>2. I can create case studies / expeditions that are aligned with common core, are rich in literacy, and result in a high quality student work products.</p> <ul style="list-style-type: none"> a) I can improve and implement the case study I created last year to be implemented in the 2015-16 school year. b) I can create and implement one new case study to be implemented in the in the 2015-16 school year. c) I can use learning targets to frame and explain learning at the beginning of a lesson (that include knowledge, reasoning and skill.) d) I can help students debrief and reflect on targets at the end of a lesson. e) I can plan a high quality work product that shows complexity, craftsmanship, and authenticity <ul style="list-style-type: none"> a. ie. Supports a community need, therefore establishes real purpose and audience for student work. f) I can structure effective lessons that include a wide variety of lesson formats such as protocols, discovery based lessons, BBK (building background knowledge), games, and partner work. g) I can integrate literacy -reading, writing, speaking, listening, research, and vocabulary development into my case study. h) I can develop rich numeracy and mathematical components to my case study / expedition. i) I can tie student engaged assessment practices into the development of my case study, which results in quality work products and performances. j) I can develop tasks and rubrics that support high quality student work and that reflect the Attributes of High-Quality Student Work. 	<ul style="list-style-type: none"> – Case Study / Expedition Training on effective lessons in an expedition and reflecting on case study progress - Whole Group Friday PD – Case Study / Expedition planning by grade level (fall 2015) – Grade level teams examine student work from case study / expedition – Align budget cycle so that texts can be purchased for case studies 	<p>SD present Friday PD / collaboration time to develop case studies/expeditions</p> <p>Per MOU, send 4 teachers to Regional Institute: Planning and Delivering Effective Lessons, November 12-13 (Kenosha, WI)</p>	<p>High Quality Work Protocol Data</p>

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>3. I can develop my students' mathematical thinking.</p> <ul style="list-style-type: none"> a) I can create opportunities for my students to apply problem solving skills to real-world situations. (Case Studies.) b) I can integrate and support mathematical thinking across content areas. (Examples: numeracy, statistics, patterns, and problem solving.) c) I can support fluency with foundational facts (<i>number of facts, algorithms, formulas, and vocabulary</i>) through a variety of methods. i.e. MobyMax, Fast Math d) I can design lessons in a variety of formats that address conceptual understandings, foundational math facts, and problem solving skills. (Workshop 1.0, 2.0, inquiry-based) 	<ul style="list-style-type: none"> – Identify grade level academic vocabulary – Map out vocabulary quarterly – RTI implementation Plan – Samples of inquiry based learning – Training on MobyMax and how to use it to reflect with students 	<p>Support teachers to integrate math into case studies when appropriate</p> <p>PD on embedding problem solving strategies and skills into case studies.</p> <p>Staff meeting/short shot on displaying evidence of mathematical thinking in classrooms, hallways, and portfolios</p>	<p>Case studies plans and artifacts. (<i>All integrate math skills, most likely problem solving.</i>)</p> <p>MobyMax data collection and student reflections</p>
<p>4. In my Professional Learning Community, I can consistently and effectively analyze and use assessment data to drive my instruction.</p> <ul style="list-style-type: none"> a) I can analyze and reflect upon team-created short cycle assessments to provide differentiation that supports student learning. b) I can analyze and reflect upon data to provide differentiation that supports student learning. (i.e. Use Descartes and PALS to identify specific skills students need in order to grow. Build plans using MobyMax / IXL / AR and differentiated instruction based on Descartes and other skill information.) c) I can seek and share best practices with my colleagues to improve instruction. d) I can use data to support students to reflect on their progress in reaching learning targets. 	<ul style="list-style-type: none"> – Team will develop PLC meeting structure for Focus on Results collaboration time including: – Examining student work – Functioning as a data inquiry team – Sharing best practices 	<p>Participate in PLC's / collaboration by supporting workshop model, case studies, and data inquiry.</p> <p>Build a PD plan to enhance student engaged assessment strategies and reflect data work already underway, using Leaders of Their Own Learning (LOTOL) as a key source, and using Collaboration and PD time as an opportunity to examine work in progress and make ongoing adjustments.</p>	

Jane Vernon Elementary School - Work Plan – 2015-16

Student Achievement #2: All Vernon students will document personal growth of Vernon Habits of Learning and Citizenship through the use of a portfolio.

Rationale: EL Schools identify three dimensions of student achievement: Mastery of Skills and Knowledge; *Character and Engagement*; and High Quality Work Products. Developing Habits of Learning and Citizenship means students take responsibility for themselves and others. Students need multiple opportunities to demonstrate a growth mindset by tracking, reflecting upon, and sharing their progress toward developing Habits of Learning and Citizenship over time.

Alignment with EL Core Practices: #24 Communicating Student Achievement (b, f and g); #25 Building a Community of Learning 25 (a and c); #21 Using AFL Strategies on a Daily Basis (d); #26 Fostering Character (a and b); #38 Engaging Families in the Community and Life of the School (c); #34 Using Data to Drive Instruction (c)

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. I can explicitly teach and refer to the Cougar Habits of Learners and Citizens in my classroom and throughout the school on a regular basis.</p> <ul style="list-style-type: none"> - I can make character development an intentional focus throughout the day by using reflection tools with students. - I can support students to set goals, self-assess, reflect on progress, and revisit goals and to achieve character learning targets. - I can teach, model, and practice the expectations in all areas of the building. (See School Discipline goal.) 	<p>The Character Committee will:</p> <ul style="list-style-type: none"> - Revisit our Cougar Character Traits to create Habits of Learners and Habits of Citizens with I can statements. Revised Cougar Character Traits - 6/15/15 - Create a system of student reflection and growth for character traits. (Crew Journals, video reflections, descriptive feedback, etc.) Vernon Crew Journal for 4th and 5th Grade - Investigate creating a character progress report. <p>Teachers will:</p> <ul style="list-style-type: none"> - Post grade level traits in room - Integrate into Morning Meeting Crew - Create “looks like” “sounds like” 	<p>EL Commons Credentialing Portfolio examples and other resources.</p> <p>PD or staff meeting re: Looks like / sounds like.</p> <p>PD on teaching, modeling and practicing expectations. (See School Discipline goal)</p>	<p>Character Committee Work Plan and Progress</p>

	charts for the character I can statements at their level.		
Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>2. I can lead my morning meeting crew so that students meet grade level learning targets.</p> <ul style="list-style-type: none"> - I can lead morning meeting crew that includes basic components like a greeting, reading, initiative, and check ins. - I can lead a closing circle that includes reflection on character and academic successes, celebrations, and - I can deepen my practice of morning meeting to incorporate problem solving, academic check ins, academic vocabulary, collaboration and competition, and adventure. - I can incorporate character reflection in my morning meeting crew and closing circle. (ie. Crew Journal) 	<p>The Character Committee will:</p> <ul style="list-style-type: none"> - Create a list of grade level expectations for morning meeting. - Create goals and activities to add an adventure component to our crew and curriculum. <p>Teachers will:</p> <ul style="list-style-type: none"> - Create 	<p>PD refresher on the components of crew and their purposes (reading, initiatives, check ins, etc.)</p>	
<p>3. I can prepare students at my grade level for 5th grade Passages program.</p> <ul style="list-style-type: none"> - I can facilitate the development of student portfolios. - I can engage students in setting goals, reflecting on progress, and track achievement using their Passages Portfolio. - I can prepare my students for an end of the year presentation to communicate their growth and progress. 	<p>The Character Committee will:</p> <ul style="list-style-type: none"> - Create a 5th grade Passages program. <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop and publish grade level plan for end of the year student presentations. - 	<p>EL Commons Credentialing Portfolio examples and other resources.</p>	
<p>4. I can lead, support, and implement our school-wide discipline system based on character traits.</p> <ul style="list-style-type: none"> - I can implement Tiers 1, 2, and 3 as defined by the Character Team. 	<p>The Character Committee will:</p> <ul style="list-style-type: none"> - Create a school-wide discipline system based on character traits. - Create a Vernon Implementation https://docs.google.com/document/d/1Kcqx7Jy7jQgzWLM8ZZ0iN4fyagdxRk9aFgm9115Hw/edit? 	<p>EL Commons Credentialing Portfolio examples and other resources.</p>	<p>School Climate Survey Results</p>

	usp=sharingPlan (RTI for Cougar Habits of Learners and Citizens) - Implement a school wide climate survey to measure impact of character program. Teachers will: - Create		
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Jane Vernon Elementary School - Work Plan – 2015-16

School Conditions: All Vernon community members will be actively involved in creating a positive school culture to support student learning and growth.

Rationale: EL Schools make families welcome, know them well, and engage them actively in the life of the school. Students, staff, and families will be active participants in their school community by living the Vernon Character Traits at school and in the community. Students and families

should feel both comfortable and supported in the school environment and have varied opportunities to engage in the school community.

Alignment with EL Core Practices: #28 Engaging Families and the Community in the Life of the School (b, c, d, and e); #25 Building a Community of Learning (c); #24 Communicating Student Achievement (d)

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. I can involve families early and often in creating a positive school culture to support student learning and growth.</p> <ul style="list-style-type: none"> - Additional learning targets TBD as Community Engagement Team learns about the Epstein model and determines priorities <p>2. I can build community partnerships to support student learning and growth. (CP 28)</p> <ul style="list-style-type: none"> - Additional learning targets TBD as Community Engagement Team explores (See Epstein Model - collaborating with the community) 	<p>The Community Engagement Team will:</p> <ul style="list-style-type: none"> - Create a Vernon School Association (VSA) using the Decision-Making component of the Epstein model as a reference (Epstein Categories: parenting, communicating, volunteering, learning at home, decision-making, collaborating with the community.) - Explore the Joyce Epstein Model to determine the various ways Vernon will engage families. <ul style="list-style-type: none"> - Revamp open house to encourage more parent interaction (Communicating element in the Epstein Model) - Integrate technology to increase communication (Communicating element in the Epstein Model) - Review LOTOL, chapter 6 and other resources to organize the 2016 Celebration of Learning. <p>Teachers will:</p>	<p>PD on the Epstein model for family engagement</p> <p>PD on poverty--KUSD teacher at Shalom Center? Counselor? Reaching and Teaching Children that Hurt??</p>	<ul style="list-style-type: none"> - Collect participation data on any parent event attendance. - Survey parents - Parent accountability form for classwork completed outside of school. Ex: reading log, assignment log, and computer use log.

Appendix B

DRAFT COMMITTEE PLANNING TEMPLATE for VERNON 2015-16: Character Team

COMMITTEE GOALS	PRODUCTS	WHY?	RESOURCE LINKS	BY WHEN ?
FOUNDATION: We will revisit our Cougar Character Traits to create Habits of Learners and Habits of Citizens with I can statements.	Revised Cougar Character trait rubric	Distinguish Habits of Learners for tracking. Clarify expectations per grade level.	Kettle Falls Rubrics Two Rivers Scholarly Habits EL Commons Habits of Scholarship Resources NOTE: The Vernon Habits of Learners and Citizens are modeled after these. (See next column)	Done- DRAFT - Vernon Revised Habits of Learners and Citizens
NEW COMPONENT: We will create goals and activities to add an adventure component to our crew and curriculum.	Adventure goals / ideas per grade level	Connect adventure purposefully to grade level curriculum and crew.	Anser Adventure = Character Two Rivers Adventure Experience (described on home page) EL Commons Resources on Adventure	
IMPLEMENTATION: We will create a list of grade level expectations for morning meeting .	Grade level expectations for morning meeting	Clarify what is expected in crew per grade level to build skills over time.	Anser Crew Meetings Vertical Alignment (download at end of page) Two Rivers Wall photo	
IMPLEMENTATION: We will create a school-wide discipline system based on character	Schoolwide discipline plan that integrates character traits.	Create a Tier 1, 2, and 3 level to character / discipline plan.	Anser Caring Community Plan and Discipline Procedures (download at end of page)	DRAFT of Vernon Implementation Plan (RTI for Cougar Habits of Learners and

traits.		<p>Develop behavior expectations tied to character traits, per location in the building.</p> <p>Embed RTI into daily crew plans and discipline system.</p>	<p>Anser Guidelines for Success Matrix (download at end of page) NOTE: The Vernon ALL Environments Traits are modeled after this</p> <p>Kettle Falls Crew Habit Implementation Plan NOTE: The Vernon Implementation Plan (next column) is modeled after this.</p>	Citizens)
REFLECTION: We will create a system of student reflection and growth for character traits.	Student reflection system to track progress on traits	Create multiple ways to reflect upon and track development of Habits of Learning.	<p>Answer How I See Myself (download at end of page)</p> <p>Kettle Falls Crew Journal NOTE: See next column</p> <p>Kettle Falls My Crew Data</p> <p>Two Rivers student video reflections on crew</p> <p>Two Rivers student video reflections on scholarly habits</p> <p>MISC EL Commons resources on Fostering Character</p>	Draft of Vernon Crew Journal for 4th and 5th Grade (NOTE: Make a copy for each grade and replace the I Cans from those on the new rubric.)
REFLECTION: We will investigate creating a character progress report .	Character progress report	Accountability tool for tracking student progress	<p>Anser Report Card (download at end of page)</p> <p>EL Commons link to Report Cards, Progress Reports, Transcripts resources</p>	

REFLECTION: We will create a 5th grade Passages program.	Passages program implementation plan	Another way to track student progress on the Habits of Learning.	<p>Kettle Falls Passages Handbook</p> <p>Kettle Falls Passages (4th grade example)</p> <p>LOTOL chapter on Portfolio and Passages</p> <p>EL Commons link to Portfolio and Passages resources</p> <p>EL Commons 8th Grade Passages Portfolio</p>	
MEASURING IMPACT: We will implement a school wide climate survey to measure impact of character program.	Climate survey - implement and analyze results. Climate re: safety, teaching & learning, relationships, and environment.	A way to assess how the character programs and trackers are having an impact on climate among students, staff, and families.	Two Rivers School Climate Survey (from the National School Climate Center)	

Appendix C – Professional Development Plan

Vernon 2015-16 Professional Development and Collaboration Plan

Student Day 8:50 - 3:50 | Teacher Day 8 - 4 p.m.

Month Dates to Remember TO DO:

Deadline for... Staff Meetings (2nd and 4th Wednesdays)

One meeting for Business

another for Short Shot PD Leadership Team

(Academic Team) 1st and 3rd Wed - 7:30 to 8:30 am Collaboration Time:

Mon: K, 5th, 2nd

Wed: 1st, 5th, 3rd

Friday PD (1.5 hours)

Release Time PD

EL Institutes

Aug NA NA NA NA NA Opening In-service:

- **August 25 - Case Study planning for 2015-16 (Linda)**

Sept Labor Day, September 7th Conference planning - SLC 9th - Beginning of school year business

23rd - PD TBD 16th Week of Sept 7 -

Week of Sept 14 -

Week of Sept 21 -

Week of Sept 28 - 4 Fridays (Sept 4, 11, 18, 25):

- **Sept 4 - Team Planning**
- **Sept 11- Wkshp Model 1.0 / 2.0 PD (Molly?) - based on walk through data**

- **Sept 18 - Team Planning**
- **Sept 25- Case Study planning (Linda?)**

OTHER:

- **(Molly?) Date TBD: Walk Throughs of Workshop Model by Alicia, Kari, and Molly to determine PD needs (prior to Friday PD on 9/11)**
- **(Molly?) Date TBD: Subs to cover grade level teams to plan workshop lessons after Friday PD on 9/11**
- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes: None

Oct Conferences 10/21 14th

28th - PD TBD 7th and 21st Week of Oct. 5th

Week of Oct. 12th

Week of Oct. 19th

Week of Oct. 26th 3 Fridays (Oct 2, 9, 16)

- **October 2**
- **October 9 - Committee Meeting**
- **October 16 - - Team Planning**
- **October 30: Teacher Work Day**

OTHER:

- **2 Days TBD - Subs for grade teams case study planning (Linda)**
- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes:

- **National Conference, Oct 28-30 (San Diego, CA) - 4 to conference and pre-conference**
- Nov Thanksgiving Break, Nov 26 and 27**

11th and 25th 4th - Committee Chair updates from all teams

18th Week of Nov. 2nd

Week of Nov. 9th

Week of Nov. 16th

Week of Nov. 23rd

Week of Nov. 30th 3 Fridays (Nov 6, 13, 20):

- **Nov 6**
- **Nov 13 - Committee Meeting**
- **Nov 20 - Team Planning**

OTHER:

- **2 Days TBD - Subs for grade teams case study planning (Linda)**
- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes:

- **Regional Institute: Planning and Delivering Effective Lessons, November 12-13 (Kenosha, WI) - 4 teachers to attend**

Dec Winter Break, December 23 - January 1

9th 2nd - - Committee Chair updates from all teams

16th - Week of Dec.7th

Week of Dec. 14th

Week of Dec. 21st 2 (or 3) Fridays (Dec 4, 11, 18):

- **Dec 4 (Linda) - High Quality Work Protocol for first Case Study**
- **Dec 11 - Team Planning**
- **Dec 18**

OTHER:

- **2 Days TBD - Subs for grade teams case study planning (Linda)**
- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes:

- **Primary Literacy, Dec 7-9, (Atlanta, GA) - 2 (TBD)**

Jan January 18 - MLK Day Mid-Year Review 13th - Review Rotation of CLT membership

27th - PD Short shot on evidence of mathematical thinking in classrooms, hallways, and portfolios

6th - - Committee Chair updates from all teams

20 Week of Jan. 4th

Week of Jan. 11th

Week of Jan. 18th

Week of Jan. 25th 3 Fridays (Jan 8, 15, 29):

- **January 8 -**
- **January 15 - Committee Meeting**

- **January 22 - Teacher Work Day**
- **January 29 - Team Planning**

OTHER:

- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**
- **January 28 (Linda?) - 1 day of subs for MYR - remember to revisit rotation of CLT membership**

EL Institutes:

- **Using Data to Improve Student Achievement, Jan 11-13, (Providence, RI) - 2 (Sarah & Alicia)**
- Feb Conferences 2/24 Conduct student-led conferences 10th and 24th 3rd - - Committee Chair updates from all teams**

17th Week of Feb. 1st

Week of Feb. 8th

Week of Feb. 15th

Week of Feb. 22nd

Week of Feb. 29th 3 Fridays (Feb 5, 12, 19):

- **Feb 5 - - Team Planning**
- **Feb 12 - Committee Meeting**
- **Feb 19**

OTHER:

- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes:

- **Midwest Leadership Cohort (Feb 18-19) - 2 (Kari & Alicia)**
- Mar Spring Break March 25- April 1 9th**

23rd - PD Short shot on evidence of mathematical thinking in classrooms, hallways, and portfolios 2nd - Committee Chair updates from all teams

16th Week of Mar. 7th

Week of Mar. 14th

Week of Mar. 21st

3 Fridays (Mar 4, 11, 19):

- **March 4**
- **March 11 - Committee Meeting**
- **March 19**
- **March 24 - Teacher Work Day**

OTHER:

- **(Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)**

EL Institutes:

- **Deeper Learning in Math: Elementary, March 14-16 (Salt Lake City, UT) - 2 TBD**

Apr All teachers complete the Implementation Review 13th and 27th 6th - Committee Chair updates from all teams

20th Week of Apr. 4th

Week of Apr. 11th

Week of Apr. 18th

Week of Apr. 25th 4 Fridays (Apr 8, 15, 22, 29):

- April 8 - IR
- April 15 - Committee Meeting
- April 22
- April 29

OTHER:

- (Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)

EL Institutes: None

May Memorial Day, May 30 High Quality Work Protocol 11th and 25th 4th - - Committee Chair updates from all teams

18th Week of May 2nd

Week of May 9th

Week of May 16th

Week of May 23rd 3 Fridays (May 6, 13, 20):

- May 6
- May 13 - Committee Meeting
- May 20 - (Linda) High Quality Work Protocol

OTHER:

- (Linda?) Subs for 1 day TBD to work with committee chairs (half day and half day)

EL Institutes: None

June Celebration of Learning 8th 1st - - Committee Chair updates from all teams

Week of Jun. 6th

June PD (June 3)

- **June 3**
- **June 10 - Teacher Work Day**

OTHER:

-

EL Institutes: None

July

EL Institutes:

- **Primary**
- **elementary**

Aug

KUSD Quarters 2015-16: September 1 to October 29; Quarter 2: November 2 to January 21; Quarter 3: January 25 to March 23; Quarter 4: April 4 to June 9

Collaboration Time:

Mondays:

12:20-1:05 Kindergarten--K-Karen Dirks, Anne Johnson, Jessica Meinen (Spec Ed)

1:10-1:55 5th Grade- Sandi Chase, Janette Houte, Amy Meltzer (Spec Ed)

2:00-2:45 2nd Grade- Kelly Maack, Britni Maki

Wednesdays:

12:20-1:05 1st Grade- Lynette Haraty, and Marya Schatzman, Kathy Freiberg (Spec Ed)

1:10-1:55 4th Grade- Ed Lawler, Allison Greig, Laurie Sorenson (Spec Ed)

2:00-2:45 3rd Grade- Jamie Sanders, Autumn Cutler, Rebecca Williams (Spec Ed)

Coordination and Integration of Federal, State and Local Services and Programs

Vernon successfully integrates Special Education, Title-1, Language Assistance, and Afterschool Athletics through Boys & Girls Club, Kid's Castle, UW-Extension and Social Service Agencies to ensure appropriate student centered services. All programs meet weekly as members of the Progress Monitoring Team to address student needs and develop effective interventions to ensure student growth. Additionally, tutoring is provided through Classroom teachers and Educational Assistants for students identified by assessment two mornings per week. Students in need of tier 3 interventions are automatically offered before school intervention in addition to interventions offered during the school day.

Vernon was selected to participate as a treatment school in a Department of Education Study focused on the use of data to inform instruction. Participation will include the 2014-15 and 2015 – 2016 school year

Annual Evaluation Process

Vernon's entire staff participates in the evaluation process through a data retreat and planning session held during the half day professional development opportunity in May. This full staff planning occurs after grade level collaborative teams have had the opportunity to meet and disaggregate data in March and April. Data sources include grade level formative assessments, DIBLES, MAPS, WKCE, FAST Math, Unit Assessments, etc. Each team presents grade level data disaggregated by economic status, minority, special education, and English language. Additionally Vernon's Leadership team participates in a data retreat twice a year, one mid-year to evaluate progress and make adjustments and at the end of the year to analyze data and create the school's Expeditionary Learning Work Plan, Title 1 plan, and PD/Collaboration planning for the coming year.

