

## Washington-Nile Local School District

## ONE Plan 2022 - 2025

**Goal 1: Annually, every child will experience *at least* a year's worth of growth in reading and social studies classes with every teacher, using OST (Value-Added), STAR Reading, and Pro-Core.**

## Strategies, Indicators and Progress Measures

**Strategy 1: Implement a Multi-Tiered System of Supports.**

Target Group: <ul style="list-style-type: none"> <li>Reading and Social Studies Teachers</li> <li>Students in Reading and Social Studies Classes</li> </ul>	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Measurement Tool
ADULT IMPLEMENTATION INDICATOR	Spring 2022	Spring 2023	Actual Results	Spring 2024	Actual Results	Spring 2025	Actual Results	
100% of core subject teachers will have at least one year's worth of growth with each student as measured by OST (Value-Added), STAR Reading, and Pro-Core.								OST (Value-Added) STAR Reading Pro-Core SS
STUDENT PERFORMANCE INDICATOR								
100% of students will have at least one year's worth of growth in reading and social studies classes.								OST (Value-Added) STAR Reading Pro-Core SS

## IMPLEMENTATION DETAILS

ACTION STEPS	Measurement Tool	Person(s) Responsible	Implementation Timeline				Completion Date
			2022-23	2023-24	2024-24		
<p>1.1 Refocus implementation of W-N Response to Intervention Plan. *See W-N RTI Plan for implementation steps.</p> <p><b>PWES</b></p> <ul style="list-style-type: none"> <li>Monthly TBT meetings for Tier 2/3 intervention.</li> <li>Implementing an Intervention Assistance Team Process.</li> </ul> <p><b>PWMS</b></p> <p>Building Administration will look at daily schedule to include Tier 2/3 intervention.</p> <p><b>PWHS</b></p> <ul style="list-style-type: none"> <li>Gifted- Teachers will use WEP or gifted status to differentiate their curriculum to include goals for gifted students and measure their growth. Gifted data will be reported at TBTs, BLT, DLT.</li> </ul>	CWT Intervention Plans	Building Administration	X				May 31, 2023

<ul style="list-style-type: none"> <li>Refine use of reading intervention class.</li> </ul>							
<p>1.2 Implement vertically aligned evidence-based strategies.</p> <p><b>PWES</b> Monthly, focus on priority strategies based on what's working/not working from CTS and student data.</p> <p><b>PWMS</b></p> <ul style="list-style-type: none"> <li>Priority will be given to aligning and implementing vocabulary strategies across all content areas.</li> <li>Align evidence-based strategies from core curriculum using non-fiction text.</li> </ul> <p><b>PWHS</b> Systemically look at the use of differentiation instruction including scheduling, availability, and use of strategies with focus on gifted.</p>	<p>Core Team Sheets Agendas Sign-in Sheets</p>	<p>Building Administration/Curriculum Director</p>	X	X	X		End of each school year
<p>1.3 Provide on-going professional development aligned to curriculum and evidence-based strategies.</p> <p><b>PWES</b></p>	<p>Agendas Sign-in Sheets</p>	<p>Building Administration/Curriculum Director</p>	X	X	X		End of each school year

<ul style="list-style-type: none"> <li>Targeted professional development, in grade bands, will focus on MyPearson, Heggerty or Foundations (aligned to RAP).</li> <li>Targeted professional development with intervention curriculums with appropriate staff.</li> </ul> <p><b>PWMS</b></p> <ul style="list-style-type: none"> <li>Align vocabulary strategies.</li> <li>Align strategies- ReadyGen &amp; Literature.</li> </ul> <p><b>PWHS</b> Provide on-going professional development aligned to curriculum and evidence-based strategies, including those developed for the gifted population.</p>							
<p>1.4 Annually, revise, use and monitor use of curriculum map and pacing charts. Report to DLT by October.</p> <p><b>PWMS</b> Create, implement, use and monitor pacing of intervention.</p>	Curriculum Maps Pacing Charts DLT Report	Building Administration/Curriculum Director	X	X	X		October 1, 2023 October 1, 2024 October 1, 2025

<p>1.5 Quarterly, discuss progress with implementation of pacing charts and provide feedback to DLT.</p> <p><b>PWES</b> Quarterly, discuss progress with implementation of intervention.</p> <p><b>PWMS</b> Quarterly, monitor implementation of intervention.</p>	Pacing Charts DLT Report	Building Administration	X	X	X		End of each school year
<p>1.6 Continue implementation of building assessment plans.</p> <p><b>PWMS</b> Annually, update our building assessment plan.</p> <p><b>PWHS</b> Create and implement an assessment plan.</p>	Building Assessment Plans Assessment Grids	Building Administration	X	X	X		End of each school year
<p>1.7 Through an item analysis process, revise, use and monitor use of assessment data.</p> <p><b>PWMS</b> Refocus TBT meetings (5-Step process), item analysis.</p> <p><b>PWHS</b> Include gifted subgroup.</p>	Core Team Sheets Agendas Sign-in Sheets	Building Administration/Curriculum Director	X	X	X		End of each school year

