

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kathleen Milburn

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wilson Elementary School

(As it should appear in the official records)

School Mailing Address 5200 HHR Ranch Road

(If address is P.O. Box, also include street address.)

City Wilson State WY Zip Code+4 (9 digits total) 83014-9676

County Teton County

Telephone (307) 733-3077

Fax (307) 733-8431

Web site/URL

<http://tcsd.org/education/school/school.php?sectiondetailedid=16069&linkid=nav-menu-container-1-119883>

E-mail kmilburn@tcsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Gillian Chapman E-mail gchapman@tcsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Teton County School District Tel. (307) 733-2704

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Ms Patricia Russell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	25	44
1	19	17	36
2	15	16	31
3	26	20	46
4	13	25	38
5	18	21	39
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	110	124	234

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2014	231
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 1 %
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 13
8. Students receiving special education services: 7 %
23 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 4 Other Health Impaired
- 7 Specific Learning Disability
- 12 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	95%	93%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1993

15. In a couple of sentences, provide the school's mission or vision statement.

Our mission is to ensure that all students have the foundation for success and are challenged to reach their full potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Think of a red schoolhouse with a real bell that it is a privilege for students to ring. Big kids help little kids pull on the thick rope that signals the start of school. Wilson Elementary School is situated at the base of the Teton Mountain range approximately 12 miles from the town of Jackson. We are located in the valley known as Jackson Hole and are surrounded by mountains, rivers, national parks, national forest, and bureau of land management tracts. Our school serves 234 students in grades kindergarten through five. Since the major industry of our valley is outdoor tourism, most of our families are employed in some aspect in that business.

Our school has a long tradition of community involvement. About one third of our parents volunteer on a regular basis, with many others helping out on special events. Whole community events like the “Rise and Shine Breakfast,” the annual Halloween carnival, Bingo night and Spring Fling bring families into our school for fun and food. Each of our volunteers attends a training to learn about confidentiality and appropriate strategies for helping students.

Within the school, community building among students and teachers takes precedence. The fifth grades are called on to be mentors to primary students in our winter sports program and in reading. During winter sports, each student chooses from Nordic or Alpine skiing, ice-skating, hockey, winter survival, or snowboarding. Everyone gets lessons and the fifth graders apply to help supervise the beginners. Our extracurricular activities include robotics, physical fitness, music, and maker space projects.

Every teacher in the building has a community group. Kindergarteners are assigned to a teacher and stay with that teacher all the way up through 5th grade. The groups meet to decorate doors during the holidays, decide the themes for school-wide celebrations and form teams for field day. This becomes a favorite event for our students.

In the last two years, the staff at our school has worked hard to develop Multi-tiered Systems of Support (MTSS) that are effective for all students. This system is founded on the belief that all students should be educated in their classroom with their peers. Students can be brought to the MTSS team for problem solving around academics or behavior. We use data from several sources to pinpoint any issues a student might have. The team works hard to help teachers develop classroom plans that are designed to help children be successful. We call on the expertise of all staff in developing materials and instructional moves that are differentiated and push children academically, socially, and behaviorally. We consider all students to be part of our MTSS system and include those who are in our gifted program, special education or receive counseling services. We provide wrap around services to children to ensure they have the tools for success.

The staff at Wilson School undertakes “Cycles of Inquiry,” to learn about their practice and to grow in their skills and tools. These cycles are implemented through Professional Learning communities that meet weekly. As a result of the meetings, teachers visit other classrooms, examine student work and use the time to backwards plan units of study.

Wilson Elementary School was fortunate to receive National Blue Ribbon recognition in 1993. As a teacher at that time, the current principal remembers the pride felt by the community. Several members of the staff went on to serve on state committees for education and curriculum. Since that time, staff have continued to refine their approach to working with the whole child and appreciating what each family brings to the community.

The real proof of Wilson School’s excellence comes from our students. When asked what makes Wilson special, students replied, “We love that it is mostly a neighborhood school where kids can ride their bikes or walk.”

“Teachers respect the kids.”

“Fifth graders go camping for two days. We also go on a river trip every year.”

“Kindergarten buddies and community groups make our school great.”

“Our school is a community and feels like a family. People care about each other. You feel like you know everybody.”

“Teachers know you and your interests.”

Thank you for considering Wilson Elementary School as a National Blue Ribbon School. The average staff tenure is 10.5 years, so we think it is a special place.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our ELA core curriculum is focused on actively engaging students in reading, writing, and speaking and listening. Using a balanced literacy approach within a workshop model, students are immersed in learning and practicing the skills and strategies to become independent literate individuals. Students work in whole groups, small groups, with partners, and independently to complete tasks. Teachers model strategies, share responsibility of applying new learning with students and then gradually release responsibility to students to practice independently. Students frequently engage in speaking and listening activities to share thinking, deepen understanding and to give and receive feedback. In grades K-2, there is a focus on building foundational skills and integrating learning into the reading and writing process. In grades 3-5, students transition into a focus on reading closely to analyze text and critical thinking.

The mathematics curriculum is aligned to the Wyoming State and Common Core Content Standards and provides a clear focus in content at each grade level, a coherent progression of skills over time, and opportunities for students to engage in rigorous tasks that work on procedural fluency, conceptual understanding, and application with equal intensity. Teachers follow a district scope and sequence and use common assessments to inform daily instructional decisions in their classrooms. Number talks are an essential classroom structure in place to support equity and access for all students by honoring all thinking, learning from mistakes, listening to the reasoning of others, and conveying the message that math is not about performance but a creative and enjoyable subject. Instructional lessons are developed using a research-based three-part lesson structure with daily math goals aligned to standards that are formatively assessed to plan future instruction and differentiation. Major standards in grades K-2 focus on number sense and addition and subtraction. In grades 3-5 the major focus is on fractions and multiplication and division. Intervention programs are implemented to assist identified learners who are monitored on progress towards specific goals. Enrichment opportunities connected to content are provided for identified students. All math resources are provided in Spanish for our dual immersion program which teaches math in Spanish to those K-5 students enrolled.

Science

Our science curriculum is inquiry-based which engages students in learning modules aligned to the Wyoming Science content standards. Within the modules, students are engaged in active learning experiences that include the scientific method, developing understanding of scientific processes, and deepening science content knowledge. We are moving toward more integration of science with our literacy and math curricula. For example, non-fiction books on science topics in our literacy block supports students' deepening of science content while improving their skills at comprehending non-fiction texts. Assessment in our science curriculum includes progress monitoring through observation, student reflections, and formative assessment, and through post-module summative assessments. We anticipate the state of Wyoming will adopt new science standards this year, and we will embark upon a review and alignment process next year to ensure our curriculum maximizes student opportunities to learn relevant and current scientific topics.

Social Studies

Our social studies curriculum is aligned to the Wyoming Social Studies content standards, and has an integrated focus in our school. The progression of social studies content is coherent and developmentally appropriate. For example, our kindergarten students engage in learning experiences about our school community, first graders learn about the community (town) in which they live, and up to fourth graders who focus on the state of Wyoming. Furthermore, our newly-adopted literacy curriculum supports the integration of social studies topics and concepts within their units, so that students have a more comprehensive understanding of the social sciences, humanities, and cultural diversity, analyze others' opinions on important social issues, and to be an informed global citizen. Next year, our district will embark upon a review and alignment process with Wyoming's newly adopted Social Studies standards to ensure our curriculum maximizes student opportunities to learn relevant and current topics.

2. Other Curriculum Areas:

Students at Wilson Elementary are provided with a rich and varied curriculum outside the core subjects of language arts, math, science, and social studies. All students in grades kindergarten through 5th grade are provided with physical education two times per week for 30 minutes per session. The focus is on physical fitness, nutrition, health, and sportsmanship as a lifetime goal. We bus students to facilities for swimming and tennis lessons. During the winter, we offer a program in which all students are given 4 lessons in a winter sport of their choice. By the time our kids leave 5th grade, they've had the opportunity to become proficient in Alpine or Nordic Skiing, hockey, figure skating, snowboarding, or winter survival. The core courses are supported in physical education when students are asked to keep fitness journals that include graphs and tables.

All students receive 55 minutes per week of Spanish. The focus is on vocabulary and cultural development. Our district is doing research to decide if there is a more optimum time to increase the fluency of our students. Once the research has been completed the committee will make recommendations for any changes that are necessary.

Wilson students receive 50 minutes per week of visual arts and 60 minutes of music. The arts curricula is agreed upon by all teachers within the district and is based on best practices from professional organizations. Our music teacher uses "Music Learning Theory" to develop musical skills.

Currently, students spend 55 minutes per week in both the computer lab and library. In each venue, students receive curriculum that has been agreed upon by librarians and computer skills teachers throughout the district based on national standards from professional groups. The librarian supports core subjects by teaching research and writing skills. Our library is open to students every day, all day. We've moved personnel in to the library to ensure that it is always staffed. Students go to a computer lab for their computer skills class, but technology is available to them in their classrooms throughout the day. Our plan at Wilson School is to ensure that there is 1:1 availability of technology devices by the start of the 2017-2018 school year. At that time, we plan on restructuring computer class to include the ideas of a maker space, digital art and production lab. This is an exciting opportunity for students and teachers.

3. Instructional Methods and Interventions:

Differentiated instructional methods and interventions are consistent and occur daily. While we do not have high diversity in regards to ethnicity, we do have students at various learning levels. Teachers come at this process through several different angles. Throughout the day various workshop models are implemented in the classroom. For example, a reading workshop consists of whole group modeling, students engaging with one another, independent time, shared reading, guided reading groups based on a students' needs. Gradual release is also a methodology that is used in which a student is gradually released to become an independent learner. Along with various educational models to support different types of learners, teachers also differentiate based on individual student needs using a multi-tier support system (MTSS). Based on need, a student may go through several tiers of support throughout the year to ensure a student is growing as a learner. Outside of the classroom teachers, paraprofessionals, a reading specialist, enrichment teachers, and special education teachers also support high needs students to ensure students reach their potential.

Teachers also regularly meet and collaborate to discuss how best to support struggling students. This collaboration is crucial and pushes on teacher practices that support student growth. During these meetings, interventions are suggested such as small group support or identifying a specific skill that needs to be taught in isolation.

Technology plays an integral part in instructional practices along with interventions. Teachers use the Smart Board as an interactive tool for students to manipulate based on the educational targets of the day. Students also have access to iPads. This can support all types of learning. Struggling readers can use the device as a way to access literature through audio books.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

At Wilson School, we pride ourselves on using assessment data as a method of improving instruction. For example, reading and math are assessed during units using formative assessments. The grade level team meets weekly to determine if students are ready to move on or if re-teaching is necessary. Teachers are free and encouraged to make these decisions on a daily basis. Large-scale summative assessments are used to evaluate materials and instruction. If the need for adjustment in materials is identified as a need, that is reported to the district level. The Teaching and Learning Department will review and consult with teachers throughout our district. If teachers believe that instruction needs to be modified, they work with an instructional coach to refine their practice. Parents are informed of student progress and achievement at both the beginning of the year and mid-year conferences.

Students at our school set goals for themselves at the unit and yearlong level. Currently, we are working on a new set of pre-tests to match the standards aligned curriculum. Once students take pre-tests, students set goals for what they intend to learn, and teachers use the data to plan the unit.

One of the Wilson School Improvement goals is to ensure that all students are making growth. Both the Measures of Academic Progress (MAP) and Proficiency Assessments for Wyoming Students (PAWS) predict and assess typical growth for students. The grade level teams analyze results from each test to ensure that our materials match student needs, including that of high achieving students. If students are in need of classroom level interventions, the interventionist and enrichment specialist work with our intervention team to suggest interventions and assist the teacher in implementing them. As a school, Multi-tiered Systems of Support for all children is our strongest school-wide system.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Wilson Elementary School, the staff and all support persons believe in the power of our school community. If culture and community are positive and healthy in our school, we know that academic achievement and emotional growth will follow. We are firm in our commitment to Positive Behavioral Interventions and Supports (PBIS) and the understanding that students respond and thrive with recognition of their good behavior and effort. Operating with positive intention has helped our school move from good to great as evidenced by climate surveys. We call students out for being safe, being responsible and being respectful. In addition to recognition at school-wide assemblies our students enter raffles for experiences that are sponsored by teachers. For example, a student might enter to win a basketball game with one of our teachers or a nature walk with another teacher. The focus of the rewards is on having fun with a teacher. If a student does require a visit to the office, we use the principles of natural consequences.

Students in kindergarten join a community group within a month of entering school. A group is comprised of students from all six grade levels and students stay with the same group and advisor for all their years at Wilson. As kids get older, they take on more and more responsibility for running the group. We believe that this is an appropriate scaffolding and gradual release of students totake on social responsibility.

Our staff is valued and respected as professionals. Decisions are made with input from the Leadership team and staff surveys. The staff is also recognized for their contributions through a program we call the “Oscar Wilson” award. The Oscar trophy passed throughout the staff to recognize each individual’s contribution to our community. This was posted about the last recipient:

You are just the best! Always so professional, always on time,
jumping in to help, and keeping our kiddos in line!

Never any hesitation, you know what is right and what to do.

Wilson is so lucky to have you,
and you're a good friend too!

The person keeps the trophy until they see someone who deserves it. In the weekly newsletter, staff members are recognized by name by the principal. Creating a community for the students starts with creating a community of adults. We like each other. We respect each other and the expectation is that we trust each other as professionals.

2. Engaging Families and Community:

The first strategy we use is family partnerships to enrich our school. Each classroom teacher communicates weekly with families about topics and curriculum for the week. The office sends out a weekly communication called “The Bell Ringer” in which school-wide and Parent Teacher Organization, (PTO) events are publicized. Monthly parent surveys are sent out to find parent preferences about topics such as school breakfast, communications and conferences. Our parents state that they feel very much informed about our school.

We appreciate and rely on our parent and family volunteers. The people help in the library, classrooms, at school-wide events like winter sports. All volunteers are asked to come in and take training from the principal before volunteering to learn about student behavior expectations, confidentiality, and specific skills they will be asked to use. Approximately 35% of our parents volunteer in some capacity. Several grandparents and Rotary members volunteer regularly to read to and with our younger students. Parents are with our classes on overnight trips like the 4th grade Wyoming History trip or the 2-day 5th grade trip to Teton Science School. We regularly ask community members to share their expertise in areas like art, astronomy, drama, music, and history. These volunteers are primarily recruited through a community organization called pARTners. This nonprofit builds projects with teachers and helps match experts to the projects. Project based learning with cross-curricular ties is easier for teachers to organize and complete.

Fortunately, Wyoming schools are adequately funded. Because of this our PTO works hard to raise money for community events. We start the year with the Rise and Shine breakfast that is free to students and their families. All students are provided money to purchase books from our annual Book Fair. The Bingo dinner is a family night that has been a tradition at our school for 30 years. Finally, the year is closed with the Spring Fling, a free dinner for all and a music program from the students. Last year, our students studied drumming with a world famous drummer who then played with our students at the Spring Fling.

As a staff, we recognize and value our families. Our culture is inclusive and encouraging for all students and the families play a large role in helping use wrap kids in that culture at school and at home.

3. Professional Development:

Our approach to professional development (PD) is two-fold. First, PD occurs at both the district and school level. During district level PD, teachers are asked to participate in studio workshops around best practices. During studio, teachers are in a classroom observing a teacher who is modeling the practice. Teachers then debrief and are challenged to decide how these methods will fit into their own practice. Our teachers also participate in workshops on writing common assessments and calibrating the results.

At the school level, PD is more individualized. All teachers participate in Professional Learning Groups (PLC) 3 times per month. The purpose of the PLCs is to engage teams of teachers in planning, reviewing assessments and discussing their problems of practice. Once a month multiple grade levels meet for Kid Talk. Classroom and specialist teachers, the reading interventionist, the counselor, instructional coach, and the principal attend these meetings. During these meetings, a teacher presents the case of a student who is struggling academically or socially. The group reviews the data that the teacher has collected as well as the interventions that have been attempted. The group discusses that intervention, makes suggestions for increasing the intensity or changing it. The teacher leaves with a plan and a team that will help them apply the intervention. Many times, the teacher leaves teamed with an instructional coach for a cycle of inquiry that may result in a changed instructional practice.

The principal works in tandem with technology, gifted and talented, and the coaching staff to ensure PD is delivered on an as needed basis. After large-scale assessments, this team analyzes the data and looks for areas where the curriculum is not robust enough to meet standards and ensure student success for all students, including high achievers. We take this information to teachers during their PLCs to generate specific discussion and planning around our data.

4. School Leadership:

Wilson Elementary School is a small, community school where leadership believes in utilizing all school and community stakeholder resources to support the needs of every student. The principal has implemented a strong Multi-Tiered System of Supports team and intervention process to address student needs in every area, from academics to social and emotional development. The multi-disciplinary team meets a minimum of once per week and includes specialists from a variety of programs and backgrounds, including a school counselor and school psychologist, intervention specialist, instructional coach, and a teacher specializing in serving our highest achieving students. The school leadership believes in supporting all students, whether they are the highest achieving or the most challenged. This team also supports the Building Intervention Team, which uses a systematic problem-solving process to assist in creating, implementing, and monitoring effective, evidence-based interventions for students with special needs. The school leadership creates a climate in which all students are met with high expectations and are believed to be able to achieve those expectations with proper services and supports. School leadership creates a climate that promotes continued learning and improvement on the part of teachers and other staff to continually expand our practices and skill sets in ways that will further student success. The combined focus on academics and social and emotional development ensures that we are serving the “whole” child and creating a school environment that encourages and promotes not just short-term academic success, but also the development of essential social, emotional and cognitive skills for life-long success.

In addition to the work being done by school staff, parent and community support is also a vital part of the success of our students. As the purpose statement of Wilson Elementary School states, we “use teacher expertise and family partnerships to provide experiences that appropriately challenge every one of our K-5 students to ensure they have the skills needed to excel in life beyond elementary school.” Parents are actively involved in the process of making many school decisions, and the school principal invites parent participation and advisement in order to ensure that school decisions incorporate the needs of the entire school population. Parents also participate regularly in day to day support of our positive school climate and assist by facilitating school-wide celebrations and events that benefit the entire community. This parent, community and school partnership allows for programs and supports that positively affect the achievement of all our students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

At Wilson Elementary School, we do not believe we are successful due to only one individual factor, but rather to the many integrated supports that are provided through our Multi-Tiered System of Supports (MTSS) process. Our school team focuses on systematic, data-driven decisions to facilitate a successful, wrap-around system of academic and behavior intervention, as well as incorporating PBIS supports to promote a positive school climate and social and emotional development for our students. A primary tool that supports our success in this area is Mileposts, an online program that allows us to track student performance data, both on state and local benchmark screening assessments and on individualized intervention progress monitoring. The documentation of performance data and the ability to look objectively at each student's needs and progress in comparison to identified goals allows for more effective problem-solving by the Building Intervention Team and teachers. Our team approach and focus on systematic, data-based decision making allows us to target specific needs and match appropriate interventions to the student in order to promote academic and social/emotional success. The coordinated efforts of classroom teachers and specialists allows for all students to receive the most appropriate level of support, whether it is simply the strong, Tier 1 general education curriculum and instruction provided by the classroom teacher, more intensive and targeted supplemental interventions provided by an intervention specialist, or enrichment and additional challenge provided by a specialist in working with the highest achieving students. Additionally, in order to support our students in developing the necessary skills to be successful in academics and life, this process also includes a focus on social and emotional development. This focus on a full array of supports and services for all children, driven by a systematic and data-driven problem-solving process, is the key to promoting successful academic achievement in all students throughout our school building.