



# WONDERVIEW ELEMENTARY

Hattiesville, AR

AR PLC Project Cohort 3

## District Mission/Vision



**Community beyond the campus;  
Purpose beyond today!**

Wonderview School District will prepare students to achieve their highest potential with passion, integrity, and confidence. Educators will maintain high expectations while providing a safe learning environment and a comprehensive curriculum which meets each student's learning style. Students will be equipped with the knowledge to continue learning in order to be college and/or career ready.



Every Student.  
Every Day.



At Wonderview Elementary

I Matter!



# COLLECTIVE COMMITMENTS

- 1) We commit to ensuring all staff members are organized into meaningful **collaborative teams** and have the time to meet, during the school day, as a team, for at least 60 minutes a week.
- 2) We commit to ensuring that all students are proficient in our **guaranteed curriculum**.
- 3) We commit to providing time in our weekly schedule for students who need **additional time and support** in our guaranteed curriculum.
- 4) We commit to using a **solution-focused mindset and language** to solve problems and frustrations.
- 5) We commit to ourselves and others to hold each other **accountable** to these commitments. We will go directly to the source when there is conflict and use language that seeks to improve the situation.

# ARTIFACTS THAT SUPPORT OUR COLLECTIVE COMMITMENTS

## Master Schedule Link:

- ★ **Grade Level Schedules**
  - Sacred Tier 1 for math and literacy
  - Scheduled time for Tier 2 and 3 interventions
- ★ **Team Times**
  - Common Planning
- ★ **Activity/Duty**

## Guaranteed Curriculum

(Developed in Jan. 2020) Link:

- ★ **Grade Level Skills**
  - Math
  - Literacy
  - Room to Develop and Build
- ★ **Baseline Data 2020**
  - Link

# ORGANIZING OUR WORK

All staff has access to our shared Google drive

The screenshot displays the Google Drive interface for a shared drive named 'Wonderview Elementary', which contains 7 people. The interface includes a search bar, navigation options on the left, and a grid of folders and files.

**Navigation and Search:**

- Google Drive logo and 'Drive' text.
- Search bar: 'Search in Drive'.
- Google logo and profile picture.

**Left Sidebar (Navigation):**

- New
- Priority
- My Drive
- Shared drives
- Shared with me
- Recent
- Starred
- Trash

**Shared Drive Content:**

- Wonderview Elementary (1 group - 7 people) [Manage members]
- Folders:
  - WES 2021-2022
  - 1. Wonderview Math ...
  - 2. Wonderview Eleme...
  - 2021-2022
  - Aspire Testing Docum...
  - Fire and Tornado Maps
  - First Grade-this one
  - SoR
  - Templates from Solut...
  - Wonderview Element...
- Files (Grid view):
  - Grid 1: A table with columns for 'Unit', 'Date', and 'Status'. It lists 'Unit 1' and 'Unit 2' with dates and status indicators.
  - Grid 2: A table with columns for 'Unit', 'Date', and 'Status'. It lists 'Unit 1' and 'Unit 2' with dates and status indicators.
  - Grid 3: A table with columns for 'Unit', 'Date', and 'Status'. It lists 'Unit 1' and 'Unit 2' with dates and status indicators.
  - Grid 4: A table with columns for 'Unit', 'Date', and 'Status'. It lists 'Unit 1' and 'Unit 2' with dates and status indicators.

# ORGANIZING OUR WORK

## Wonderview Elementary - Unit Map Dashboard

(Bolded units are current for 2021-2022 school year)

The purpose of this "Dashboard" is to make it easier for all staff members at Wonderview to see our work and the impact we are having on our students. This allows us to celebrate and support each other in helping all of our students be "On Grade Level" by being proficient with each of our essential standards at each grade level. All staff are encouraged to be curious and familiar with the work of other teams.

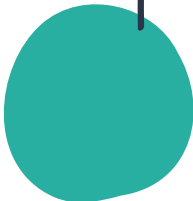
Grade	Literacy	EOU Data	Math	EOU Data
K <a href="#">WV On-Grade 8 Levels</a>	<ul style="list-style-type: none"> <li>Unit 1- 1st quarter-<a href="#">Author/Illustrator/characters, setting, main events in Fiction</a></li> <li>Unit 2-2nd quarter-<a href="#">Detail/author/Illustrator/characters in Fiction</a></li> <li>Unit 3-3rd quarter-<a href="#">Setting/Nonfiction</a></li> <li>Final Push-<a href="#">Nonfiction/main idea</a></li> </ul>	<b>EOU 1</b>	<ul style="list-style-type: none"> <li>Unit 1- 1st quarter -<a href="#">Shapes, 10 and 20</a></li> <li>Unit 2 - <a href="#">Numbers 0-10</a></li> <li>Unit 3-2nd quarter-<a href="#">Money/Time/Positional</a></li> <li>Unit 4- 3rd quarter -<a href="#">addition/subtraction</a></li> <li>Unit 5-4th quarter-<a href="#">Team numbers/numbers greater than 20</a></li> <li>Final Push- <a href="#">Review Unit 1/Add/Sub, Team Numbers, Numbers 0-20</a></li> </ul>	<b>EOU 1</b>
1 <a href="#">WV On-Grade 8 Levels</a> <a href="#">WV On-Grade 8 Levels</a>	First Grade <a href="#">Links</a> <ul style="list-style-type: none"> <li>Fiction</li> <li>Nonfiction</li> </ul> End of Year Screener	<b>EOU 1</b>	First Grade <a href="#">Links</a> <ul style="list-style-type: none"> <li>Count to 120</li> <li>Place Value</li> <li>Add and Subtract to 10</li> <li>Related Facts</li> <li>Add and Subtract to 20</li> <li>Add within 100</li> <li>Skip Counting with Coins</li> <li>Data and Graphing</li> </ul> End of Year Screener - May	<b>EOU 1</b>
2 <a href="#">WV On-Grade 8 Levels</a>	<ul style="list-style-type: none"> <li>Unit 1 -<a href="#">Key Details</a></li> <li>Unit 2-<a href="#">Describe how Characters Respond to Major Events</a></li> <li>Unit 3-<a href="#">Nov-Dec Title/Topic</a></li> <li>Unit 4-<a href="#">Jan Title/Topic</a></li> <li>Unit 5-<a href="#">Feb-Mar, Challenge and response/Fiction</a></li> <li>Unit 6-<a href="#">Mar-May Main Idea, Details, Detail/Character/Setting and Response Fiction</a></li> <li>Final Push-<a href="#">April-May Title/Topic</a></li> <li>End of Year Screener - May 17-21</li> </ul>	<b>EOU 1</b>	<ul style="list-style-type: none"> <li>Unit 1- <a href="#">Addition and subtraction within 20</a></li> <li>Unit 2 - <a href="#">Even/Odd Arrays</a></li> <li>Unit 3- <a href="#">Place Value</a></li> <li>Unit 4-<a href="#">Jan Title/Topic</a></li> <li>Unit 5-<a href="#">Jan-Feb Title/Topic</a></li> <li>Unit 6-<a href="#">Mar-May Title/Topic</a></li> <li>Final Push-<a href="#">May-June Title/Topic (Title)</a></li> <li>End of Year Screener - May 17-21</li> </ul>	<b>EOU 1</b>
3	<ul style="list-style-type: none"> <li>Unit 1-<a href="#">Text Features/Structures</a></li> </ul>	EOU	<ul style="list-style-type: none"> <li>Unit 1- <a href="#">Place Value/Addition</a></li> </ul>	EOU

We created a dashboard with units linked, end of unit data linked and any other links that will make our work accessible to any staff at school. Our specialist team, intervention, counselor, GT and sped departments have access to grade-level curriculum and resources in math and literacy.

# ORGANIZING OUR WORK

Literacy	Math Blue - concrete   Red - Representational   Green - Abstract
<p><b>Letter Knowledge Mastery (recognition, sounds (short vowels) and writing)</b></p> <p>RFK1D - Recognize and Name all upper and lowercase letters.</p> <ul style="list-style-type: none"> <li>I can identify uppercase letters.</li> <li>I can identify lowercase letters.</li> </ul> <p>RFK3A - Demonstrate Basic knowledge of one-to-one letter sound correspondence by producing the most frequently used sound of each consonant.</p> <ul style="list-style-type: none"> <li>I can produce letter sounds.</li> </ul> <p>RFK3B - Associate the long and <u>short sound</u> with the 5 major vowel graphemes</p> <ul style="list-style-type: none"> <li>I can identify short vowel graphemes.</li> <li>I can identify long vowel graphemes.</li> </ul> <p>LK.1.K - print all upper and lowercase letters legibly.</p> <ul style="list-style-type: none"> <li>I can print uppercase letters legibly.</li> <li>I can print lowercase letters legibly.</li> </ul> <p><b>Decode/Blend CVC words (beginning,middle,ending sounds)</b></p> <p>RFK.3.E - Decode CVC words.</p> <ul style="list-style-type: none"> <li>I can decode CVC words.</li> </ul> <p><b>Sight Word Recognition</b></p> <p>RFK.3.C - read common high-frequency words by sight</p> <ul style="list-style-type: none"> <li>I can read "red" words by sight.</li> </ul> <p><b>Story Comprehension (ask/answer questions, retell)</b></p> <p>RI.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> <li>I can identify key and supporting details.</li> </ul> <p>RI.K.2 - With prompting and support, identify the main topic and <u>retell</u> key details of a text.</p> <ul style="list-style-type: none"> <li>I can determine the topic of the text.</li> <li>I can state the main idea.</li> </ul> <p><b>With prompting and support, write a simple phrase.</b></p> <p>W.K.10 - Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks.</p>	<p><b>Recognize and write numbers 0-20.</b></p> <p>K.CC.A.3-Read, write,represent numerals from 0-20</p> <ul style="list-style-type: none"> <li>Identify numbers 0-20</li> <li>Write numbers 0-20</li> <li><i>I can represent numbers 0-20 using manipulatives.</i></li> <li><i>I can identify numbers 0-20.</i></li> <li><i>I can write numbers 0-20.</i></li> </ul> <p><b>Addition and Subtraction (fluent to 10)</b></p> <p>K.OA.A.5 - Fluently add and subtract within 10 by using various strategies and manipulatives</p> <p>Note: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.</p> <p>*Add and subtract within 10 through tens frames, picture addition, counters, fingers, and number lines.</p> <p>Vocab: tens frames, number lines</p> <ul style="list-style-type: none"> <li><i>I can subtract numbers using manipulatives.</i></li> <li><i>I can subtract numbers using a strategy of my choice (ten frames, number lines, etc.)</i></li> <li><i>I can write an equation to subtract numbers.</i></li> </ul> <p><b>Place Value (Teen numbers)</b></p> <p>K.NBT.A.1 - Develop initial understanding of <i>place value</i> and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings</p> <p>*Represent teen numbers using base ten blocks. (A 14 is made of 1 rod and 4 cubes.)</p> <p>Vocab: rod, cube</p> <p><b>One-to-One</b></p> <p>K.CC.B.5 - Count to answer "how many?":</p> <ul style="list-style-type: none"> <li>Count up to 20 objects in any arrangement</li> <li>Count up to 10 objects in a scattered configuration</li> <li>Given a number from 1-20, count out that many objects</li> </ul> <p>*Touch and count objects from 1-20 showing one to one correspondence using stationary and nonstationary manipulatives</p> <ul style="list-style-type: none"> <li><i>I can count objects up to 20 in different arrangements.</i></li> </ul>

Guaranteed curriculum with learning progressions





# CELEBRATIONS

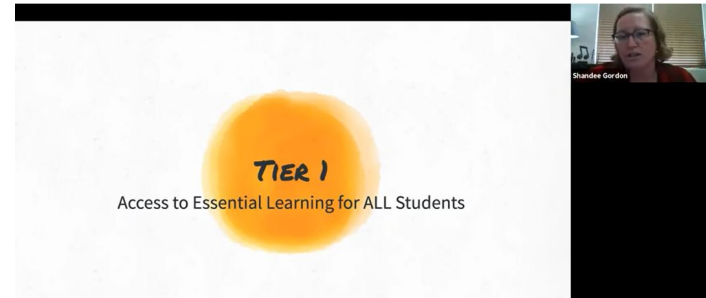
- ★ **Wonderview Weekly [Link](#)**
  - Weekly staff newsletter
  - Highlights learning for the week
  - Allows staff to celebrate and appreciate each other
- ★ **Teacher of the Quarter**
  - Peer-voted
  - Recently started [Peer Observations](#)
- ★ **Student Celebrations**
  - Student of the month
  - Positive office referrals
  - AttenDance!
  - iStation Cape
  - AR -Shark/Dragon

# AWARDS

- ★ Highly Effective School Accreditation
  - [School Improvement Plan Link](#)
- ★ Member of DESE guiding coalition
- ★ Credit in publication
- ★ PLC Webinar Contributions
  - [Foundation](#)
  - [Four Pillars](#)
  - [Response to Intervention](#)



*Title: Charting the Course for Collaborative Teams in a PLC at Work*  
**Anthology Editor:** Sharon V. Kramer  
**Chapter Author:** Tammy Miller  
**Publisher:** Solution Tree Press

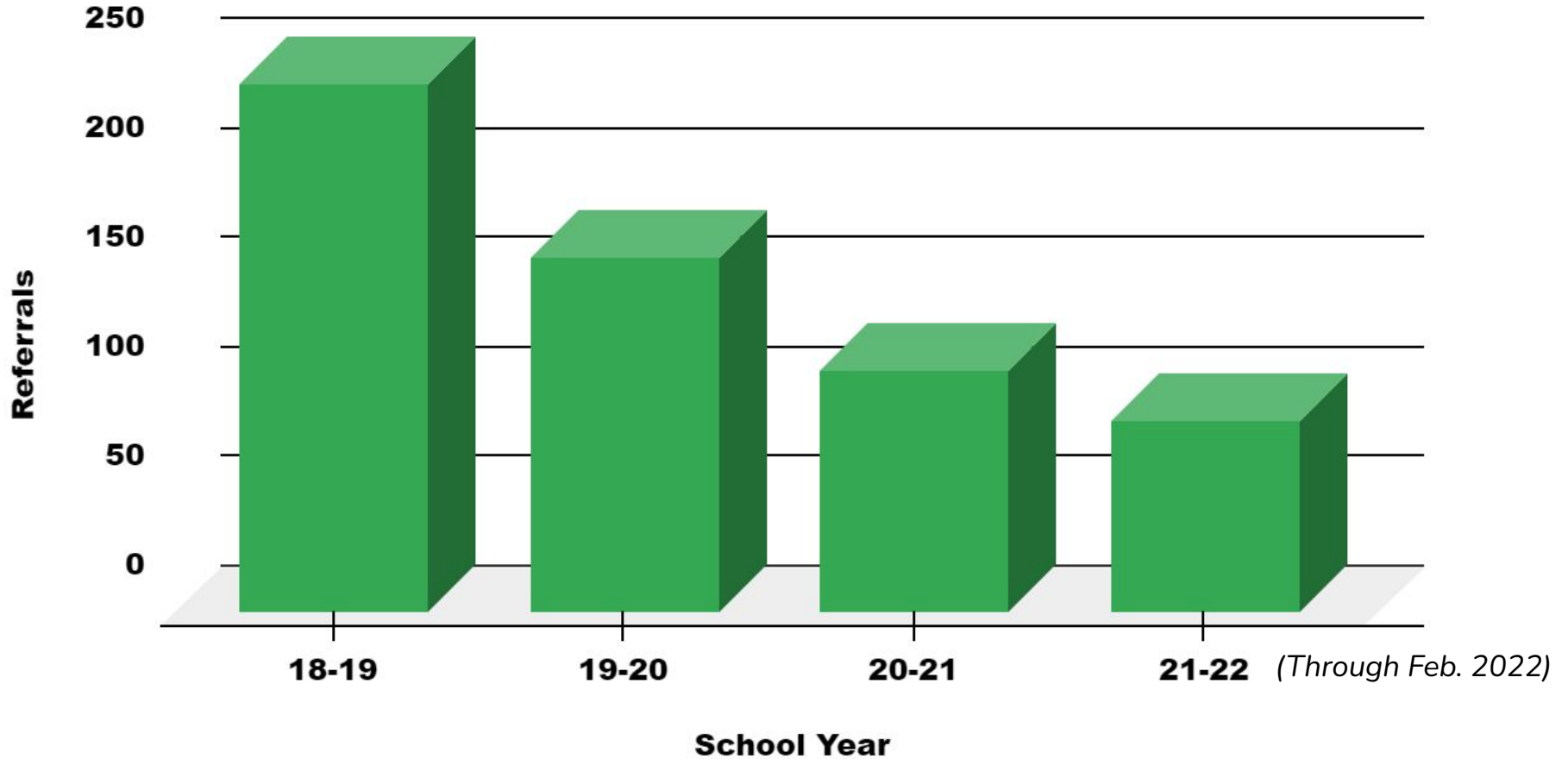


A hand-drawn speech bubble with a light blue fill and a dark blue outline. The word "Data" is written in the center in a dark blue, sans-serif font. The bubble has a tail pointing towards the bottom right. There are some decorative elements: two small speech bubble icons in the top left, a double-line stroke at the top right, and a zigzag line on the right side.

**Data**

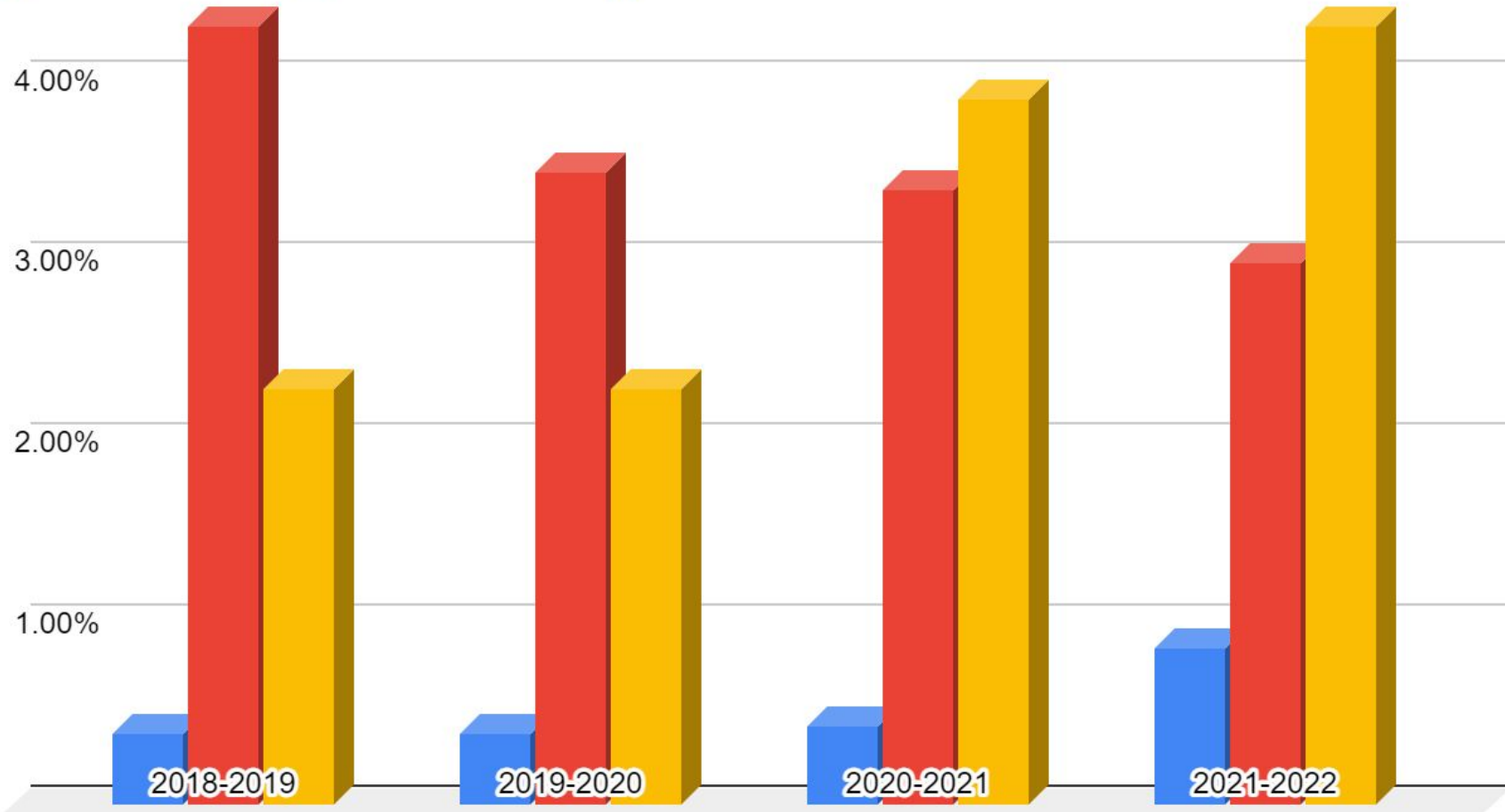
<b>Learning By Doing Continuum</b>	<b>Sept. 2019</b>	<b>June 2020</b>	<b>Sept. 2020</b>	<b>June 2021</b>	<b>Winter 2022</b>
1. Clear school purpose/priorities	2	4	4	4	5
2. Priorities seen in resources, modeling, celebrations	2	4	4	4	4
3. Collective mission and commitments	2	4	4	4	5
4. Shared vision – created, shared, used	3	4	4	4	5
5. Collective commitments (Shared values)	1	2	2	4	4
6. Common school goals – set, shared, used	2	3	3	4	(4)
7. Collaborative culture – teams and expectations	3	3	3	4	4
8. Team norms – identified, used	1	3	3	4	5
9. Team SMART goals – set, used, monitored	1	2	2	3	4
10. Essential learning – studied, identified, used	1	4	4	4	5
11. Using data – CFAs – creation and analysis	1	3	3	3	5
12. Clear criteria for judging student work	1	2	3	3	5
13. Monitoring student learning thru frequent CFAs	1	4	4	4	5
14. Providing systematic intervention/extension	4	4	4	4	4

# Wonderview Elementary Discipline Referrals

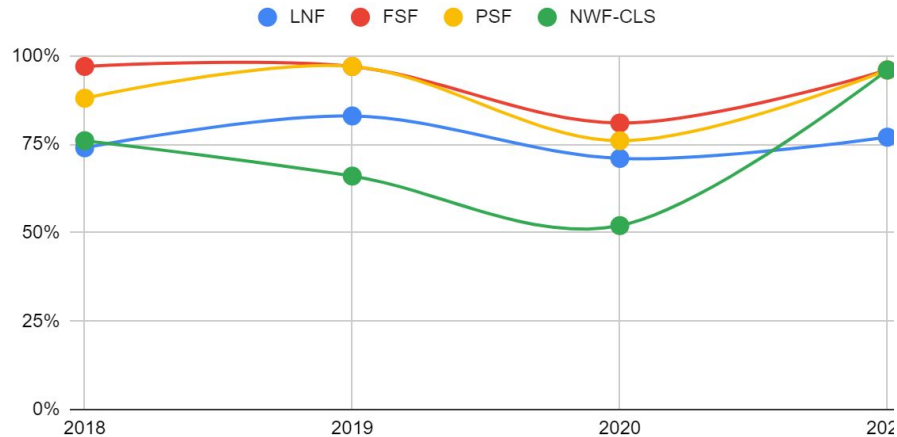


# Special Education

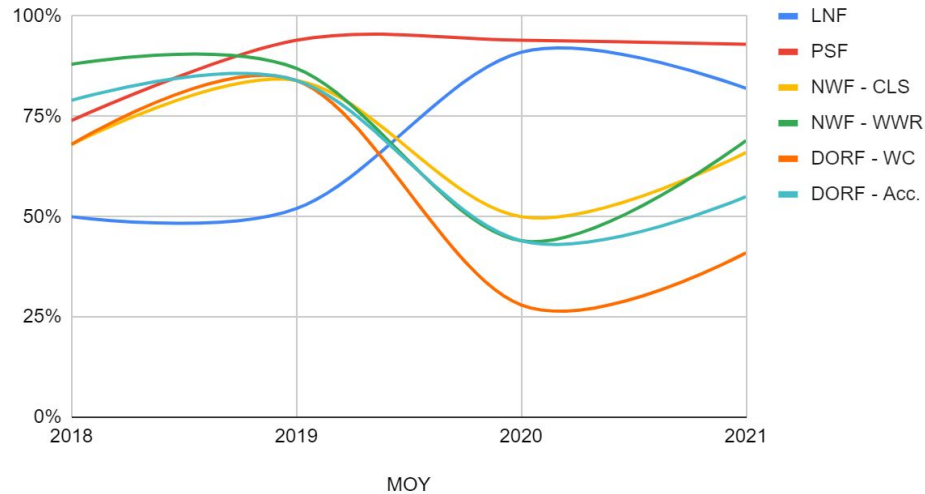
Self Contained   Resource Room   Reg. Ed



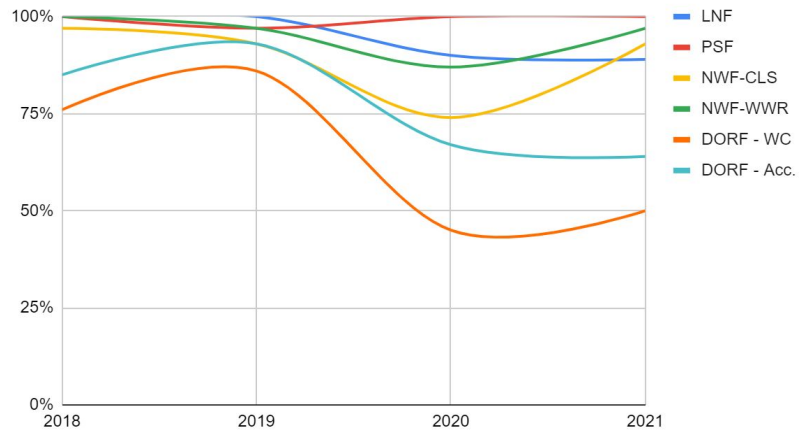
## Kindergarten



## First Grade



## Second Grade



# K-2 Dibels