

Curriculum Offerings

The core curriculum is taught at Wilson Elementary using the Common Core Standards. In addition to the core curriculum of reading, mathematics, social studies, science, language arts and writing, Wilson Elementary offers related courses in library, physical education, music, guidance, and computer technology. Resource, gifted and speech classes are available to qualifying students. The curriculum is enhanced by *Number Worlds*, *IXL*, *MAPS*, *Ready Common Core*, *Accelerated Reading*, *Corrective Reading*, *Reading Mastery*, and *Compass* into his/her curriculum.

Academic Assessments

Wilson Elementary School is a data-driven school with an ongoing comprehensive assessment system in place to identify, target, improve, and monitor student performance as well as curriculum and instruction. Several in-house school-wide formative assessments are administered throughout the school year to collect data. Data collection begins in the Pre-K group and continues throughout eight grades. Kindergarten students are assessed with the Scholastic Reading Inventory at the beginning and ending of each school year. The MAPS Predictive Assessment monitors student progress in reading, math, and science. It is administered in September, December, and March for grades Kindergarten through eighth. The MAPS assessments are designed to assess performance indicators of the Tennessee curriculum and measures progress on current grade level skills. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through second grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. The data taken from the assessments is used to meet individual needs and guide curriculum so that necessary skills are mastered in that grade level. The TCAP and SAT 10 Assessments are administered for grades kindergarten through 8th each spring. AYP data, achievement scores, Amos, and value added scores in all content areas are analyzed, along with attendance, discipline referrals, and teacher absences. The data is analyzed to identify strengths and areas of need, and discusses strategies for improvement. This information is shared and discussed with the faculty. Throughout the year, the data is disaggregated, tracked, charted, and graphed as it is collected. Data is presented and discussed at staff development meetings, with both instructional and support staff, during individual meetings with administrators, and grade level meetings with administrators. This data directs the focus of instruction through staff development activities and all aspects of the school organization. The data is used to set priorities and establish goals for learning. Teachers also use the data to individualize student goals for the year.

Proficiency Levels Students Are Expected To Meet

All students are expected to score at or above proficient on all diagnostic assessment test. The levels and their definitions are as follows:

Advanced: Students who perform at this level demonstrate superior mastery, in academic performance, thinking abilities, and application of understanding that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.

Proficiency: Students who perform at this level demonstrate mastery, in academic performance, thinking abilities, and application of understanding that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.

Basic: Students who perform at this level demonstrate partial mastery, in academic performance, thinking abilities, and application of understanding that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.

Below Basic: Students who perform at this level have not demonstrated mastery, in academic performance, thinking abilities, and application of understanding that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.