



Harmony Elementary School

CONTINUOUS IMPROVEMENT PLAN 2018-19

GOAL(S):

- By June 2019, In the academic area of writing, Harmony students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they will address increasingly demanding content and sources. Scores on WY-TOPP, in the area of writing, will be at or above 5 on a 10 point rubric.
- By June 2019, Harmony School will increase 3rd grade reading proficiency to 80% at or above grade level as measured by WY-TOPP assessment results.

MEASURES AND METHODS (INTERVENTIONS):

- Continued use of the PLC framework and expectation of teacher collaboration
- Adoption of the Multi-Tiered System of Support (MTSS) model for intervention

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Teachers will meet bi-weekly as a collaborative team across K-5 grade levels with the purpose being the review of formative assessment data, review of and any necessary modification of intervention plans, and review and modification of enrichment plans if necessary.	January 2019 – June 2019	Principal, grade level teachers and specialists (when available)	Growth in these areas will be indicated on the spring WY-TOPP Summative assessment.
Monthly curriculum review/programming review meetings to address the unique needs of teaching curriculum to multiple grade levels.	January 2019 – June 2019	Principal, teachers and District Professional Development Team (when available)	Harmony teachers will work with work with each other monthly to review the adjustment of curriculum to ensure students are receiving high quality questions and instruction in multiple grade levels.



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We will continue to implement the Multi-Tiered System of Support (MTSS) model. All students will experience tier I instruction by their general education teacher through differentiated instruction based on their need. Students who are determined to be at “some risk” or “at risk” will be provided a tier II and/or tier III intervention based on their area of need.	January 2019 – June 2019	Principal, Teachers, Interventionists and Specialists	Tier I and II support will be provided daily in the multi-grade classrooms and students needing Tier III supports as identified by data, when applicable will, be placed on a formal intervention and progress monitoring plan. These plans will be developed with the general education teacher and support staff.
Students in need of intensive reading intervention will be placed into groups or receive individual instruction with a Title I interventionist in collaboration with the classroom teacher. This support may take place in the classroom or in a pull-out setting but will be in addition to the core curriculum.	January 2019 – June 2019	Principal, Classroom teachers and interventionist	NLM/CUBED and WY-TOPP will be reviewed regularly to monitor student growth.
Professional development during collaborative meetings to enhance our staff’s ability to implement and use the Albany County School District’s High Leverage Practices.	January 2019 – June 2019	Principal and teachers	Meeting notes and agendas, sign-in sheets.

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Evidence of the implementation will be shown through student achievement targets being met as well as training agendas and data documentation.