



**INDIAN PAINTBRUSH ELEMENTARY SCHOOL
CONTINUOUS IMPROVEMENT PLAN 2018-2019**

Goal 1: During the 2018/2019 & 2019/2020 School Years, Indian Paintbrush Elementary will maintain Meeting Expectations status on the WAEA School Performance Report. (*Destination – Performance*)

Goal 2: By May of 2020, Indian Paintbrush Elementary School will increase 3rd grade literacy scores to 85% of students proficient as measured by WY-TOPP and indicated on the Early Literacy Report. (*Destination – Performance*)

Improvement Strategies: Teachers will utilize the PLC process to identify and appropriately address individual student needs. Students will engage in intervention and enrichment opportunities in small groups and differentiated instruction in the classroom to best meet the needs of all learners. Staff will utilize a variety of instructional practices to meet the needs of all learners within the classroom. Teams will use student assessment data to drive instructional decisions that align with school and district goals. The school will use assessment data to continue appropriate reading instruction and intervention for students.

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when?</i>	Responsibilities & Resources <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Staff members will meet in weekly grade-level PLCs to evaluate student data and growth as well as instructional best practices in order to meet individual student needs and assess consistent student growth. <i>Destination - Engagement</i>	August 2015-May 2020 (ongoing)	Professional development for teachers and instructional facilitator on PLCs and use of data; resources and materials relating to best practice, PLCs, and data teams.	Multiple assessment measures including WY-TOPP, common assessments, CUBED, etc. will be used to screen, benchmark and progress monitor student understanding of grade level goals.
Intervention and enrichment opportunities will be implemented to meet individual student needs during differentiated instruction times within the school day as well as	August 2015-May 2020 (ongoing)	Building and District instructional facilitator support; co-teaching and flooding of staff during differentiated instruction time; instructional resources; funding for extended day opportunities.	Collaboration/Data Team meetings documenting student performance using a variety of assessments; SMART Goals and progress monitoring to inform.

through extended day instruction after school. Staff will use a Multi-Tiered System of Support to help meet the needs during these opportunities. <i>Destination - Access</i>			
Teachers will increase their understanding and implementation of best practices in reading and math instruction through ongoing state, district, and building professional development opportunities. <i>Destination - Engagement</i>	August 2015-May 2020 (ongoing)	Building and district instructional facilitator support; co-teaching, coaching, and modeling by instructional facilitator; research, resources, and curricular materials to identify best practices. Staff members will access ATLAS to document and deepen understanding of curriculum and best instructional practices in district.	Professional development opportunities will be provided through the use of school leadership meetings, staff meetings, scheduled professional development days throughout the year, weekly PLC meetings, and consistent communication and sharing of resources and materials.
Implications for Professional Development: A combination of district-wide professional development opportunities and school-wide, targeted professional development will be in place to support IPES staff in the implementation of goals and strategies.			
Implications for Family Involvement: Parents will be informed of PLC progress and work through monthly and weekly memos from the principal, as well as communication from their student's teachers. In addition, parents will be informed of growth through PTA meetings.			
Evidence of Success (How will you know that you are making progress? What are your benchmarks?) Benchmarks are outlined above for each action step.			
Evaluation Process (How will you determine that your goal has been reached? What are your measures?) Evidence will be shown through the use of scheduled collaboration/data team meetings, weekly PLC meetings, agendas and sign-in sheets, use of SMART Goals as evidenced on ATLAS, and professional development opportunities tracked on My Learning Plan. Evidence of success will be based on the monitoring of student outcomes through a variety of assessments to determine if strategies and interventions are increasing student growth in reading and math at all grade levels.			

ACSD#1 Destinations:

Performance - All students are performing at grade level performance standards

Access - All students are afforded excellent instructional services and programs

Engagement - All students and staff are engaged in teaching and learning

Graduate - All students graduate with future plans