



## UW Lab School CONTINUOUS IMPROVEMENT PLAN 2018-2019

**GOAL:** In 2019 and 2020, the WAEA school performance level of Exceeding Expectations will be maintained by increasing the Achievement Indicator (WY-TOPP reading, mathematics, and science) from 68% proficient or advanced to 70% proficient or advanced, with a particular focus on mathematics and science, along with maintaining performance levels on the Growth and Equity Indicators.

**Progress Toward Goal:**

2018 – The WAEA school performance level increased from Meeting Expectations to Exceeding Expectations. The Achievement indicator increased from 62% to 68% and moved from Meets Target to Exceeds Target. The Growth Indicator increased from Meets Target (45%) to Exceeds Target (60%). The Equity indicator remained at Exceeds Target (63% to 65%).

**Improvement Strategies:**

1. **Priority Learning Goals identified, taught, assessed, and communicated through K-8 Standards-Referenced Report Card.**
2. **Atlas Rubicon Curriculum mapping software used to document grade level and/or content area PLC work.**

<b>Tasks/Action Steps</b> <i>What will be done?</i>	<b>Responsibilities &amp; Resources</b> <i>Who will do it and how will it be done?</i> <i>Funding/Time/People/Materials</i>	<b>Benchmarks &amp;</b> <i>How will we know we are making progress?</i>	<b>Results/Accomplishments &amp; Next Steps</b>
<p>1. Students will construct understanding of math concepts by participating in high quality, engaging classroom instruction to: develop a proficient or advanced understanding of operations and number relationships; practice the use of efficient strategies; and apply strategies across a variety of contexts and problems for conceptual understanding of facts.</p>	<p>Teachers will work in collaborative teaching teams (Professional Learning Communities) and utilize a variety of curriculum resources and instructional strategies to meet the collective and individual needs of students.</p> <p>A multi-tier system of support will be implemented by collaborative teaching teams to provide a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to student’s needs, and</p>	<p>Multiple assessment measures including WY-TOPP, NLM/CUBED, curriculum assessments, common assessments, AddVantage math assessments, etc. will be used to monitor student understanding of grade level priority learning goals (essential learnings) from the common core standards and inform instruction.</p> <p>Records of educational decision-making based on evidenced-based academic and behavior instruction, intervention programs and processes, assessments (screening, formative and common assessments, and progress monitoring).</p>	<p><b>Summative WY-TOPP Results for 2017-2018:</b>  <b>Math:</b> +10 percentage point gain (+19%) for grades 3-8  <b>Reading:</b> +5 percentage point gain (+7%) for grades 3-8)  <b>Science:</b> +2 percentage point increase (+3%) on WY-TOPP for grades 4 &amp; 8</p> <p><b>2015-2019</b>            -Year-long WDE MTSS PLC training for elementary and middle school teams (2015-2016).            - Ongoing ACSD1 administrator MTSS training (2017-2019)</p>



<p>2. Students will develop and improve literacy skills and strategies by participating in skillful, engaging classroom instruction to develop proficient or advanced reading, writing, language, speaking, and listening.</p> <p>3. Students will participate in literacy and math intervention and/or enrichment instruction to provide opportunities for pre-teaching/re-teaching or extension of math and literacy concepts identified through assessments to strengthen understanding and lead to priority learning proficiency and beyond.</p> <p>4. Students will actively participate in the learning process by</p>	<p>educational decision-making using student outcome data. The ongoing use of multiple assessments, including student self-assessment/reflection will provide students with feedback and be used by collaborative teaching teams and students to set collective and individual instructional goals and monitor progress. K-3 students identified through literacy screening in the fall of being at <i>some-risk</i> or <i>at-risk</i> in literacy will receive targeted instruction reflective of a group reading plan (GRP) or individualized reading plan (IRP).</p> <p>Teachers will implement a variety of intervention and enrichment groupings and strategies will be flexibly implemented to meet individual student needs during differentiated instruction times within the school day as well as through extended day instruction after school.</p> <p>Teachers will continue to implement 3-way conferences and a K-8 standards-referenced report card to communicate with parents and students about the achievement of specific learning goals and to identify the student level of performance with regard to those goals.</p> <p>Teachers will participate in ongoing building, District, and state trainings and meetings as well as utilization of the PLC</p>	<p>Classroom and individual data documenting student performance, goals, and progress monitoring will be discussed in collaborative PLC meetings 2-4 times each month to inform instructional needs and show individual/collective progress.</p> <p>The ATLAS system will be used to document progress on the learning goals through data cycles.</p> <p>IRP and GRP records will be maintained in accordance with the Wyoming Early Literacy Statute. The IRPs and GRPs will be reviewed and updated regularly to document the interventions implemented, duration of intervention, and student response to instruction until students reach and maintain grade level progress.</p> <p>Learning Overviews and proficiency marks (as well as individual student comments addressing areas of strength and where continued growth is needed) will be provided on a K-8 standards referenced report card each semester.</p> <p>Weekly, monthly, and annual professional development will be provided in a variety of formats. Teachers will meet in weekly</p>	<p><b>2016-2019</b> New grade level/content area teams formed as part of the school's K-8 reconfiguration. (2016). Ongoing work with PLC teams to update smart goals and data cycles in ATLAS.</p> <p>IRP/GRP data and progress monitoring; office referrals, and other intervention and progress monitoring data entered in Silverback (2017-2019).</p> <p>Staff and Student Celebrations of achieving Exceeding Expectations with ratings of Exceeds Target in all performance areas (Nov. 2018)</p> <p><b>2015-2019</b> – A new standards-referenced report card was implemented during 2015-2016 school year. Ongoing work and training to clarify priority learning goals, proficiency scales, and the artifacts used to inform proficiency marks for each standard domain (2016-2019).</p> <p><b>2015-2016 PD Highlights</b> – -5<sup>th</sup> and 6<sup>th</sup> Grade Math Lesson Study</p>
--	--	--	---



<p>receiving feedback from a variety of assessments, engaging in reflection/self-assessment, and participating in goal setting.</p>	<p>framework and processes to extend their understanding of teaching, learning, and assessment strategies and school improvement processes. Support will be provided by the principal and by building and District Instructional Facilitator support through building funds and District Title II funds.</p>	<p>grade level and/or content area PLC teams to focus on best practices in curriculum, instruction, and assessment that meet individual student needs and lead to high levels of learning for all students. Professional development experiences will be documented in My Learning Plan and noted on teacher evaluations.</p>	<ul style="list-style-type: none"> <li>-K-2 Vocabulary Lesson Study</li> <li>-Co-Teaching Training for 10 Mentor Teachers</li> <li>-Marzano Assessment Literacy Training for all teachers</li> <li>-MTSS PLC elementary team and middle school team training</li> <li><b>2016-2017 PD Highlights –</b></li> <li>-PLC Train the Trainer Training for school team</li> <li>-Mathematical Mindset Book Study</li> <li>-Co-Teaching Training for all Teachers</li> <li>- Marzano Assessment Literacy Training for new teachers</li> <li>- AddVantage Math Recovery Training for K-2 teachers</li> <li><b>2017-2018 PD Highlights -</b></li> <li>-CPI Trainer Training for principals</li> <li>- High Leverage Practices Training with IF</li> <li>- Science Standards training with UW consultants</li> <li>-Implementation of K-4 Units of Study in Reading to support continued implementation of Units of Study in Writing</li> <li>-Restorative Practices training and Book Study</li> <li>-Co-Teaching Training for all Teachers</li> <li><b>2018-2019 PD Highlights -</b></li> <li>- CPI Training for all staff</li> <li>-Math Investigations Training for K-5 and implementation for K,1,&amp;5</li> <li>- Science Standards training with IF and principal</li> <li>-Ongoing work in Atlas on smart goals and common assessments</li> </ul>
---	--	---	---