

Slade Elementary School

Continuous Improvement Plan 2018-2019



Outcomes from 2017-2018 School Year:

Slade Elementary continues to Exceed Expectations on the WAEA School Performance Report in the areas of Equity and English Learner Progress while Meeting Expectations in the areas of Growth and Achievement.

Slade Elementary School Continuous Improvement Goals:

ACSD#1 Destinations & Pathways		Slade Elementary School Goals	
	<p>Performance</p> <p>All students are performing at grade-level performance standards</p>		<p>Increase our students' knowledge, understanding, and use of learning goals and performance expectations to demonstrate what they are learning, why it is important, and what steps they must take to improve.</p>
	<p>Excellent Instruction</p> <p>All students are afforded excellent instructional services and programs</p>		<p>Increase consistency across our school systems and procedures to include: a common language for academic and behavior expectations, use of high leverage practices, systematic implementation of the MTSS framework, and the use of protocols to guide our work.</p>
	<p>Engagement</p> <p>All students and staff members are engaged in teaching and learning</p>		<p>Strengthen the work of our PLC teams through a focus on intentionally planned instruction based on essential standards and student learning outcomes.</p>
	<p>Plan</p> <p>All students graduate with future plans</p>		<p>Develop and maintain school-wide systems that ensure ALL student are learning at or above grade level each year.</p>

Evidence of Improved Learning:

- Students at Slade will demonstrate mastery of essential standards as demonstrated by proficiency on grade level common assessments, unit tests, and ACSD#1 Edify quarterly assessments reviewed during PLC meetings.
- Students at Slade will improve proficiency in reading to 85% for all students in kindergarten through 3rd grade as measured by the Spring WY-TOPP state assessments.
- Slade Elementary School will continue to exceed expectations in the areas of Equity and English Learner Progress and increase our Achievement from an overall of 63% of students proficient in reading and math to 70% or greater as measured by the WAEA school performance report.
- Slade Elementary School will increase our growth indicator from meets expectations with a score of 59 to exceeds expectations, or a score of 60 or higher as measured by the WAEA school performance report.

Improvement Strategies:

- Use the short cycle process in ELA and Mathematics during grade level PLC meetings to focus instruction on essential learning targets.
- Ensure Tier I instruction is highly effective through the development and implementation of units of instruction that include unpacked learning targets that are communicated to students, common assessments, pacing, targeted interventions, and enrichments for students.
- Utilize instructional program materials to ensure equal access to Tier I instruction
- Targeted professional development on the high leverage practice of goal setting
- Broaden student opportunities through STEM/Makerspace, Battle of the Books, Social Emotional Learning, field trips, and connecting current learning to future goals

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Tasks/Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Funding/Materials/Staff</i>	Timeline <i>By when? (Day/Month)</i>
Build PLC capacity across the school	Principal Slade Leadership Team Instructional Facilitator	Prioritized time for PLC meetings	Ongoing weekly PLC meetings
Weekly grade-level PLCs will evaluate student data, growth, and best practices using short cycles, as well as include an interventionist and special education teacher at targeted grade levels	Principal Grade Level Teachers Instructional Facilitator	Multiple assessment measures PD on PLCs and use of data Resources and materials relating to best practice and High Leverage Practices (HLPs) ATLAS curriculum mapping Milepost data management system	On-going and continually improved
Intervention through MTSS Framework Implementation	Principal, Instructional Facilitator, Grade Level Teachers, & Interventionists	School-wide and individual student data	Weekly PLC meetings & Bi-monthly Tier 3 meetings
Prioritized and Focused Instructional Time	Principal Instructional Facilitator Scheduling Extended Specials	Funding for full time specials Scheduling priorities Flexibility in thinking	Ongoing
Refine assessment system including screeners, progress monitoring & common assessments. Use Foundations team for school-wide behavior & data	Principal, IF, & Interventionists Grade level PLC Team Meetings Foundations Team meeting	Silverback data management Safe & Civil Schools conferences	Ongoing
District collaboration on Curriculum Mapping and common assessments	Grade level teams District PD team	ATLAS, Silverback Use of SMART goals Funding for Summer Institute	Weekly PLC meetings Annual Summer Institute



Implications for Professional Development:

- District-wide professional development opportunities: ELA, Math, & Science district teams working on standard alignment, common assessments, and Social Studies crosswalk
- Targeted school level professional development: providing quality feedback, high engagement instructional strategies, data analysis
- Structured time for new curriculum unpacking including identifying essential learning, goals of lessons, and what students must learn
- MTSS Implementation framework and guide for Slade to develop a common understanding of tiered instruction, use of a variety of assessment data, and best practices for intervention.

Evidence of Success *(How will you know that you are making progress? What are your benchmarks?)*

We will know we are making progress towards our goal of increasing student performance in Reading and Math by closely monitoring our WY-TOPP data along with screening and progress monitoring data. We will also monitor which students are served through interventions and track data in Silverback. This will include trends in student needs across grade levels, effectiveness of targeted interventions, and progress made by individual students. We will also create Intervention and Instructional profiles to clarify our expectations across the adults in the building as we implement a new MTSS structure for intervention.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

We will use Fall and Winter interim WY-TOPP data to notice growth and specific trends in our data to create areas of focus for instruction. WY-TOPP summative data will be utilized to determine effectiveness of instruction through an increase in our overall achievement scores from 63% of students proficient to 70% or more of our students proficient. We will review data annually, including CUBED screeners three times a year to assess the risk level our students in specific, high impact academic areas. PLC teams will analyze screening, diagnostic, and common assessment data to make informed instructional decisions. We will look for trends in growth, as well as, trends in the number of students we serve in our Title I and Special Education subgroups.