

# INDIAN PAINTBRUSH ELEMENTARY SCHOOL

## CONTINUOUS IMPROVEMENT PLAN 2016-2017

**Goal 1:** By 2017, the WAEA school performance level will be improved by increasing the total percent of students meeting growth from 49% of students to 55% of students meeting growth (a 6% increase) in math and reading.

**Goal 2:** By May of 2017, Indian Paintbrush Elementary School will increase 3<sup>rd</sup> grade literacy scores from 74% of students proficient to 85% of students proficient as measured by MAP (Measures of Academic Progress) scores and indicated on the Early Literacy Report.

**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 to best meet the needs of all learners. Teachers 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 develop Individual Reading Plans (IRP) and Group Reading Plans (GRP) to continue appropriate reading instruction and intervention for students.

<b>Tasks/Action Steps</b> <i>What will be done?</i>	<b>Timeline</b> <i>By when? (Day/Month)</i>	<b>Responsibilities &amp; Resources</b> <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	<b>Benchmarks</b> <i>How will we know we're making growth?</i>
Teachers 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.	August 2015-May 2017 (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 MAP, common assessments, 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 through extended day instruction after school and/or in the summer.	August 2015-May 2017 (ongoing)	Building and District instructional facilitator support; co-teaching and flooding of staff during differentiated instruction time; instructional resources; Bridges funding for extended day opportunities	Collaboration/Data Team meetings documenting student performance using a variety of assessments; SMART Goals and progress monitoring to inform IRPs and GRPs  Annual Bridges proposals and reports

## INDIAN PAINTBRUSH ELEMENTARY SCHOOL

<p>Teachers will increase their understanding and implementation of best practices in reading and math instruction through ongoing state, district, and building professional development opportunities.</p>	<p>August 2015-May 2017 (ongoing)</p>	<p>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.</p>	<p>Professional development opportunities will be provided through the use of monthly leadership meetings, staff meetings, scheduled professional development days throughout the year, and consistent communication and sharing of resources and materials</p>
<p>Instructional teams consisting of teachers, interventionists, instructional facilitator, and Special Education personnel will analyze assessment results to inform implementation of interventions and instructional decisions.</p>	<p>June 2015-May 2017 (ongoing)</p>	<p>Professional development for teachers and instructional facilitators on PLCs and use of data; resources and curricular materials for intervention and enrichment</p>	<p>Multiple assessment measures including MAP, CUBED, common assessments, etc. will be used to screen, benchmark and progress monitor student growth</p>
<p>Albany County School District #1 and Indian Paintbrush Elementary employ a three-tiered model of curriculum and instructional services. Tier I services are provided by the general classroom teacher through focused, differentiated instruction according to their assessed needs. All students who screen at <i>some-risk</i> or <i>at-risk</i> will receive targeted instruction reflective of an Individualized Reading Plan</p>	<p>August 2015-May 2017 (ongoing)</p>	<p>Building and District Instructional Facilitator support; co-teaching/flooding of staff for reading instruction; curriculum resources and materials; Bridges funding for extended day opportunities</p>	<p>The educational team at each site will make final decisions about student intervention needs, and maintain IRP records in accordance with the Wyoming Early Literacy Statute. IRPs and GRPs are reviewed and updated regularly to document the interventions that have been implemented, duration of intervention, and the student's response to the instruction. Students are provided with evidence-based interventions and</p>

## INDIAN PAINTBRUSH ELEMENTARY SCHOOL

<p>(IRP) or a Group Reading Plan (GRP) developed in the fall of the school year. Students screening <i>at-risk</i> must be served under the individualized plan (IRP). Students on an Individualized Education Plan (IEP) do not need an additional IRP; the IEP serves as the IRP for these students.</p>			<p>supports until they reach and maintain grade-level progress as a function of multiple measures including, but not limited to MAP and NLM/CUBED.</p>
<p><b>Implications for Professional Development:</b> 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.</p>			
<p><b>Implications for Family Involvement:</b> Parents will be informed of PLC progress and work through monthly and weekly memos from the principal. In addition, parents will be informed of growth through PTA meetings.</p>			
<p><b>Evidence of Success</b> (<i>How will you know that you are making progress? What are your benchmarks? </i>) Benchmarks are outlined above for each action step.</p>			
<p><b>Evaluation Process</b> (<i>How will you determine that your goal has been reached? What are your measures? </i>) Evidence will be shown through the use of scheduled collaboration/data team meetings, weekly PLC meetings, agendas and sign-in sheets, IRPs and GRPs, 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.</p>			

# **INDIAN PAINTBRUSH ELEMENTARY SCHOOL**