

# Glendo Elementary School

## Continuous Improvement Plan 2017-2018

### **Professional Learning Communities:**

PCSD#1 has PLC meeting time scheduled each Friday. They are scheduled as follows:

Building Team meetings – twice monthly – Glendo sometimes meets as a K-12 Unit, other times we meet separately as an elementary and secondary PLC.

District Content – monthly - This is a vertical team consisting of teachers in their specific content area.

District Curriculum, Instruction, and Assessment (CIA) – These teams include a selected group of teacher leaders and administrators working on specific district assignments in these three areas.

District grade level (for elementary) or curriculum specific (Jr. High and High School) PLC's meet with the primary purpose of prioritizing standard instruction and aligning curriculum horizontally and vertically.

### **Professional Development:**

Professional development is offered for all staff, new and tenured, at the beginning of each school year. Continuing professional development is offered through the year during scheduled PD days on our school calendar. Our Instructional Facilitators schedule books studies, such as, Teach Like a Champion weekly after school according to enrollment. Specific intervention training is held annually to our intervention specialists and our instructional facilitators. Teachers also enroll in on-line courses specific to their curriculum, or interest.

New staff participate in a 2-3 day orientation in the areas of: Central Office operations, curriculum, the teacher evaluation system, as well as other district procedures. These staff members are mentored monthly during our CIA PLC time through their initial 3 years.

### **Interventions:**

All Glendo elementary students have a daily designated intervention time. Elementary students who have been identified as needing assistance on the Fast Bridge Assessment (below the 40<sup>th</sup> percentile) meet with the Intervention Specialist individually or in small groups for reading and math intervention instruction. Other students receive additional support during their primary instruction. This support may be 1-1 assistance by an elementary teacher or aide, re-teaching or instruction using a different strategy.

Students are reassessed multiple times during the year to determine growth and reevaluate their academic skill needs.

**Implications for Family Involvement:**

Our goals for family involvement are the same throughout all of Glendo schools K-12. Staff at Glendo schools tries to encourage family involvement in many ways: Parent/teacher conferences, participation in our Parent/Teacher Organization, class parties, attendance in student extra-curricular activities, and class or school volunteerism. We use various technologies to keep parents informed including: district and school webpages, google classroom, Power-school link, email and parent/teacher phone calls.

Parent/teacher conferences are 'officially' offered in October; however, teachers' meet with parents anytime they have a concern regarding a student's achievement. A quarterly report is given to all parents along with teacher recommendations for growth opportunities for their students which include internet practice programs for specific skill practice. A second parent/teacher conference is being planned for the spring of 2018 to assist parents in their understanding of standard assessment growth and proficiency levels for their students.

Our special education staff holds annual IEP meetings with parents to review student goals, goal growth, accommodations and transition information. Progress reports are sent to parents quarterly.

# Glendo Elementary School

## Continuous Improvement Plan 2017-2018

### WAEA – State Report Card Goals – **Partially Meeting Expectations**

Goals	Description
Achievement	<b>Below Targets: math-70%, reading-56%.</b>
Growth	<b>Below Targets</b>
Equity	<b>Exceeding Targets</b>
Participation Rate	<b>Met</b>

**Goal #1: Achievement** – Improve from 70% math and 56% reading below target scores to an overall rating of 55 as measured by the WAEA.

**Goal#2: Growth** – Improve student academic growth scores to an overall rating of 50 as measured by the WAEA.

**Implications for Professional Development:** Data review and interpretation, Direct Instruction of intervention strategies supported by the district intervention curricula and weekly progress monitoring to determine growth or change of intervention.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Math Intervention	Students receive specific skill interventions based on district curricula and formative assessments and Fast-Bridge Assessment results	Student improvement on Weekly progress monitoring and formative and standardized assessments	PCSD#1 curriculum, Web-based math skill building programs	Pindell, Heggland, Sanborn-elementary teachers Meredith-intervention specialist Kathy Morsett-Principal	May 23, 2018
IXL Math	Daily practice in assigned skill areas	Improvement on baseline scores and weekly progress monitoring.	Web-based math skill building program	Elementary teachers and Intervention specialist	May 23, 2018

		Improvement on standardized assessments	and teacher feedback		
Reading Interventions	Students receive specific skill interventions from district curricula based on formative assessments and Fast-Bridge Assessment results	Weekly progress monitoring and improvement on formative and standardized assessment scores	PCSD#1 curriculum, Web-based reading skill building programs	Pindell, Hegglund, Sanborn, Meredith-elementary teachers Meredith-intervention specialist Kathy Morsett-Principal	May 23, 2018
Reading Interventions for students scoring in 'High Risk' on Fast-Bridge Assessments	Specialized instruction on individually determined skill gap areas	Weekly progress monitoring and improvement on standardized assessments	District Intervention Programs: Sondag, Reading Fluency, Rewards for comprehension and Stepping stones for phonemic awareness	Amanda Meredith-Intervention Specialist Kathy Morsett-Principal	May 23, 2018
IXL Language	Daily practice in assigned skill areas	Improvement on baseline scores as well as standardized assessments	Web-based language skill building program and teacher feedback	Elementary teachers and Intervention specialist	May 23, 2018

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

The administration and staff will use weekly progress monitoring data as well as formative and standardized assessments to determine progress. Intervention plans will be written for all students achieving below the 40<sup>th</sup> percentile and weekly progress data will be gathered on specific skills. Students above the 40<sup>th</sup> will receive interventions and growth will be reported on classroom formative assessments as well as standardized assessments to be administered at least four times annually.

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

The administration and staff will use weekly progress monitoring data and quarterly standardized assessments to determine success, meaning significant growth or proficiency rating.

# Glendo Schools

## Continuous Improvement Plan 2017-2018

### **Professional Learning Communities:**

PCSD#1 has PLC meeting time scheduled each Friday. They are scheduled as follows:

Building Team meetings – twice monthly – Glendo sometimes meets as a K-12 Unit, other times we meet separately as an elementary and secondary PLC.

District Content – monthly - This is a vertical team consisting of teachers in their specific content area.

District Curriculum, Instruction, and Assessment (CIA) – These teams include a selected group of teacher leaders and administrators working on specific district assignment in these three areas.

District grade level (for elementary) or curriculum specific (Jr. High and High School) PLC's meet with the primary purpose of prioritizing standard instruction and aligning curriculum horizontally and vertically.

### **Professional Development:**

Professional development is offered for all staff, new and tenured, at the beginning of each school year. Continuing professional development is offered through the year during scheduled PD days on our school calendar. Our Instructional Facilitators schedule books studies, such as, Teach Like a Champion weekly after school according to enrollment. Teachers also enroll in on-line courses specific to their curriculum, or interest. New staff undergoes a 2-3 day orientation in the areas of: Central Office Operations, curriculum, the teacher evaluation system, as well as other district procedures. These staff members are mentored monthly during our CIA PLC time through their initial three years.

### **Interventions:**

All Glendo students K-12 have a daily designated intervention time. Elementary students who have been identified as needing assistance on the Fast Bridge Assessment (below the 40<sup>th</sup> percentile) meet with the Intervention Specialist individually or in small groups for reading and math intervention instruction.

Jr. High and High School students are all assigned intervention time with a secondary teacher who monitor skill needs and provide intervention strategies. Students are reassessed multiple times during the year to determine growth and reevaluate their academic skill needs. Glendo teachers are also available before and after school at student request to provide specific assignment or homework assignment re-teaching.

### **Implications for Family Involvement:**

Glendo Jr High and High School are in the same building, utilizing the same teachers for 6<sup>th</sup>-12<sup>th</sup> grades. Our goals for family involvement are the same throughout all of Glendo schools K-12. Staff at Glendo schools tries to encourage family involvement in many ways: Parent/teacher conferences, participation in our Parent/Teacher Organization, attendance in student extra-curricular activities, and class or school volunteerism.

We use various technologies to keep parents informed including: district and school webpages, google classroom, Power-school link, email and parent/teacher phone calls.

During October, parent/teacher conferences are offered in the Elementary, Jr. High, and High School. A quarterly report is given to all parents along with teacher recommendations for growth opportunities for their students which include internet practice programs for specific skill practice. A second parent/teacher conference is being planned for the spring of 2018 to assist parents in their understanding of standard assessment growth and proficiency levels for their students.

Our special education staff holds annual IEP meetings with parents to review student goals, goal growth, accommodations and transition information. Progress reports are sent to parents quarterly.

# Glendo Schools

## Continuous Improvement Plan 2017-2018

### Glendo Jr. High School

#### WAEA – State Report Card Goals – **Partially Meeting Expectations**

Goals	Description
Achievement	<b>Below Targets: Math-80%, Reading-40%</b>
Growth	<b>Meeting Targets</b>
Equity	<b>Exceeding Targets</b>
Graduation Rate <i>High School Only</i>	<b>NA</b>
Additional Readiness <i>High School Only</i>	<b>NA</b>

**Goal #1: Achievement** – Improve from 80% math and 40% reading below target scores to an overall rating of 75% proficiency as measured by the WAEA.

**Implications for Professional Development:** Data review and interpretation, Direct instruction of instructional strategies that work (best practices), formative assessment construction and interpretation for skill gaps.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Math Intervention	Students receive specific skill interventions based on formative assessments and Fast-Bridge Assessment results	Student improvement on formative and standardized assessments	PCSD#1 curriculum, Web-based math skill building programs	Lisa Andreen – Math Tim Blankenship – Science Courtney Yelton – Ag Kathy Morsett-Principal	May 23, 2018

IXL Math	Daily practice in assigned skill areas	Improvement on baseline scores Improvement on standardized assessments	Web-based math skill building program and teacher feedback	Math and Intervention teachers	May 23, 2018
Reading Interventions in Core Curriculum areas	Students receive specific skill interventions based on formative assessments and Fast-Bridge Assessment results	Improvement on formative and standardized assessment scores	PCSD#1 curriculum, Web-based reading skill building programs	Deidra Wilson – English Tim Blankenship- Science Nick Yelton-Social Studies Kathy Morsett-Principal	May 23, 2018
Reading Interventions for students scoring in 'High Risk' on Fast-Bridge Assessments	Specialized instruction on individually determined skill gap areas	Improvement on standardized assessments	District Intervention Programs: Sondag, Reading Fluency, Rewards for comprehension and Stepping stones for phonemic awareness	Amanda Meredith- Intervention Specialist Kathy Morsett-Principal	May 23, 2018
IXL Language	Daily practice in assigned skill areas	Improvement on baseline scores as well as standardized assessments	Web-based language skill building program and teacher feedback	English and Intervention teachers	May 23, 2018

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

The administration and staff will use progress monitoring data as well as formative and standardized assessments to determine progress. Intervention plans will be written for all students achieving below the 40<sup>th</sup> percentile and weekly progress data will be gathered on specific skills. Students above the 40<sup>th</sup> percentile will receive interventions and growth will be reported on classroom formative assessments as well as standardized assessments to be administered at least four times annually.

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

The administration and staff will use weekly progress monitoring data and quarterly standardized assessments to determine success, meaning significant growth or proficiency rating.

# Glendo High School

## WAEA - State Report Card Goals – **Not Meeting Expectations**

Goals	Description
Achievement	<b>Below Targets: Math-100%, Reading-100%</b>
Growth	<b>Below Targets</b>
Participation Rate	Met
Graduation Rate	<b>Below Targets</b>
Additional Readiness	<b>Below Targets</b>

**Goal #1: Achievement -** Improve from 100% reading and 100% math below target scores to an overall rating of 39 as measured by WAEA.

**Goal #2: Growth –** Improve reading and math achievement growth scores to an overall rating of 50 as measured by WAEA.

**Goal #3: Graduation Rate –** Improve graduation rate scores to an overall rating of 80 as measured by WAEA.

**Goal #4: Additional Readiness –** Improve additional readiness scores to an overall rating of 70 as measured by WAEA.

**Implications for Professional Development:** Data review and interpretation, direct instruction of instructional strategies that work (best practices), formative assessment construction and interpretation for skill gaps, understanding of the Hathaway structure inclusive of ACT scores and success curriculum.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Dates
Math Intervention	Students receive specific skill interventions based on formative and standardized assessment results	Student improvement on formative and standardized assessments	PCSD#1 curriculum, Web-based math skill building programs	Lisa Andreen-Math Tim Blankenship- Science Courtney Yelton –Ag Kathy Morsett- Principal	May 23, 2018

IXL Math	Daily practice in assigned skill areas	Improvement on baseline scores, Improvement on standardized assessments	Web-based math skill building programs and teacher feedback	Math and Intervention teachers	May 23, 2018
Reading Interventions in Core Curriculum areas	Students receive specific skill interventions based on formative assessments and standardized assessment results	Improvement on formative and standardized assessment scores	PCSD#1 curriculum, Web-based reading skill building programs	Deidra Wilson-English Tim Blankenship- Science Nick Yelton-Social Studies Kathy Morsett- Principal	May 23, 2018
IXL Language	Daily practice in assigned skill areas	Improvement on baseline scores as well as standardized assessments	Web-based language skill building program and teacher feedback	Deidra Wilson-English Intervention teachers	May 23, 2018
Counseling Services	Provide student understanding of the Hathaway structure including success curriculum and the integration of ACT scores as they relate to post graduation plans	Improvement on Additional Readiness formula	Information provided by the PCSD#1 and college counselors	Sarah Broadaway- Counselor College counselors	May 23, 2018
Counseling Services	Increased information for students about the importance of HS graduation and increased opportunities in employment and pay	Increased graduation rate	Counseling services On-line O-Net information for careers and requirements	Sarah Broadaway- Counselor	May 23, 2018
On-line ACT Practice	Students may enroll in the district sponsored on-line ACT study courses or practice through the ACT site	Student improvement in their personal composite score	On-line practice sites or courses	School or district on-line administrator	May 23, 2018

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

The administration and staff will use formative and standardized assessment scores to determine growth, progress and proficiency for the math and reading growth and achievement goals. Graduation Rates and Additional Readiness rates will be determined by WAEA formula scores after students receive intervention information.

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

The administration and staff will use formative and standardized assessment scores to determine growth, progress and proficiency for the math and reading growth and achievement goals. Graduation Rates and Additional Readiness rates will be determined by WAEA formula scores after students receive intervention information.