

Wyoming School Improvement Plans

Goal #1: Refine the processes that support the analysis and use of student assessment data for academic Intervention and enrichment in grades three, four, and five for the content areas of ELA and math in order to meet the district goal of one year’s worth of growth for all students as measured by criteria set by the district assessment team, also to improve the schools rating for growth and equity under state accountability requirements.

Implications for Professional Development: American Reading Company training on IRLA and SchoolPace. Book discussions and review of information from: Revisiting Professional Learning Communities (Dufour et. al 2008), Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie, 2009), Teach Like a Champion (Lemov, 2015), and other supporting literature on RTI, MTSS, Data Teams, and PLCs.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Six week review of building level academic intervention and/or enrichment data	<ul style="list-style-type: none"> *Collaborate with Title I to review and record grade level interventions in Milepost and choose progress monitor(s). *Title I staff records intervention plans for students at risk and conducts and documents progress monitoring. *Identify (IRLA) Tier I reading supports. *Develop meeting discussion checklist to guide grade level analysis of data and next steps. * add smart goal statement to meeting agendas (revised with each review cycle) 	<ul style="list-style-type: none"> * Milepost intervention report. *School Pace growth report. *Review cycle agendas & notes with smart goal. MTSS-A Building report for principals. Meeting school improvement team goal (determined by MTSS-A team). 	<ul style="list-style-type: none"> FastBridge SchoolPace Milepost Team Drive District intervention cycle schedule Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie, 2009). 	Grade level teams, Title I staff, MTSS-A building team, principal	<ul style="list-style-type: none"> Plans and progress monitors chosen before cycle begins Review of results occurs within 1 week of cycle completion Building MTSS team meets within two week of cycle completion.

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	<p>*Smart goals shared at building level MTSS A team to compile building data.</p> <p>*Schedule meeting times for grade level teachers to meet separately with interventionists when a new intervention plan is implemented?</p>	<p>There is a written account of meetings between interventionist and teachers for planning/discussing student interventions.</p>	<p>Teach Like a Champion (Lemov, 2015) District Instruction Website</p>		
<p>Revise process for students not responding to interventions and students demonstrating need for enrichment.</p>	<p>Define discussion points checklist for meeting process and documentation requirements and members.</p> <p>Develop guidance document for refining interventions for the Tier III level.</p>	<p>Completed checklist for meeting (doc.)</p> <p>Completed guidance document.</p>	<p>Intervention staff, State early literacy report</p> <p>Literature on RTI/MTSS/Data Teams/PLC</p>	<p>Title Teachers, Principal, MTSS-A building team.</p>	<p>Checklist and guidance document completed by June 2019</p>
<p>Monitor PLC process for analyzing and utilizing data.</p>	<p>Establish PLC protocols for data use. Monitor the data discussions of each PLC and provide feedback on their</p>	<p>Implementation of practices and processes during bi-weekly grade level meetings as measured by building and</p>	<p>Revisiting Professional Learning Communities (Dufour et. al 2008) Team drive</p>	<p>District Instructional facilitators, building Principals</p>	<p>Ongoing</p>

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	implementation of the process.	grade level agendas and notes.			
Yearly Identification and monitoring of Wildly Important Goal (WIG)	Meet together as a staff every two weeks to report goal progress and identify instructional strategies to be used for meeting the academic building goal	Bi-weekly staff meeting agendas and notes. Team scoreboard	Book: Four Disciplines of execution (McChesney & Covey, 2012)	Building Principal, School grade level, SPED, Title, and specialist teams	Ongoing
Yearly District training of BLT leaders	Training of BLT leaders on the PLC process.	PLC norms, and mission established for each team. Uniform agenda developed and utilized by each team	Summer training dates. Instructional facilitator prepared materials	District Instructional facilitators, building Principals	Summer 2019

Implications for Family Involvement: Parent representation on BIT team for their child.

Evidence of Success Action steps will address need to increase growth and equity.

Action Step (Six week review of building level academic intervention data) Comparison of data results for each six week cycle will show an increase in the number of interventions that were successful or highly successful

Action Step (process for students not responding to interventions and students demonstrating need for enrichment.) increase in the number of teacher's utilizing the new meeting resources to conduct Tier III behavior meetings and meetings to determine the need for individual learning plans (ILP) for enrichment.

Action Step (Monitor PLC process for analyzing and utilizing data.) All grade level teams will utilize a district developed agenda. Bi-weekly meeting notes will include, meeting norms and goals. Meeting notes will reflect topic specific discussions about assessment

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results, and the implementation of high impact instructional strategies to address student learning deficits. All notes will included a section with feedback notes from the principal

Action Step (Yearly Identification and monitoring of Wildly Important Goal (WIG)) Evidence of biweekly results for building goal specific intervention for each grade level will be reflected in the staff created scoreboard. Scoreboard data will reflect bi-weekly student growth in reading and math as a result of the goal specific learning activities implemented by grade levels.

Action Step (Yearly District training). Staff summer training schedule and sign in sheets will provide evidence of team goal setting.

Evaluation Process Review of PLC agendas, six week cycle data, scoreboard data, BIT meeting notes and ILP plans by Title I staff, Building Leadership Team, and the school principal. All students will demonstrate one year’s worth of growth as measured by the district growth report. Growth and equity indicators on the state accountability report for the school will increase from not meeting to meeting expectations.

Goal #2: Develop assessments, and assessment practices that place an emphasis on the use of proficiency scales to measure student proficiency on grade level priority standards for each core content area in grades 3-5 in order to provide regular measures of student progress toward academic achievement and growth and to support district processes required by the District Assessment System.

Implications for Professional Development: Book discussions and review of information from: A Handbook for High Reliability Schools (Marzano, Warrick & Simms, 2014), Training information and Padlet examples from state Phase 1 & 2 training.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Complete grade level proficiency scales for each identified priority standard for math and science for grades 3-5	Develop a schedule and timeline for scales that will be completed each quarter. Utilize template instructions for proficiency scales provided in WDE phase I	A complete list of meeting times for completing the work has been posted in the team drive. All proficiency scales for math have been completed and	Marzano Research Hoegh padlet exemplars, curriculum maps	Grade level Team members with district grade level team partners.	Each will be completed during the quarter that the priority standard is first assessed Fully completed August 2019

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	<p>padlet as a guide for completing each scale.</p> <p>Submit completed scales to the district curriculum committee for review and approval.</p>	<p>submitted to the district curriculum team.</p> <p>All proficiency scales for science have been completed and submitted to the district curriculum team.</p>			
<p>Begin work on grade level proficiency scales for each identified priority standards for ELA for grades 3-5</p>	<p>Maintain an anecdotal record of the priority standards being used to support ELA instruction each quarter.</p> <p>Maintain an anecdotal record of effective instructional strategies being recommended and used to support the priority standards.</p> <p>Develop rough drafts of proficiency scales for each standard as each unit is taught.</p>	<p>Anecdotal record of discussion regarding ELA priority standards and instructional practices used to address the standards.</p> <p>Rough draft copies of proficiency scales for each of the ELA priority standards</p>	<p>Marzano Research</p> <p>Hoegh padlet exemplars, curriculum maps.</p> <p>Team drive meeting agendas and notes</p>	<p>Grade level Team members with district grade level team partners.</p>	<p>Anecdotal records updated monthly.</p> <p>Rough drafts of ELA proficiency scales completed monthly beginning in February 2018</p> <p>Completed proficiency scales by June 2020</p>
<p>Construct grade level district common assessments for</p>	<p>* Work with district grade level team to</p>	<p>completion of a blueprint for each</p>	<p>Marzano Research</p>	<p>Grade level Team members with district</p>	<p>Each will be completed during the quarter that</p>

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<p>math and science for grades 3-5</p>	<p>develop a test blueprint for each assessment.</p> <p>*Work with district grade level team to develop assessment questions for each assessment.</p> <p>Work with district grade level team to complete an assessment analysis for each assessment.</p> <p>Begin the work of submitting each assessment using the district assessment tool.</p> <p>*Add each approved assessment to the grade level curriculum map.</p>	<p>math or science assessment.</p> <p>Completion of a common assessment(s) to measure each priority standard.</p> <p>Assessment analysis completed for each assessment that is completed.</p> <p>Agenda notes describing the teams work in completing the district assessment tool and/or submission of completed assessment tool(s).</p>	<p>Hoegh padlet exemplars,</p> <p>Curriculum maps</p> <p>Copy of district test analysis document.</p> <p>Hess matrices for cognitive complexity</p> <p>Copy of district assessment tool</p>	<p>grade level team partners.</p>	<p>the priority standard is first assessed.</p> <p>Fully completed August 2019</p>
<p>Establish common timelines and record analysis protocols being used for the review and use of common assessment data.</p>	<p>Maintain an anecdotal log within meeting notes that describe when tests were administered, assessment protocols utilized, data discussions, and suggested updates.</p>			<p>Grade level Team members with district grade level team partners, BLT team, Principal.</p>	<p>Anecdotal records completed quarterly.</p> <p>Assessment timelines added to curriculum maps quarterly.</p> <p>Discussion template completed by June 2019</p>

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	<p>Note in curriculum maps when assessments will be given in relation to instruction.</p> <p>Develop a discussion template for the analysis and discussion of common assessment data for grades 3-5.</p>				
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Implications for Family Involvement: Parents will have access to proficiency scales through links embedded in posted curriculum maps. Teachers will utilize proficiency scales when conferencing with students and parents about student progress.

Evidence of Success

Action Step (Complete grade level proficiency scales for each identified priority standards for math and science): Proficiency scales will be submitted to and approved by district curriculum teams

Action Step (Begin work on grade level proficiency scales for each identified priority standards for ELA): Draft copies of proficiency scales will be available in team drive folders. Anecdotal descriptions of work included in agendas and notes.

Action Step (Construct grade level district common assessments for math and science for grades 3-5): Assessment and all supporting documents completed. Agenda notes describing the teams work in completing the district assessment tool and/or submission of completed assessment tool(s).

Action Step (Establish common timelines and analysis protocols for the review of common assessment data): Agenda notes will provide evidence of the teams analysis of student assessment data, protocols used, observed student growth, and team recommendations for assessment adjustments.

Evaluation Process: Curriculum Maps for grades 3-5 will include priority standards for math, science and reading. Included will be a list of common assessments that will be used to measure the priority standards. Grade level data for each common assessment will be compiled and analyzed by each team. The number of students demonstrating proficiency on grade level standards will increase between fall 2018 and spring 2019.

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Goal #3: Develop a schoolwide system of support to identify and address students' social emotional needs and behavior.

Implications for Professional Development: Staff Training on the components included in the District MTSS-B Essential components document. Staff training on the use of Milepost for documenting behavior and academic interventions. Staff training on the analysis and use of SABERS data.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Identify students needing extra behavior and emotional support	<p>Administer SABERS three times per year.</p> <p>Monthly MTSS-B meetings to discuss staff recommendations and review Milepost behavior reports.</p> <p>Develop guidance document developing behavior plans for students needing additional Tier II or III support.</p> <p>Review student behavior plan progress results every six weeks.</p>	<p>SABERS Data results</p> <p>MTSS-B (building) agendas and notes.</p> <p>Completed guidance document for developing behavior plans.</p> <p>Analysis results from the review of progress monitor results for behavior plans completed every six weeks.</p> <p>List of informational material on available services that were</p>	<p>FastBridge</p> <p>Milepost</p> <p>MTSS-B Agendas</p> <p>Team Drive</p> <p>Pre-referral Intervention Manual.</p> <p>PBIS materials from Clayton Cook Training.</p> <p>BEST Plan materials from Green River Program.</p>	<p>Counselor, Teachers</p> <p>MTSS-B building team, parents, students principal</p>	<p>SABERS: Sept.2018, Jan.2019, May 2019, Sept. 2019</p> <p>MTSS-B data review: Monthly.</p> <p>Guidance document: August 2019</p> <p>Review of behavior plan progress results occurs within 1 week of six week cycle completion</p> <p>Information on available services provided during the first week of each quarter.</p>

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	Provide quarterly information to students and parents on available services.	shared quarterly with parents.			
Provide social skills instruction and support.	<p>Block time in the schedule for Second Step instruction in each grade level classroom.</p> <p>Offer Why Try instruction during the what I need period (WIN).</p> <p>Provide counseling groups for identified students.</p> <p>Provide Information to parents on social skills programs being offered.</p> <p>Familiarize staff with the District MTSS-B Essential Components document.</p> <p>Develop a written process to describe when and how pull-out</p>	<p>Completed copy of school class schedule.</p> <p>Class Roster for Why Try classes taught in grades 3-5.</p> <p>Counselor schedule</p> <p>Newsletters and Website post detailing available services</p> <p>Written processes for Pullout behavior support are completed and shared with staff and stakeholders.</p>	<p>Second Step program materials 3-5</p> <p>Why Try program materials</p> <p>Children's literature books that provide examples for self-reflection.</p> <p>BEST Plan materials from Green River Program.</p> <p>District MTSS-B documentation</p>	<p>Counselor, Teachers MTSS-B building team, District MTSS-B team input, principal</p>	<p>Schedule for 2019-20 completed by May 2019</p> <p>Second Step: Ongoing</p> <p>Why Try: Completed quarterly.</p> <p>Counseling: ongoing</p> <p>Information sharing: ongoing</p> <p>MTSS-B essential components staff review completed by August 2019</p> <p>Written process for pull-out behavior support. Completed by August 2019</p>

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	behavior support will occur. Develop a written process to describe where pull-out behavior support will be delivered.				
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Implications for Family Involvement: Communication of social emotional programs and behavior interventions being implemented. Included as a team member during the problem solving team process when implementing a behavior plan or counseling services for their child.

Evidence of Success

Action Step (Identify students needing extra behavior support). There will be a reduction in the number of students identified as needing social emotional support or behavior support as measured by SABERS benchmark data between Fall 2018 and Fall 2019.

Action Step (Provide social skills instruction and support.) The number of monthly behavior referrals recorded in the milepost system will decrease between Fall 2018 through the winter of 2019. There will be an increase in the academic growth of students identified as needing additional social emotional or behavior supports as measured by FAST benchmark data between Fall 2018 and Winter 2019.

Evaluation Process: The intervention process will become systemic. Information about the practices will be accessible to all stakeholders. There will be an increase during each six week cycle of the number of students whose progress monitor results for a behavior plan is determined to be successful. Scores for Equity and Growth on the WDE accountability report will increase. All identified students will demonstrate one year's worth of growth as measured by the district growth report.