

2022-2023 Continual Improvement Plan - Arcadia

Continual Improvement Plan Overview:

Planning Template Section	Is this section required or optional?	Completing this section meets these requirements:	Suggested timeline for completion
Section 1: School Achievement Data Review	Required	LAND Trust, Title I	February 2022
Section 2: Reflection on School Achievement Data	Required	All funding sources	February 2022
Section 3: Completing School's Needs Assessment	Required for Title I, Optional for others	Title I	February 2022
Section 4: Evaluating School's Tiers of Interventions	Required	SSAP, PIP, TSI	February-March 2022
Section 5: Considering the Needs of Special Populations	Required	SSAP, TSI, GT, ELD	February-March 2022
Section 6: Setting School Goals	Required	LAND Trust, TSSA, Title I, SSAP	*March 2022 – Required to enter LAND Trust Goals on USBE Site by March 25
Section 7: Strategies and Action Steps	Required	SSAP, TSSA, LAND Trust, Title I	March-April 2022
Section 8: Funding Source Overview	Use is Optional	n/a	<i>n/a – Principals turn in separate budget sheets depending on due dates</i>
Section 9: Reflecting on Success	Required	LAND Trust, TSSA	April-May 2022
Section 10: Stakeholder Input	Required	LAND Trust, TSSA, and Title I	June 15, 2022

A glossary of terms frequently used in this planning template is provided [here](#).

Instructions for completing an amendment to your Continual Improvement Plan are linked [here](#).

All **red text** in this document should be replaced with a response in order to complete your school plan.

This document, including embedded resources, is for school use. After receiving GSD Board approval, a condensed summary of this plan will be created and posted on the school website. This condensed plan summary will consist of responses in Section 2, Section 7 (minus the action tables), and Section 9.

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School: Arcadia

Introduction: Principals prepare stakeholder groups for upcoming planning process around **January 2022**.

Resources:

[Intranet Link: Videos and other resources to aid in completing this plan](#)

[How can district departments support my school in continuous improvement planning?](#)

Section 1 - School Achievement Data Review: For stakeholder groups to review. Suggested timeframe to review the data below: **February 2022**.

A link to school data that will help schools set goals for your 2022-2023 plan is provided [here](#).

Note that the data provided in the link above is intended to help you set your goals for the 2022-2023 school year, also identify effective strategies. Additional school achievement data will be provided in your school's secure folder. It is these data that schools will use to reflect on the progress of goals set and make adjustments to strategies.

Section 2 - Reflection on School Achievement Data: Schools review available achievement data and address the prompts provided below. Suggested timeframe: **February 2022**.

Resources for completing Section 2:

[Link: Data Gateway and School City](#)

["My school is a TSI School. What does this mean?"](#)

[Possible data protocols to use when reviewing school achievement data](#)

Interested in how the data were calculated above? Methodology outlined [here](#).

Levels of
Achievement

<p>What strengths stood out while reviewing student levels of achievement?</p> <ul style="list-style-type: none">• Science showed the most growth out of the subjects tested at 21% as measured by the RISE test• Our 3rd grade is one of the highest performing grade levels within the school in ELA achieving 49% proficiency on Acadience Reading.. <p>What are areas of school "critical academic need"?</p> <p>We received 13% in Mathematics on the RISE assessment last year</p> <ul style="list-style-type: none">• We received 17% in ELA on the RISE assessment last year <p>Based on this initial review of data, what are some <i>initial</i> ideas for needed schoolwide academic goals?</p> <p>We are having 3-5 grade teachers administer the RISE Benchmarks every week. We will then take the information and reteach what was missed on the tests.</p>

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Section 3 – Completing School’s Needs Assessment: Schools review available data and address the prompts provided below. Suggested timeframe: **February 2022.**

Turnaround Leadership

Optional for non-Title I schools

*Reminder: This domain includes **prioritizing improvement** and **communicating its urgency**, **monitoring short- and long-term goals**, and having customized and **targeted supports** provided for school improvement efforts.*

Describe strides in school improvement through addressing leadership practices:

Example responses may speak to:

- Goals are monitored by periodically reviewing them during leadership team meetings. Goals are tracked by the progress monitoring tools in place and by weekly review of benchmark data. Goals are communicated through PLCs, leadership team meetings and faculty meetings.
- Parents and families are engaged in school improvement efforts mostly through the Community Council.

Describe some barriers or challenges the school currently faces in turnaround leadership:

Example responses may speak to:

- The master schedule has been a barrier to improving PLCs. We will endeavor to add more PLC time to the schedule this coming year.
- Creating a culture of data, ownership and shared accountability for these efforts is an ongoing process at Arcadia. We have improved in looking and analyzing data. We are still working on implementing the knowledge gained into lessons that will help students raise their scores. Students will also track their own data through data notebooks.
- Planning for sustainability in these instructional transformation efforts is one of the goals our PLCs are working on. The leadership team is vital in sustaining efforts throughout the school to improve the culture and efforts put forth by the faculty and staff. .

What data were reviewed in evaluating your school’s leadership efforts?

We reviewed traditional data like RISE and Acadience. We also took surveys and had discussions within the leadership team on data and how the leadership efforts could help teachers improve their practice.

Talent Development

Optional for non-Title I schools

*Reminder: This domain includes recruiting, developing, retaining, and sustaining **talent**, providing targeted **professional learning opportunities**, and setting **clear performance expectations**.*

What are some successes with the school’s talent development efforts?

We have scheduled more PLC time during the week so that teachers can better collaborate and analyze data to drive instruction.

What might be some areas for improvement in the school’s talent development efforts?

We need to PLC effectively - learning how to analyze data to drive instruction. Professional development will be provided throughout the year on how to effectively PLC. We will also attend PLCs to discuss what is going well and what needs improvement.

What data were reviewed while evaluating your school’s talent development efforts?

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The coaches and administrators went to each PLC and took data. We will share the data with the faculty at the beginning of the year and repeat the process in the middle and end of the year to see our growth.

Culture Shift

Optional for
non-Title I
schools

*Reminder: This domain includes building a strong community intensely **focused on student learning**, soliciting and acting on **stakeholder input**, and **engaging students and families** in pursuing educational goals.*

What positive cultural shift has recently taken place?

We are learning to create a culture of data in our school.

How does the school promote wellness among students and faculty?

We plan to integrate social skills lessons in every classroom once a week. We also have a morale committee that works on boosting teacher morale through activities and various functions.

What data were reviewed while reflecting on your school's culture shift?

We conducted a survey. The survey was on high expectations. The top identified strengths are:

1. Praise effort rather than correct answers. (88% of teachers said they do this often.)
2. Establish routines and procedures at the beginning of the school year. (87% of teachers said they do this often.)
3. Work with all students equally. (84% of teachers said they do this often.)
4. Get to know each student personally. (83% of teachers said they do this often.)
5. Manage behavior positively and proactively. (83% of teachers said they do this often.)

The top identified weaknesses are:

1. Allow students to contribute to success criteria. (38% of teachers said they rarely do this.)
2. Allow students to choose their own activities from a range of options. (29% of teachers said they rarely do this.)
3. Work with students to set individual goals. (25% of teachers said they rarely do this.)
4. Review goals with students. (20% of teachers said they rarely do this.)
5. Change groupings regularly. (20% of teachers said they rarely do this.)

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Instructional Transformation

Optional for non-Title I schools

*Reminder: This domain includes **diagnosing and responding to student learning needs, providing rigorous and evidence-based instruction, removing barriers, and providing opportunities for student learning.***

Note: an evaluation of the school's Tiers of Supports is included in the next section.

Briefly describe some successes with the school's focus on instructional transformation:

The teachers were successful in implementing RISE benchmarks mid-year and reteaching concepts that were missed.

Briefly outline how instructional transformation efforts might be improved:

We need to practice RISE benchmarks and reteaching starting at the beginning of the year.

What data were reviewed while evaluating your school's instructional transformation efforts?

We really only used RISE benchmark data and Acadience to review and reteach concepts missed. We will also conduct coaching cycles, peer observations, review and reflection of intentional core planning.

Section 4 – Evaluating School's Tiers of Interventions: School stakeholders, such as a school's Student Support Team or Building Leadership Team, reflect on tiers of interventions in place for students. Suggested timeframe: **February-March 2022.**

Resources for completing Section 4:

[Video: Tiers of Interventions](#)

[GSD Special Education Resources](#)

Your school's School Evaluation Tool (SET) data is linked [here](#)

In each box below, rate your school's current level of implementation in providing Tier One Supports on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)

Tier One Supports: All students have access to essential grade-level standards.

- | | | |
|--|---|-------------------------------------|
| 2 All core classes meet or exceed grade-level standards | 3 Identified essential standards for every course | |
| 3 Common assessments given for every essential standard | 3 Informal assessments used to guide reteaching | |
| 2 Students identified for supplemental support by the standard | 2 Students track their academic progress | |
| 0 School-wide academic recognition program | 2 Frequent feedback to students | 2 Differentiated instruction |
| 3 Positive Behavioral Interventions & Supports established and utilized during core instruction | | |
| 0 School has a plan to academically engage parents | 1 Universal screening part of registration process | |
| 3 Teacher use of proficiency scales, pacing guides, and curriculum maps. | | |

Briefly describe how your school's Tier One Systems of Support provide access to grade-level standards to all students, including Multilingual Learners, Special Education Students, and Gifted and Talented students.

Tier 1 supports at Arcadia Elementary include explicit instruction where teachers use the "I do, we do, you do" model of teaching. Teachers often differentiate instruction for all students. Students with disabilities receive accommodations listed in their IEPs. Multilingual learners have ELD time during the

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day designed by an ESL endorsed teacher. They also use Imagine Learning as part of this time. We will also provide additional tier 1 supports through small group instruction and extensions.

In each box below, rate your school's current level of implementation in providing Tier Two Supports on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)

Tier 2 Supports: Additional time and support for students to learn essential behavior and academic standards.

- Curriculum and instruction is differentiated based on students' needs Extended learning time
- Instructional interventions and extensions are provided in small group settings
- Utilize progress monitoring data to evaluate if students are benefitting from supplemental instruction
- Targeted student engagement strategies Targeted student behavior management strategies
- Before school or after school academic tutoring Summer school academic tutoring
- School has an early warning system for at-risk students (PLCs, school intervention teams, etc)

What is one thing going especially well in your school in providing Tier Two support (approximately 15% of your overall student population) to students in need?

Tier 2 instruction at Arcadia Elementary includes small group instruction where teachers reteach 2-6 students in a group. Most teachers differentiate the curriculum to meet the needs of all learners. Teachers all have a student behavioral management strategy in their classroom such as clipping up/down, pulling cards, point systems, level systems, etc. Teachers progress monitor on a consistent basis. Most Tier 2 students are progress monitored every two weeks. The school has PLCs that identify students in need of Tier 2 interventions. They then pass it on to the Student Support Team that helps teachers form interventions for students. Students with disabilities receive instruction in a small group setting along with their general education peers who are behind or need additional help. Multilingual learners are given the same opportunities as students with disabilities.

What is the biggest area for growth your school still has in providing Tier Two support to students?

Streamlining the SST process so that students are given the proper interventions they need to progress.

In each box below, rate your school's current level of implementation in providing Tier Three Supports on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)

Tier 3 Supports: Additional time and supports for students to learn essential behavior and academic standards.

- Interventions increase in intensity (more targeted, more highly trained personnel, increase frequency or duration, or lower group ratio) Implementing individualized student engagement strategies
- Implementing individualized student behavioral management strategies Individualized instruction/support
- Instructional interventions and extensions are provided in small group settings

Considering the students who are receiving Tier Three academic services (approximately 5% of your overall student population), what seems to be working in providing these services? What resources or training gaps are needed in providing Tier Three academic support?

Tier 3 instruction at Arcadia Elementary is basically one-on-one instruction. For students with disabilities, this usually means that they meet with their special education teacher one-on-one daily. Multilingual learners meet with an ML aide for one-on-one instruction.

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Considering the students who are receiving Tier Three behavioral services (approximately 5% of your overall student population), what seems to be working in providing these services? What resources or training gaps are needed in providing Tier Three academic support?

Tier 3 instruction at Arcadia Elementary is basically one-on-one instruction. For students with disabilities, this usually means that they meet with their special education teacher one-on-one daily. Most of the time they meet three times a day to go over their behavior contracts. Some general education students who require tier 3 interventions work with administrators every day and have contracts that are checked before school lets out.

Section 5 – Considering the Needs of Special Populations: School teams reflect on the extent they meet the needs of special student populations. Suggested timeframe: **February-March 2022.**

Reminder: by state law, every school with underperforming student groups (identified under TSI) must:

- Partner with stakeholders to establish a Targeted School Improvement plan for each identified student group,
- And for each sub-group, include interventions that meet ESEA’s evidence-based requirements (examples [here](#)).

[Video: Addressing the Needs of Special Populations](#)

Addressing the Needs of At-Risk and Other Special Student Populations	
Special Population	How is your school plan addressing the specific needs of each special population?
Students with Disabilities	<p><i>In each box below, rate your school’s current level of implementation on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 School staff follow Policies and Procedures to ensure that all students with disabilities who need special education and related services are identified, located, and evaluated (required). <input type="checkbox"/> 3 School staff identify students’ intensive learning needs through comprehensive evaluation by a multidisciplinary team using a combination of formal and informal measures (required). <input type="checkbox"/> 3 School staff develop individual plans, including direct services and supports to meet the needs of students with disabilities (required). <input type="checkbox"/> 3 School staff provide a continuum of service options to meet the individual needs of students with disabilities (required). <input type="checkbox"/> 3 School staff use evidence-based curriculum and strategies with fidelity to meet the individual needs of students with disabilities (required). <input type="checkbox"/> 3 School staff differentiate and/or modify curriculum and instruction based on students’ individual learning needs (required). <input type="checkbox"/> 3 School staff use ongoing progress monitoring data to evaluate whether students are benefitting from individualized education programs (required). <input type="checkbox"/> 4 School staff provide access to the general curriculum and opportunities with non-disabled peers in the least restrictive environment (required). <input type="checkbox"/> 3 School staff increase academic engagement by utilizing evidence-based classroom engagement and behavior management strategies (required).

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Students who are English Language Learners

For each of the above strategies that were rated as a "0," "1," or a "2", describe your school's plan to be at least in Full/Routine Implementation: n/a

In each box below, rate your school's current level of implementation on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)

Identifying and Assessing All Potential EL Students

- 3** School has procedures in place to accurately and timely identify potential EL students.
- 3** School then determines if potential EL students are EL through a valid and reliable test that assesses English Language proficiency in speaking, listening, reading, and writing.

Providing Language Assistance to EL Students

- 3** EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable amount of time.
- 3** School uses programs for instructing EL students that are educationally sound in theory and effective in practice.

Staffing and Supporting an EL Program

- 3** EL students are entitled to programs that have sufficient resources for effective implementation, are taught by highly qualified teachers and support staff, and are provided with appropriate instructional materials.
- 3** School has qualified administrator(s), EL teacher(s), and other staff to effectively implement their EL program. Supplemental training is provided to staff when necessary.
- 3** EL students have access to their grade-level curricula so they can meet promotion and graduation requirements.
- 3** EL students are entitled to an equal opportunity to participate in all school programs.

Avoiding Unnecessary Segregation of EL Students

- 4** School generally does not segregate students based on national origin or EL status. School programs that are designed for EL students to receive EL instruction for a limited portion of the day are operated in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- 4** EL students with disabilities are provided *both* the language assistance and disability-related services to which they are entitled under Federal law.
- 3** EL students who may have a disability, like all other students who may have a disability (under IDEA or Section 504) must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- 3** School avoids inappropriately identifying EL students as students with disabilities because of their limited English proficiency; EL students are evaluated in an appropriate language based on the students' needs and language skills.
- 3** To ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of an EL student with a disability, the team designing the plan includes participants that are knowledgeable about the student's language needs.

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Meeting the Needs of Students Who Opt-Out of EL Programs or Particular Services

- 4 All EL students are entitled to services. (Parents may, however, choose to opt their children out of the school's EL program or out of particular EL services within an EL program)
- 4 School does not recommend that parents opt-out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School appropriately documents that the parent made a voluntary, informed decision to opt their child out.
- 3 School still takes steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- 4 School monitors the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. There is an annual administration of a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to state ELP standards.
- 4 An EL student is not exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.
- 4 School monitors the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the educational programs comparable to their peers who were never EL students.

Evaluating the Effectiveness of a District's EL Program

- 3 EL programs are reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- 3 Schools must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- 3 Schools must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way, and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- 3 LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

For each of the above strategies that were rated as a "0," "1," or a "2", describe your school's plan to be at least in Full/Routine Implementation: n/a

What is your plan to administer the WIDA Access Exam to provide students the best opportunity for success?

We plan to have the students test in the classroom with their classroom teachers this year instead of pulling them out to test in a separate classroom.

TSI Plan for English Language Learners:

We plan to utilize the following evidence-based strategies to address identified learning gaps:

- Focus on effective general education instruction (tier 1) and ensure that that staff is providing interventions and support to struggling students. Monthly teacher observations by a member of

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	<p>coaching team (admin., reading coach, or STS). We will also add a targeted feedback cycle with built in follow up.</p> <ul style="list-style-type: none"> ● Specifically, the team chose to focus on collaborative conversations as a way to increase verbal participation with ML students in class. This strategy will be focused on for the first quarter of instruction. The team will choose another 3 OTRs, one per quarter, in the domain of writing, reading, and physical responses in order to engage ML students in their learning. ● Effective use of aides working under the direction of teachers with focus on teachers providing instructional support to struggling students, SpEd students, and ML students. SpEd teacher and reading specialist will help determine the strengths of the aides and paras so that we can schedule them accordingly. ● Focusing on student outcomes (which will mostly be addressed during PLCs) through data analysis of CFAs and other assessments. ● We will use guiding questions to keep PLCs focused and we have added a column in order to address the specific needs of ML students. <p>Plan timeline:</p> <ul style="list-style-type: none"> ● Team will analyze data and check in with progress monthly. We will present the data and progress to staff.
<p>Students who Are Economically Disadvantaged</p>	<p><i>In each box below, rate your school's current level of implementation on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)</i></p> <ul style="list-style-type: none"> 3 School aligns available funding sources to mitigate the effects of poverty on student learning, closing achievement gaps in literacy and numeracy. 3 School parent engagement builds parents' capacity in assisting their children academically at home. 1 School staff are trained in effective home visits and implement this practice. School's disciplinary practices minimize instructional loss for students. 3 School has a systematic way to address chronic absenteeism and truancy that includes early identification, communication with parents, and student intervention. 2 School staff are trained and implement trauma-informed classrooms. 3 School staff are trained and implement social/emotional learning. 2 School staff are trained and implement restorative practices. 2 School provides extended learning opportunities to students through before-school, after-school, or summer school programming. 3 For students experiencing homelessness, staff are trained in identifying students qualifying under McKinney Vento. Staff assist families in completing required paperwork. School works closely with the district homeless liaison to provide students with basic human needs. Students experiencing homelessness are provided a full opportunity for Tier 1 instruction as well as an opportunity for academic tutoring and intervention. 3 Student refugees receive transitional education services before mainstream instruction and appropriate ELL services.

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	<p>Describe any other ways your school is addressing the needs of economically disadvantaged students.</p> <p>The only other thing that we are planning on doing this year is to have teachers give weekly social emotional learning lessons to help students with their life and social skills..</p>
<p>Students who are Gifted & Talented or accelerated learners</p>	<p><i>In each box below, rate your school's current level of implementation on a 0-4 scale (0=Not Yet in Planning Stages, 1=Preparing for Implementation, 2=Initial Implementation, 3=Full/Routine Implementation 4=Sustained/Embedded Implementation)</i></p> <p>Elementary Schools only</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3 School staff considers multiple data points in the process for identifying and recommending students for Gifted & Talented identification and placement (required). <input checked="" type="checkbox"/> 3 For mildly advanced learners, curriculum and instruction are differentiated (required). <input checked="" type="checkbox"/> 3 GT students receive appropriate instruction, opportunities for enrichment and extension (req'd). <input checked="" type="checkbox"/> 4 School accurately reports to the district Gifted & Talented Department a listing of G&T students and teachers with G&T endorsements (required). <input checked="" type="checkbox"/> 4 For mildly-to-moderately advanced to gifted learners, class groupings are clustered with a Gifted & Talented endorsed teacher (required). <p>Describe any other ways your school is addressing the needs of Gifted & Talented or accelerated learners.</p> <p><i>The school groups accelerated learners into clusters and addresses their individual needs in the classroom setting. Shelly Prettyman is our GT coordinator and makes sure that the students are grouped according to ability.</i></p>

Section 6: Setting School Goals: *The principal facilitates goal-setting among stakeholder groups, at least one goal for each of the three areas:*

- **Academic** (set with the School Community Council)
- **Social-Emotional Learning** (set with the school PBIS team and other stakeholders)
- **Talent Development** (set with Building Leadership Team, L&I director, or other stakeholders)

Suggested timeframe: **March 2022.**

Resources for Setting Goals:
[Video: The Plan-Building Process](#)

Link: Template for Academic Goals	Link: Template for SSD Goals	Link: Template for Talent Goals
1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
<p>Goal 1: Compared to schoolwide performance on the 2021 RISE, students' average test performance on 2023 ELA RISE, Math and Science tests will increase by 3%.</p>	<p>At the end of the 2022-2023 school year, there will be a 10% reduction in the overall number of office disciplinary referrals associated with disrespecting a teacher authority or engaging in</p>	<p>By the end of the 2022-2023 school year, 100% of PLCs will meet at least 1 time per week with an established agenda, reviewing student performance based on core standards, and</p>

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This achievement goal will be monitored through weekly PLCs data tracking progress on standards and PBL grading, building leadership teams tracking progress on RISE benchmark data, Community Council review of data, students will track data and share with guardians for shared support and accountability, encourage teachers to set achievable goals with students and provide meaningful feedback.

Goal 2: Achieve a five point gain on overall scale score for the WIDA assessment for the 2022-23 school year.

This achievement goal will be achieved by providing multilingual learner professional development for teachers, coaching and regular feedback on “Can Do” descriptors, use of SIOP strategies for listening, speaking, reading and writing. WIDA Access assessment review and practice before testing to ensure students are prepared, aware of their English Language Development Goal, confident and motivated for success.

disruptive classroom behavior compared to the number that occurred during the 2021-2022 school year.

have the PLC engage in a data protocol to determine reteaching.

Section 7: Strategies and Action Steps: Strategies selected outline how the goals will be accomplished and how school funds will support these goals. Suggested timeframe: **March-April 2022.**

Resources to help write strategies that primarily support Academic Goals:

[Examples of School Strategies to Support Academic Goals](#)

[Video: How to Write Effective Strategies to Reach School Goals](#)

[Video: How to Meaningfully Engage Parents and GSD Parent Engagement Resources](#)

[GSD Curriculum Resources by Content Area and Suggested Practices, Programs, and Curricula](#)

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Academic Learning Strategy #1	If student data is easily accessible, students track their own academic progress towards clearly established benchmarks or standards, tracked on school-wide data tracking sheets, then, students are aware of their own progress towards proficiency and will increase in academic performance.	This strategy primarily supports the following <i>Academic Learning</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals: 1a	This strategy also supports the following <i>Talent Development</i> goals: 1a
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Action Steps to implement Academic Learning Strategy #1:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
Teachers will administer pre and post interim benchmark tests	Interim test score	September, January, February, May	None	None	Teachers
Teachers need to begin using district provided assessment tool with supported trainings	The pre/post scores	April/May	None	None	STS
Grade level teams will create and use student data trackers	Grade level student data books	August September then ongoing	None	None	Grade Level Teams
Teachers will use Gradebook consistently to communicate student academic progress to parents	Weekly student PBL grades in Gradebook	Ongoing	None	None	Teachers
Paraprofessionals working with and under the guidance of teachers will conduct small groups to help increase scores	Daily Sessions	August - June	Land Trust	\$50,000.00	Administration

Academic Learning Strategy #2	If we provide professional development for teachers in ML strategies, then teachers will be better prepared to differentiate and adjust to the needs of our ML population, improving student achievement. The goal is to improve WIDA scores by 5%.	This strategy primarily supports the following <i>Academic</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals: 1a	This strategy also supports the following <i>Talent Development</i> goals: 1a
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Action Steps to implement Academic Learning Strategy #2:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
Year long PD plan created for 2021/22 school year	Year plan for PD with topics and follow up steps	Summer	None	None-use current PD time and available resources	School Admin & Leadership Team
Collaboration with coaches and district support personnel to provide PD throughout the year	PD implemented and follow up observation and feedback for teachers	Ongoing	None	None	Leadership Team & Administration
Implement SIOP strategies into whole group lessons and small group instruction	Classroom observations	Ongoing	None	None	Administrators, teachers and paraeducators.

Resources to help write strategies that primarily support Social Skills and Dispositions Goals:

[Examples of School strategies to Support SSD Goals](#)

[PBIS Self-Assessment Survey](#) and [PBIS Stages of Progress](#)

[School-wide Evaluation Tool \(SET\)](#) and [Tiered Fidelity Inventory \(TFI\)](#)

Your school's behavioral data linked [here](#)

School Behavioral Plan	<p>To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.</p> <p>The link to your current School Behavior Plan is here.</p>
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List the Action Steps (and additional funding needed) to implement the School Behavioral Plan in this table below:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
PD on SST process	Teachers understand the SST process. They contact the parents before a student is brought to SST and come with the correct data/ interventions completed.	Ongoing, by end of 2023 school year	-None	N/a	Administrative team/ SST team/ Leadership team

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The SSD strategies and action tables below are those different from your School Behavior Plan listed above.

Social-Emotional Learning Strategy #1	If the school has a strong Positive Behavior Intervention and Support system that implements the four pillars of PBIS with fidelity, then students will be more successful in meeting teachers' expectations and perform better behaviorally and academically. Our goal for the year is to decrease behavior referrals by 10% as measured by Educator's Handbook.	This strategy primarily supports the following SSD goals: 2a	This strategy also supports the following <i>Academic Learning</i> goals: 1a	This strategy also supports the following <i>Talent Development</i> goals: 3a
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Action Steps to implement SSD Strategy #1:

Actions: What needs to change from the school's current practice to reach this strategy?	Milestones: What is an indicator of success/completion for this action item listed?	Timeline: when should this action be completed?	Resources: here specify the funding source(s)	Financial Costs: what is the anticipated cost (if any)?	Responsible Party: Who at the school is primarily over this action item?
Reduce office referrals by teaching the new CCLR standards and communicating with all stakeholders.	Reduced referrals	Ongoing	Copy of the standards, tickets	\$100	Admin & Teachers
Implement a token economy system	Roadrunner tickets, students buying things from the PBIS cart	Ongoing	Behavior tickets, incentive cart, incentives	\$1000	Admin & Teachers
Teachers provided support, resources, and PD for dealing with classroom behavior issues in the classroom.	School goal is met-ODR's from the classroom decrease by 10%	Ongoing			Admin, instructional/intern coach, PBIS coach support.

Resources to help write strategies that primarily support Talent Development Goals:

[Examples of School Strategies to Support Talent Development Goals](#)

[Designing Effective Professional Learning](#) and [Granite Way Professional Learning](#)

[PLC Resources](#) and [School Human Capital Reports](#)

Talent Development Strategy #1	If we build the capacity of Professional Learning Communities then teachers will increase their capacity to provide quality, differentiated instruction and student achievement will increase.	This strategy primarily supports the following <i>Talent Development</i> Goals: 3a	This strategy also supports the following <i>Academic Learning</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals: 2a
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Action Steps to implement Talent Development Strategy #1:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
Share PLC schedule with faculty	PLC schedule	Summer	None	None	Master Schedule Team & Admin
Set PLC expectations as whole faculty	PLC expectations	August 2022	Time before school starts	None	Leadership Team & Admin
Define roles and norms for PLC teams	Grade level team roles and norms	September 2022	Time in PLC	None	PLC Teams
Observation and feedback for PLC teams	Observation data, feedback discussion with PLC teams and Leadership	Quarterly	Need observation protocol for PLC	None	Admin, coaches & district support
Provide guided PLC times to support whole school goals	Planned times & topics	Ongoing	None	None	Admin, Leadership & Grade Level Teams
Grade level teams utilize 'PLC Accountability Forms' for meeting and share with admin	Completed PLC accountability form	Ongoing	None	None	Grade Level Teams

Section 8: Funding Source Overview: *The school principal can use this section to populate school allocations if desired. The timeframe to complete budget worksheets **varies depending on the funding source.***

Resources for completing Section 8:

[Purposes and Appropriate Uses of Various Funding Sources](#)

Available Funding Sources		
For the School Year	Funding Source (FY-PROG)	Amount
2022-2023	LAND Trust (23-5420)	\$58,216.00
2022-2023	TSSA (23-5678)	\$38,119.10
2022-2023	ESSER III (22-7225)	\$144,185.48
2022-2023	Total	\$240,520.58

Reminder: *Schools turn in their respective budget sheets to funding sources.*

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Section 9: Reflecting on Success: Reflect on the current (2021-2022) school year, articulating how LAND Trust and TSSA funding contributed to academic success. Suggested timeframe: **April-May 2022**

LAND
Trust
Reflection:

Read: A new LAND Trust law requires that school boards receive a summary of school LAND Trust reports. Below, principals state whether they met their LAND Trust goals. Most schools will answer the question below with their Continual Improvement Plan goals in mind. However, if the LAND Trust goals you entered into the USBE LAND Trust website are different, then you need to answer this question in reference to the LAND Trust goals you set in the USBE LAND Trust site for the 2021-2022 school year.

Did your school reach its goals?

Our school did not meet its 2021-2022 LAND Trust goals, but we made progress in ELA and Math. Science stayed about the same. In 2021 the RISE scaled score for 3rd grade ELA was 265 and in 2022 it was 295. For 4th grade it was 267 for 2021 and 308 in 2022. In 5th grade it was 314 in 2021 and 334 in 2022. In Math, 3rd grade was 282 in 2021 and 289 in 2022. For 4th grade it was 285 in 2021 and 301 in 2022. In 5th grade, it was 318 in 2021 and 312 in 2022. In 4th grade Science, it was 542 in 2021 and 540 in 2022. In 5th grade, it was 538 in 2021 and 537 in 2022.

How did LAND Trust funding help address the critical academic needs of students?

Paraprofessionals working with teachers and their direction really helped with our small group instruction which concentrated on reteaching students what they did not learn in Tier I instruction.

TSSA
Reflection

Read: TSSA law requires that schools reflect on their academic achievement and reflect on the ways that their TSSA funding contributed to overall academic success.

How did TSSA funding contribute to the academic success at your school?

We hired an additional BHA to serve our special education population. She took data on all students on contracts and helped with placement and instruction.

Moving forward...

[Video: Moving Forward Using Plan-Do-Study-Act](#)

The school now moves forward operationalizing your school plan for the 2022-2023 school year, reflecting and making adjustments along the way.

