Rolling Meadows 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:	**What strengths and areas for improvement stood out while reviewing student levels of achievement?** What are *areas of high student performance or significant growth*? ● Increase in WIDA (speaking) ● Most testing after boundary changes (cores are going back up) ● Meeting district average in math or exceeding ● Growth in SPED students What were the *areas of lowest achievement*? ● ELA ● Acadience/DIBELS (fluency and accuracy) ● WIDA (writing) What *performance gaps exist*? ● The difference between classroom performance vs. the test ● Vertical usage of key vocabulary/terms knowledge ● Struggling with critical thinking and problem solving ● Not enough stamina Which are the *school's highest (or lowest) achieving programs or grade levels*? ● 4th grade slump: transition to 'reading to learn'

School Goals, Strategies:

School SMART Goal #1	All students will show growth on ELA summative assessments. In grades K-3, students will have a score of 60% or above on POP on Acadience EOY assessment given May 2022. In grades 4-6, students will increase their proficiency on the ELA RISE by 5% in the Spring of 2022.

Tracking School SMART Goal #1	Data Used to Track School Goal 1 (check all that apply): [x] RISE Proficiency Scores [x] RISE Growth Scores [x] WIDA Scores [ ] RISE Interim Scores [ ] Other data: _____ [ ] Other data: _____ How will Goal 1 be monitored (check all that apply): [x] Consistent data review in department or grade-level teacher PLCs [x] Consistent data review in Building Leadership Teams and/or school MTSS team [x] Consistent data review with Community Council and other parent stakeholder groups [ ] Other goal monitoring: _____ How will the success of Goal 1 be communicated to stakeholders (check all that apply): [x] Shared with Community Council and other parent stakeholders [x] School website [x] Published on Community Section of school website [ ] Shared at school events [ ] Other ways: _____

Rolling Meadows 2021-2022 Continual Improvement Plan

Strategy #1 to accomplish this goal	If all staff use the school-wide **writing program** with fidelity, then students will master core writing standards and competencies, improving their performance on the RISE ELA exam.
Strategy #2 to accomplish this goal	If student needs are identified through data-driven PLCs and grouped into **small groups** based on specific needs for interventions by standards, then student learning gaps will be addressed, helping them perform on ELA (and other) summative assessments.
Strategy #3 to accomplish this goal	If we meaningfully **engage parents** and other stakeholders (building their capacity in assisting their students academically), then our students will receive added academic support at home, allowing them to perform better on summative ELA assessments.
Strategy #4 to accomplish this goal	If we provide students with **social and emotional support** to address their needs, then they will have coping skills needed to be present during Tier I instruction and perform well on ELA summative assessments.

School SMART Goal #2	All students will show growth on math summative assessments. In grades K-3, (third CFA, etc). In grades 4-6, students will increase their proficiency on the Math RISE by 5% in the Spring of 2022.

Tracking School SMART Goal #2

Data Used to Track School Goal 2 (check all that apply):

- [x] RISE Proficiency Scores
- [x] RISE Growth Scores
- [x] WIDA Scores
- [ ] RISE Interim Scores
- [ ] Other data: _____
- [ ] Other data: _____

How will Goal 2 be monitored (check all that apply):

- [x] Consistent data review in department or grade-level teacher PLCs
- [x] Consistent data review in Building Leadership Teams and/or school MTSS team
- [x] Consistent data review with Community Council and other parent stakeholder groups
- [ ] Other goal monitoring: _____

How will the success of Goal 2 be communicated to stakeholders (check all that apply):

- [x] Shared with Community Council and other parent stakeholders
- [x] School website
- [x] Published on Community Section of school website
- [ ] Shared at school events
- [ ] Other ways: _____

Strategy #1 to accomplish this goal:	If we reduce the student to teacher ratio, then teachers will be better able to differentiate instruction, helping students learn math concepts that in turn will help them perform well on summative RISE (and other) assessments.
Strategy #2 to accomplish this goal	If teachers utilize evidence-based strategies and tactile learning experiences during instruction, then students will be better able to master core standards, performing well on summative math assessments.

Rolling Meadows 2021-2022 Continual Improvement Plan

School SMART Goal #3	Student performance on the 2022 WIDA will result in an average change in scale score of at least 15 points in writing and an average overall composite scale score change of at least 30.

Tracking School SMART Goal #3

Data Used to Track School Goal 3 (check all that apply):

- [ ] RISE Proficiency Scores
- [ ] RISE Growth Scores
- [x] WIDA Scores
- [ ] RISE Interim Scores
- [ ] Other data: _____
- [ ] Other data: _____

How will Goal 3 be monitored (check all that apply):

- [x] Consistent data review in department or grade-level teacher PLCs
- [ ] Consistent data review in Building Leadership Teams and/or school MTSS team
- [ ] Consistent data review with Community Council and other parent stakeholder groups
- [ ] Other goal monitoring: _____

How will the success of Goal 3 be communicated to stakeholders (check all that apply):

- [x] Shared with Community Council and other parent stakeholders
- [x] School website
- [ ] Published on Community Section of school website
- [ ] Shared at school events
- [ ] Other ways: _____

Strategy #1 to accomplish this goal:	If all staff use the district-wide **WIDA helps** with fidelity, then students will master standards in each of the tested competencies, improving their performance on the WIDA exam.
Strategy #2 to accomplish this goal	If all staff look at data on a weekly basis for all MLLs in PLC meetings, then they will be able to make timely changes to instruction or practices to reach MLLs and lower learners.

Reflection:

Celebration(s):	95 of 134 students taking the WIDA test made adequate growth! 59% POP score, 50% of 6th grade students at or above grade level in Science, from early data.
Reflection on goal(s):	All teachers were trained on Home Visit protocols to be able to start visits for family engagement in the 2021-2022 school year.
Link between expenses and school success:	We were able to have smaller class sizes to make sure to support individual learning in all classrooms and give teachers needed time for teaching in dual modalities.
Closing learning gaps (how school will find, assess, and address student needs)	• Find -Look at those who did not do in person last year, those that disappeared and did not do any online work or minimal work • Assess - Testing using district screeners to know levels of all students • Address -Solid Tier 1 instruction and small group instruction to fill specific holes • How ESSER II funds will support -Pay for additional help for small groups, for substitutes for ½ day PLC data dives, and to purchase supplies needed to meet individual needs.