

2022-2023 Continual Improvement Plan - Rolling Meadows

Reflection on School Achievement Data:

What strengths stood out while reviewing student levels of achievement?

K-Letter names and sounds,
1st-Benchmark scores are good, great reading growth,
2nd-Growth on Acadience Reading, growth in math progress monitoring,
3rd-Acadience reading growth, addition and subtraction
4th-School City Math-did well with factor pairs and common denominators, ELA-School City-Text structure, not as well on CFA.Using context clues,
5th ELA-theme, Math-connecting fractions beginning division,
6th-Math-concept applications, ELA-Theme, main idea,

What are areas of school “critical academic need”?

K- numbers
1st, 4th, 5th, 3rd, 2nd, 6th-writing-conventions
2nd-retention of math, getting ideas on to paper
3rd-Math-multiplying and dividing fluently and multi-step problems
4th-Math multi-step problems, automaticity in math facts,
5th-ELA-Main idea, Math-multi-step problems, basic fact fluency,
6th-Math-decimals all operations,

Based on this initial review of data, what are some *initial* ideas for needed school wide academic goals?

-growth in reading
-writing
-multi-step problems in math

Setting School Goals:

1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
<p>1a. At least 60% of students will reach typical or above typical progress on the End of Year Acadience Math and Reading assessments.</p> <p>This goal will be monitored by <i>Acadience Math and Reading MOY assessment and progress monitoring, teacher math CFA data reviewed consistently in PLCs</i></p>	<p>2a. At the end of the 2022-23 school year: 75% of students will demonstrate improvement in their social, emotional, and motivational skills and competencies (such as having a growth mindset, perseverance or GRIT, effective self-management skills, self-efficacy, social awareness and social perspective taking skills, and having effective learning strategies) As measured on CCR on report cards.</p>	<p>3a. Increase Staff Professional Capacity on Self-Identified (school-encouraged) Domains: By the end of the 2022-2023 school year, all school employees (classroom teacher, paraeducator, coach, administrator, etc.) will have reached 85% of their outlined PG&E goals around Tier One instruction.</p>

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<p>2b. At least 70% of students will reach typical or above typical progress on the End of Year Acadience Math assessment.</p> <p>This goal will be monitored <i>through Acadience Math MOY assessment and progress monitoring and by teacher math CFA data reviewed consistently in PLCs.</i></p>	<p>2b. 80% of students will experience a more supportive and inclusive school environment characterized by strong student-teacher relationships, a rigorous and fair set of expectations, a feeling of safety, a student's active ownership of their learning, and a strong feeling of belonging and of being valued.</p>	<p>3b. Better Implementation of Professional Learning Communities: By the end of the 2022-23 school year, teachers will meet weekly for 45 minutes, with an established agenda, reviewing student data by content standards, using an established data protocol to determine reteaching.</p>
<p>2C: On the 2023 RISE Assessments, the lowest 25% of students will increase their growth from 2019's percent of 71% to 75% who will have an SGP of 40 or above.</p> <p>This goal will be monitored by <i>student growth through school-wide student standard mastery trackers, PBL grading, growth of lowest 25% of students on Acadience Reading and Math .</i></p>		

Strategies:

<p>Academic Learning Strategy #1</p>	<p>Software: If additional student learning software is purchased and utilized in classrooms, then students will receive appropriate enrichments or needed interventions with core standards, ultimately preparing students for increased success on summative assessments.</p>	<p>This strategy primarily supports the following <i>Academic Learning</i> goals: 1a</p>	<p>This strategy also supports the following SSD goals: 2A</p>	<p>This strategy also supports the following <i>Talent Development</i> goals: 3A</p>
<p>Academic Learning Strategy #2</p>	<p>Tier I instruction: If teachers implement Tier I instruction with the needs of all students in mind, then the resultant differentiation and scaffolding will allow students to receive appropriate instruction and facilitate more positive</p>	<p>This strategy primarily supports the following <i>Academic</i> goals: A1</p>	<p>This strategy also supports the following SSD goals: 2A</p>	<p>This strategy also supports the following <i>Talent Development</i> goals: 3A</p>

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	learning outcomes. Including the use of manipulatives and probing questions.			
Academic Learning Strategy #3	Tracking standards: If students track their mastery of key standards throughout the year, then they will build self-efficacy needed to perform at higher levels during summative assessments.	This strategy primarily supports the following <i>Academic</i> goals: 1A	This strategy also supports the following <i>SSD</i> goals: 2A	This strategy also supports the following <i>Talent Development</i> goals: 3A
Academic Learning Strategy #4	If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments.	This strategy primarily supports the following <i>Academic</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals:2A	This strategy also supports the following <i>Talent Development</i> goals: 3A, 3b
School Behavioral Plan	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. The link to your current School Behavior Plan is here .			
Social Skills and Dispositions Strategy #1	Increased Social Skill Supports: If we purchase additional (social worker, psychologist, and/or counselor) time to teach students additional coping skills and also provide more timely and targeted de-escalation strategies for students experiencing Tier III behaviors, then students will be in class more, receiving more Tier I instruction with less interruptions, allowing them to better reach proficiency in grade level standards.	This strategy primarily supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Academic Learning</i> goals: 2A	This strategy also supports the following <i>Talent Development</i> goals:
Social Skills and Dispositions Strategy #2	If the school implements an attendance tracking system that provides accurate information to teachers and parents about	This strategy primarily supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Academic Learning</i> goals:2A	This strategy also supports the following <i>Talent Development</i> goals:

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	the attendance patterns of their students, has early interventions students, and motivates improved attendance, then attendance patterns will increase, allowing students to receive more Tier I instruction, thus improving academic performance.			
Social Skills and Dispositions Strategy #3	If we conduct home visits and increase contact with families throughout the school year, then we will build positive relationships between students, families and the school staff, better engaging all in the learning process leading to improved academic outcomes.	This strategy primarily supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Academic Learning</i> goals:2A	This strategy also supports the following <i>Talent Development</i> goals:
Talent Development Strategy #1	PD (increase general effectiveness): If all teacher professional development offered to staff is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration, then teacher practices and subsequently positive student outcomes will increase.	This strategy primarily supports the following <i>Talent Development</i> Goals:	This strategy also supports the following <i>Academic Learning</i> goals:	This strategy also supports the following <i>SSD</i> goals:3a
Talent Development Strategy #2	Instructional Coaching: If administration and coaches engage in frequent coaching cycles with teachers that include a pre-conference, observation event, and post-conference that reflects on changed practice/improved performance, then teachers will improve instructional practices, and PLC	This strategy primarily supports the following <i>Talent Development</i> Goals: 3a, 3b	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>SSD</i> goals:

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	benefits, increasing student growth and achievement.			
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Reflecting on Success:

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 met our goal with a K-3 71% and K-6 68%.

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

Having paras to work in small groups and take weekly data to adjust those groups was a huge component of our school being able to meet this goal and have kids moving groups as they made progress.

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?

Did not spend TSSA so that we could pay for ½ a social worker the next school year due to a grant ending.