

2023-2024 Continual Improvement Plan - Rolling Meadows

Year-End Mission, Vision, and Goal Reflection

What is your school's **vision statement**?

Working together to develop academic and emotional skills for growth

What is your school's **mission statement**?

The mission of Rolling Meadows is to assure high levels of learning for all students. As stakeholders, we strive for excellence by creating a collaborative and compassionate environment where all students will be prepared for college, career and life in the 21st century.

How do you **communicate your vision and mission** statements to stakeholders?

Planners, registration information

Review and Reflection of Stakeholder Input

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

Teachers are doing a great job of communicating. Parents like school wide use of Class do-jo. Positive feedback received on doing parent engagement activities during the school day by grade level.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

Less homework. More communication to families.

Reflection on School Achievement Data

What **strengths** stood out while reviewing student levels of academic achievement?

Kinder-first sound, segmenting, blending, image talks from BFF and math talks with peers
1st- 72% students met whole words read, 47% met the Reading Fluency/Accuracy parts of Acadience, 18% growth in computation, growth in all areas in math
2nd-Math-55% made at or above POP growth on mid year Acadience benchmark
3rd-Reading-50% of students made typical or above typical growth in reading, DAZE improved by 14%
Math-20% growth in the number of students who are scoring at or above benchmark
4th- Reading-Accuracy increased on Acadience reading, Math-students did well on inequalities, symmetry and expanded form
5th--Reading-understanding how an author uses reasons and evidence to support points in a text,
Math-Standard algorithm to do multi digit multiplication
6th-Did well in math on adding and subtracting decimals. Retell scores improved from previous year.

2023-2024 Continual Improvement Plan - Rolling Meadows

What are areas of school “critical academic need?”

<p>Kinder-Handwriting, independent skills, 1st- 36% of students are well below benchmark in reading, overall lower than mid-year data than last year in math 2nd-Math-Lack of growth on Acadience math 3rd-Reading-DORF fluency and retell went down 9% and 5%, Math-math facts skills 4th- Reading-retell and DAZE low, Math-stamina breaks down in multi-step problems, computation errors, lack of math facts skills 5th-Reading-summarizing information from various sources, Math-understanding place value 6th-Have fluid groups for tier II instruction to work on critical needs of all students below benchmark</p>

Setting School Goals:

Academic Goals

Goal:	Leading indicators:	Review intervals:
1a. On the 2024 RISE Assessments, the lowest 25% of students will increase their growth from 2023 by 2% (of students who will have an SGP of 40 or above).	RISE benchmarks or I-Ready standard mastery assessments administered quarterly; RISE benchmarks used to inform creation of CFAs for priority standards; CFA data analysis in PLCs; teacher data walls; student data trackers.	CFA data will be collected and analyzed in PLCs at least quarterly; I-Ready standard mastery assessment data will be collected and analyzed in PLCs quarterly.
1b. At least 70% of students will reach typical or above typical progress on the end-of-year Acadience reading and math assessments.	Para to support MLs in language acquisition; paras to support tier II small group reading instruction; progress monitoring bi-weekly or monthly for all students; data analysis in PLCs; teacher data walls, student data trackers.	Progress monitoring fidelity data will be reviewed in the leadership team; beginning of year and middle of year data will be reviewed in grade-level teams and utilized to determine grouping and instruction for reading and math; small group reading data will be reviewed by grade-level teams quarterly.

Social Skills and Dispositions Goals

Goal:	Leading indicators:	Review intervals:
-------	---------------------	-------------------

2023-2024 Continual Improvement Plan - Rolling Meadows

2a.	At least 65% of students will respond favorably to questions about self-management skills on the spring 2024 Panorama survey.	Panorama student survey administered at least twice per year; block class with social skills & dispositions lessons taught by Title 1 para; tier 2 social skills groups supported by social worker; mini-PD on social skills & dispositions strategies provided monthly at faculty meeting	Bi-annual review of Panorama survey data in PBIS meetings.
2b.	By the end of the 2023-2024 school year, there will be a 10% reduction in the overall number of recess referrals compared to the number that occurred during the 2022-2023 school year.	Educator's Handbook data for recess and conflict resolution; Playworks training on cooperative play, conflict resolution, etc.; block class with lessons focused on social skills & dispositions taught by Title 1 para; Title 1 para support at recesses to implement Playworks.	Quarterly review of Educator's Handbook data in PBIS meetings; implementation observations conducted by Playworks throughout the year.

Talent Development Goals

Goal:	Leading indicators:	Review intervals:	
3a.	At least 95% of teachers will receive feedback on tier 1 instruction monthly through pop-in observations by administrators and coaches.	Completed observation forms from monthly pop-in observations; plans for coaching cycles, peer observations, job-embedded, differentiated principal PDs determined based on observation data.	Data from observation forms reviewed at least monthly in coaches/ admin meetings; data and positive feedback from observations will be shared in faculty meetings monthly.
3b.	PLC teams will effectively plan for student learning, using an agenda, quarterly planning document, data spreadsheet, and data analysis protocol to guide their work, during at least 90% of meetings held.	Leadership team members will be supported and trained in PLC facilitation; teams will be trained and supported in how to use the quarterly planning document, weekly agendas, data spreadsheet, and data analysis protocols.	Fidelity data for use of these documents and protocols will be shared in leadership monthly and with PLC teams in coaching conversations as needed.

Strategies and Action Steps:

Academic Strategies

Academic Learning Strategy #1	Assessments: If teachers use both formative and summative assessments to reliably measure student proficiency on core standards, then reteaching, extension, and small group interventions will be targeted and based on students' needs, increasing students' ability to perform well on RISE.
-------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2023-2024 Continual Improvement Plan - Rolling Meadows

Academic Learning Strategy #2	Class-size Reduction: If additional teachers are hired to lower the student-to-teacher ratio, then all teachers will be able to provide more targeted student interventions, allowing them to better master core standards and success on year-end assessments.
Academic Learning Strategy #3	Tier II instruction: If teachers and paras use state and district approved materials in small group, tier II instruction, students will receive targeted skill development to facilitate growth in deficit skills.
Academic Learning Strategy #4	Paraprofessionals: If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, in academics and language acquisition skills, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments.

Social Skills & Dispositions Strategies

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 .
SSD Strategy #1	If we strategically teach social skills and conflict resolution through play and classroom instruction then students will be able to more thoughtfully and independently respond to conflict and develop skills to resolve conflict and manage emotions.
SSD Strategy #2	If we have a full time social worker, she can meet with small groups and individuals to reinforce social skills and characteristic development in Graduate of Granite and social skills. If we have support with tracking attendance, scheduling meetings with parents and reinforcing expected attendance behaviors students will be able to make academic and SEL progress due to attendance.

Talent Development Strategies

Talent Development Strategy #1	Teacher Clarity: If administration and coaches provide regular feedback and support for tier 1 instruction, instruction will be more effective and engaging and learning outcomes will grow.
--------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------