

## 2023-2024 Continual Improvement Plan - Rosecrest

### **Year-End Mission, Vision, and Goal Reflection**

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

We strive to foster belief in self, respect for others, and a lifelong love of learning in every child.

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

We will work to meet every child's academic needs through intentional grade level collaboration, data driven lesson design, and differentiated instruction.

We will work to foster a greater sense of belonging for all students by strengthening school pride, peer relationships and belief in self.

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

We will link a graphic on our website and send home a paper copy at the beginning of the 23-24 school year.

### **Review and Reflection of Stakeholder Input**

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

The Stakeholder feedback indicated that our teachers are knowledgeable about the core and that, as a school, we are academic focused. (36 responses)

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

Areas of improvement that stood out included the need for stronger communication and meeting individual student needs, both at the teacher, principal and school level.

### **Reflection on School Achievement Data**

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

ELA scores indicate we have begun to return to pre-Covid proficiency rates with a 21-22 school year proficiency rate of 67.6%. Our 18-19 school year proficiency rate (prior to Covid) indicated 65.4% of students were proficient based on the RISE assessment. These scores speak to the support we have had in place to reach this rate of proficiency. These supports have included instructional aides to support interventions, extensions, and small group instruction in the general education classroom. We have had a literacy coach who has equipped our paraeducators with a strong skill set to help support our most struggling readers. Teachers have participated in LETRS training, which has also enabled Tier 1 instruction to become more intentional and research based.

What are areas of school "**critical academic need**?"

Math RISE and Acadience scores were used to identify a need for greater intervention and small group support. Our Math RISE proficiency rates have been lower than other tested subject areas during the 20-21 and 21-22 academic years. 21-22 RISE scores indicated a proficiency rate of 55.6%. The 21-22 Acadience End of Year assessment indicated 65% of students scored at benchmark. We have drilled down to find that conceptual understanding of place value is an area we can work on improving school wide.

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### Setting School Goals:

#### Academic Goals

Goal:	Leading indicator(s):	Review intervals:
1a. At least 80% of K-5 students will be at Benchmark or Above on the End of Year Acadience Reading assessment in the Spring of 2024. Compared to the schoolwide performance on the 2023 RISE, grades 3-5 students' average test performance on the 2024 ELA RISE will increase by 4% to a schoolwide proficiency rate of 63%	Acadience Reading Progress Monitoring RISE Benchmarks	At Benchmark Intervals Weekly / Monthly Quarterly
1b. At least 65% of K-5 students will be at Benchmark or Above on the End of Year Acadience Math Assessment in the Spring of 2024. Compared to the schoolwide performance on the 2023 RISE, grades 3-5 students' average test performance on the 2024 Math RISE will increase by 5% to a schoolwide proficiency rate of 60%	Acadience Math (BOY/MOY/EOY) Weekly I-Ready assessments RISE Benchmarks	At Benchmark Intervals PLC Time Quarterly
1c. Based on the 2024 WIDA Access Exam, 50% of students will meet their WIDA Growth Target.	Progress Monitoring CFAs	Weekly / Monthly PLC Time

#### Social Skills and Dispositions Goals

Goal:	Leading indicator(s):	Review interval(s):
2a. By the end of the 2023-2024 school year, at least 80% of students will report a sense of belonging within their school community.	Panorama Survey	Beginning Year End of Year

#### Talent Development Goals

Goals:	Leading indicators:	Review intervals:
3a. 100% of PLCs will meet weekly with the goal of using data to determine learning targets, small group instruction, needed interventions, and extension opportunities for students.	Agendas Team & Administrator Notes Coaching Logs	Weekly Monthly Quarterly

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### Strategies

#### Academic Strategies

Academic Learning Strategy #1	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.
Academic Learning Strategy #2	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 learning outcomes
Academic Learning Strategy #3	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.
Academic Learning Strategy #4	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 #5	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
Academic Learning Strategy #6	If classroom instruction is supported with additional technology such as interactive boards, then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to read and perform well on their 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 <a href="#">here</a> .
SSD Strategy #1	If we engage parents more effectively in their child's learning through a school family and parent engagement plan, then parents will have increased capacity to assist their children navigate the education system, perform better academically and support a sense of belonging.
SSD Strategy #2	If we implement school-wide initiatives to address students Social and Emotional well-being, behavior, and safety concerns, and motivation to try their best in school, then students will be present more often for Tier 1 instruction and will have increased coping skills helping them navigate stress and trauma, allowing them to more effectively engage in the learning process, reaching proficiency in grade level standards.
SSD Strategy #3	If schools utilize PBIS teams, social media and other school messaging, and create an overall school culture that fosters a sense of belonging among all students and faculty, then students will have increased protective factors and desire to engage in the learning process, improving academic performance.

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**Talent Development Strategies**

Talent Development Strategy #1	If we build the capacity of Professional Learning Communities to engage in data protocols, collaboratively problem solve problems to meet student needs, and design and monitor appropriate student interventions and extensions, then the capacity of PLC teams will increase, allowing them to provide quality, differentiated instruction which will increase student achievement.
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