

## Continuous Improvement Process Action Plan

**School:** Elm Lawn Elementary School      **Year:** 2013-2014      **Date:** October 2013

**District Goal:** To increase overall student achievement and reduce the achievement gaps that are connected to ethnicity, socioeconomic status, using local, state and national assessment indicators to document improved learning on the part of our students.

**School Goal:** **Our Reality: READING Achievement** – 70.17% of all Elm Lawn students performed at or above the 50<sup>th</sup> national percentile on the Spring 2013 Measure of Academic Progress (MAP).

Percentages of Elm Lawn student sub-groups at or above the 50<sup>th</sup> national percentile (MAP):

- 33.93% of students receiving free or reduced lunch
- 53.19% of students with disabilities
- 42.86% of English language learners
- 22.22% of African-American students
- 42.86% of Latino students
- 83.78% of Asian students
- 64.71% of students identified as two or more races

**Our READING Attainment Target:** By the end of the 2013-2014 school year, 75% or more of Elm Lawn students in grades 2-5 will perform at or above the 50<sup>th</sup> national percentile (MAP).

Achievement Gap Targets – Percentages of Elm Lawn student sub-groups at or above the 50<sup>th</sup> national percentile (MAP):

- 40% of free or reduced lunch
- 57% of students with disabilities
- 47% of English Language Learners
- 44% of African American students
- 46% of Latino students
- 86% Asian students
- 68% of students identified as two or more races

**Our READING Growth Targets:**

By the end of the 2013-2014 school year...

- 60% or more of students in grade 2
- 59% or more of students in grade 3
- 61% or more of students in grade 4
- 71% or more of students in grade 5

...will meet their one year growth target as measured from Fall to Spring on the Measures of Academic Progress Test (MAP).

---

<b>Strategies</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Resources</b>	<b>Timeline</b> <i>(When?)</i>	<b>Improvement Indicators</b>
Extended School Day (a.k.a. "Homework Club") sites according to targeted student locations	Attendance sign-in sheets Infinite Campus Course Lists	Rachael Friedland and the Homework Club team School Improvement Team	Transportation Staffing	2013-2014	MAP Growth Rigby Growth Use of Student Reading Log Data
Common Formative Assessments with grade-level teams doing data analysis together during team planning time	Data collection tools (spreadsheets) Infinite Campus	Elm Lawn Staff	Infinite Campus	2013-2014	MAP Growth Rigby Growth
Implementation of Universal Curriculum (Reader's and Writer's Workshops)	Classroom Walkthroughs	Elm Lawn Staff	Lucy Calkins Units of Study	Ongoing	Student Achievement Use and Display of Anchor Charts Conferring Framework/Notes
Resources and materials in use and in storage reflect adopted universal curriculum to establish an overall feeling of "Feng Shui"	Classroom and School Walkthroughs Staff Surveys	Elm Lawn Staff		2013-2015	"5-year rule" in which unused curriculum and resources are disposed
Professional Collaboration, Training, and Support in the Units of Study	Meeting Attendance and Notes	Elm Lawn Staff	Time: 1 of 6 days for TEAM meetings	2013-2014	Team Meeting Walkthroughs, Attendance, and Meeting Notes
Examine our "Reality" vs. our "Targeted Goals" after each trimester	Meeting Notes	School Improvement Team		2013-2014	Affirmation or Revisions to Continuous Improvement Goals

CDB/10.23.13

## Continuous Improvement Process Action Plan

School: Elm Lawn Elementary School Year: 2013-2014 Date: October 2013

District Goal: To increase overall student achievement and reduce the achievement gaps that are connected to ethnicity, socioeconomic status, using local, state and national assessment indicators to document improved learning on the part of our students.

School Goal: **Our Reality: MATH Achievement** – 79.5% of all Elm Lawn students performed at or above the 50<sup>th</sup> national percentile on the Spring 2013 Measure of Academic Progress (MAP).

Percentages of Elm Lawn student sub-groups at or above the 50<sup>th</sup> national percentile (MAP):

- 44.83% of students receiving free or reduced lunch
- 62.5% of students with disabilities
- 68.18% of English language learners
- 44.44% of African-American students
- 42.86% of Latino students
- 86.49% of Asian students
- 58.82% of students identified as two or more races

**Our MATH Attainment Target:** Achievement Target – By the end of the 2013-2014 school year, 82% or more of Elm Lawn students in grades 2-5 will perform at or above the 50<sup>th</sup> national percentile (MAP).

Achievement Gap Targets – Percentages of Elm Lawn student sub-groups at or above the 50<sup>th</sup> national percentile (MAP):

- 48% of free or reduced lunch
- 66% of students with disabilities
- 48% of English Language Learners
- 46% of African American students
- 46% of Latino students
- 90% Asian students
- 62% of students identified as two or more races

**Our MATH Growth Target:**

By the end of the 2013-2014 school year...

- 72% or more of students in grade 2
- 71% or more of students in grade 3
- 74% or more of students in grade 4
- 83% or more of students in grade 5

...will meet their one year growth target as measured from Fall to Spring on the Measures of Academic Progress Test (MAP).  
Targets reflect a 4% increase at each grade level except for 4<sup>th</sup> grade (2% increase) based on Spring 2013 growth data.

<b>Strategies</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Resources</b>	<b>Timeline</b> <i>(When?)</i>	<b>Improvement Indicators</b>
Extended School Day (a.k.a. "Homework Club") sites according to targeted student locations	Attendance sign-in sheets Infinite Campus Course Lists	Rachael Friedland and the "Homework Club" Team School Improvement Team	Transportation Staffing	2013-2014	MAP Growth Moby Max Growth Homework Completion Everyday Math Assessment Growth
Common Math Assessments with grade-level teams doing data analysis together during team planning time	Everyday Math data collection tools (RSA's, IPP's) Infinite Campus	Elm Lawn Staff	Infinite Campus SNAP data (K)	2013-2014	MAP Growth Moby Max Growth
Grade-level teams with common Infinite Campus grade groups and assignment details	Infinite Campus	Elm Lawn Staff Elm Lawn Tech Team	Tech Tuesday (Training)	2013-2014	RSA's and IPP's into Infinite Campus
Identifying struggling learners (e.g. "beginning" or "developing" level students from Assessment Meetings, or students NOT meeting "Adequate Progress" as seen from Everyday Math Assessments) for <b>pre</b> -teaching during I/E time	Assessment Wall Everyday Math data collection tools (RSA's, IPP's) Infinite Campus	Elm Lawn Staff	Assessment Wall	Fall, Winter, Spring	MAP Growth Common Formative Assessments
Grade Level Team Training and Use of MAP Status and Growth Reports	Team Meeting Times	Elm Lawn Staff Elm Lawn Tech Team	Team Meeting Times Tech Tuesday (Training)	Fall, Winter, Spring	Assessment Meeting Notes
Examine our "Reality" vs. our "Targeted Goals" after each trimester	Meeting Notes	School Improvement Team		2013-2014	Affirmation or Revisions to Continuous Improvement Goals

CDB/10.23.13

	Konsoer	Petersen	Slattery	White	Extensions during I/E time	Needs/concerns
Advanced					Moby Max (Math and Reading)	age-appropriate text for higher readers
					Everyday Math Games	non-fiction texts for higher readers
					Brain Boxes	I/E time - what it is/isn't
					Star Math(?) - Konsoer	
					Problem Solvers group (Nygaard?)	
					Moodle	
					leveled-text	
					Book Groups / Lit. Circles	
					Junior Great Books	
Proficient	Konsoer	Petersen	Slattery	White	Extensions during I/E time	
					Moby Max (Math and Reading)	
					Everyday Math Games	
					Brain Boxes	
					Star Math(?) - Konsoer	
					Problem Solvers group (Nygaard?)	
					Moodle	
					leveled-text	
					Book Groups / Lit. Circles	
Developing	Konsoer	Petersen	Slattery	White	Interventions during I/E time	
					Moby Max (Math and Reading)	
					Everyday Math Games	
					leveled-text	
					word ring cards	
					targeted guided groups (item analysis of data)	
					increased frequency of conferencing during workshop	
					Book Groups / Lit. Circles	
					Genre studies (heterogeneous grouping)	
				(Math) Structure boxes		
Beginning	Konsoer	Petersen	Slattery	White	Interventions during I/E time	
					Moby Max (Math and Reading)	
					Everyday Math Games	
					leveled-text	
					word ring cards	
					targeted guided groups (item analysis of data)	
					increased frequency of conferencing during workshop	
					Book Groups / Lit. Circles	
					Genre studies (heterogeneous grouping)	
				(Math) Structure boxes		

### Comparison of Positive Behaviors & Behavior Referrals

