

Middleton-Cross Plains Area School District
Continuous Improvement Process Action Plan

School: Park Elementary School **Year:** 2013-2014 **Date:** August 2013

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.

District Goal:

School Goal:

Attainment: Our 2013 Spring MAP **attainment** results range from 67%-81% with an average of 75% of students scoring at or above the 50th national percentile for Math. Our 2013 Fall data shows 77% of our students scoring at or above the 50th national percentile. We have adjusted our targets for the 13-14 school year to reflect these data.

Grade Level	Target for 12-13	Actual 12-13 spring percentiles	Target for 13-14
2	80%	78%	80%
3	80%	81% goal met	82%
4	80%	74%	85%
5	80%	67%	85%

Our Attainment Target:

By the end of the 2013-2014 school year, at least:

80% of our students in grade 2

82% of our students in grade 3

85% of our students in grade 4 and

85% of our students in grade 5 will score at or above the 50th national percentile on the MAP assessment for Math.

Growth: Our 2013 Spring MAP **growth** results range from 56%-74% with 2nd, 3rd, and 4th graders exceeding their projected percentages and 5th graders not meeting their percentages. We have adjusted our targets for the 13-14 school year to reflect this data.

Grade Level	Target for 12-13	Actual 12-13 spring percentiles	Target for 13-14
2	72%	75% goal met	75%
3	70%	76% goal met	76%
4	69%	75% goal met	75%
5	73%	72%	75%

Our Growth Target:

By the end of the 2013-2014 school year, at least:

75% of students in grade 2,

76% of students in grade 3,

75% of students in grade 4 and

75% 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) for Math.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
<p>2-5 Identify appropriate differentiated instructional math strategies and align to student RIT numbers to meet the needs of all learners.</p>	<ul style="list-style-type: none"> *MAP tests *RIT scores *DesCartes Continuum *MAP Goal Sheets *Add+Vantage Structuring (2nd gr only) *Grade Level meeting notes indicating RIT groups 	<ul style="list-style-type: none"> *Grade Level Teams *Consultation with Math Interventionist/Advanced Learning Specialist 	<p>Fall, Winter, Spring Assessment Meetings and Grade Level meetings</p> <p>MAP conferences will be held with individual students within two weeks of MAP testing (fall, winter, and spring) to determine student learning focus.</p> <p>Groups will be formed within two weeks of MAP testing and will continue for at least six weeks to ensure greatest impact.</p>	<ul style="list-style-type: none"> • MAP Goal Sheets from teachers indicating MAP conferences are complete.
<p>Implement differentiated instructional math practices to best meet the needs of all learners based on their RIT scores.</p>	<ul style="list-style-type: none"> *MAP tests *RIT scores *DesCartes Continuum *EDM Pre and Post tests for each Unit *Conference/Progress notes from I/E time 	<ul style="list-style-type: none"> *Grade Level Teams *Consultation with Math Interventionist/Advanced Learning Specialist 	<p>Grade Level meetings, Assessment meetings I/E time and other opportunities throughout the day.</p>	<ul style="list-style-type: none"> • Written documentation of student growth through the use of differentiation strategies within the classroom setting (I/E time)
<p>Utilize SNAP Math and Math Add+Vantage assessment tools in Grades K-1 to better guide instruction and meet the needs of all learners.</p>	<p>SNAP Math and Add+Vantage Assessment Scores</p>	<ul style="list-style-type: none"> *Math Interventionist *Advanced Learning Specialist *Kindergarten and First Grade Teachers 	<p>SNAP (within first trimester) and Add+Vantage test (within first month) administered.</p> <p>Grade Level meetings, Assessment meetings, I/E time and other opportunities throughout the day.</p>	<ul style="list-style-type: none"> • Growth noted on continuums for fall to winter and winter to spring SNAP and Math Add+Vantage assessments

Revised 10.18.13 MMS

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District Goal:

School Goal:

Attainment: Our 2013 Spring MAP **attainment** results range from 57% - 68% with an average of 62% of students scoring at or above the 50th national percentile for Reading. Our 2013 Fall data shows 68% of our students scoring at or above the 50th national percentile. We have adjusted our targets for the 13-14 school year to reflect these data.

Grade Level	Target for 12-13	Actual 12-13 spring percentiles	Target for 13-14
2	70%	59%	70%
3	70%	62%	70%
4	70%	68%	70%
5	70%	57%	75%

Our Attainment Target:

By the end of the 2013-2014 school year, at least:

70% of our students in grade 2,

70% of our students in grade 3,

70% of our students in grade 4 and

75% of our students in grade 5 will score at or above the 50th national percentile on the MAP assessment for Reading.

Growth: Our 2013 Spring MAP **growth** results range from 44% - 73% with 3rd & 4th graders exceeding their projected percentages and 2nd and 5th graders not meeting their percentages. We have adjusted our targets for the 13-14 school year to reflect this data.

Grade Level	Target for 12-13	Actual 12-13 spring percentiles	Target for 13-14
2	72%	66%	72%
3	67%	73% met goal	70%
4	65%	68% met goal	70%
5	65%	44%	65%

Our Growth Target:

By the end of the 2013-2014 school year, at least

72% of students in grades 2,

70% of students in grade 3, and

70% of students in grade 4, and

65% 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) for Reading.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
<p>2-5 Identify appropriate differentiated instructional reading/literacy strategies and align to student RIT scores to meet the needs of all learners</p>	<p>Running records MAP tests RIT scores DesCartes Continuum MAP Goal sheet</p>	<p>Grade Level Teams Support Staff</p>	<p>During assessment and team meetings throughout the course of the 2013-2014 school year.</p> <p>MAP conferences will be held with individual students within two weeks of MAP testing.</p>	<ul style="list-style-type: none"> Staff will establish differentiated strategies in a collaborative manner. Use of MAP goal conferencing sheets with students. Improved MAP scores in areas of focus.
<p>2-5 Implement differentiated reading/literacy strategies based on RIT scores to intentionally meet the needs of all learners.</p> <p>Students will be placed in flexible groups based on strengths/learning needs. Grade levels may choose to group students across the grade level.</p>	<p>MAP tests RIT Scores DesCartes Continuum Conference notes from workshop and I/E time</p>	<p>Grade Level Teams Support Staff</p>	<p>Intervention/ Enrichment time and other opportunities throughout the school day. (ie Reading Workshop)</p> <p>2013-2014 school year</p>	<ul style="list-style-type: none"> Teachers and students are able to articulate individual student strengths and needs as they align to their RIT score
<p>K-1 Utilize district literacy assessments and the K PALS assessment to better understand student strengths and opportunities for growth.</p>	<p>District Literacy Assessments PALS Assessment</p>	<p>Grade Level Teams Support Staff</p>	<p>Assessment window, assessment meetings, and team meetings throughout the course of the 13-14 school year</p>	<ul style="list-style-type: none"> Students will meet or exceed their trend line success indicators
<p>K-1 Implement differentiated reading/literacy strategies based on district assessment and PALS assessment results to intentionally meet the needs of all learners.</p> <p>Students will be placed in flexible groups based on strengths/learning needs. Grade levels may choose to group students across the grade level.</p>	<p>District Literacy Assessments PALS Assessment</p>	<p>Grade Level Teams Support Staff</p>	<p>Intervention/ Enrichment time and other opportunities throughout the school day. (ie Reading Workshop)</p> <p>2013-2014 school year</p>	<ul style="list-style-type: none"> Teachers and students are able to articulate students strengths and opportunities as they align to district assessments/PALS
<p>WKCE Item Analysis</p>	<p>WKCE results in TurnLeaf</p>	<p>SIT will compile data and share with grade levels in August 2013.</p>	<p>2013-2014 school year</p>	<ul style="list-style-type: none"> Improved WKCE scores as compared from 12-13 to 13-14.

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District Goal:

Our Reality:

School Goal:

The purposes of PBIS at Park school are to:

- Create a common language to support common behavioral expectations among adults and students in all settings
- Explicitly teach all students appropriate behavior expectations
- Promote positive behavior because academic and social successes and failures are related
- Create an emotionally and physically safe environment for all students
- Identify all students in need of support
- Collect data

11-12 Park school introduced six 'environments' (classroom, hallway, bathroom, lunch room, playground, and bus) to students, staff, and parents. At the end of the year, we totaled 75 Office Discipline Referrals (ODRs).

12-13 Park will once again revisit and re-teach the expectations for all environments. Our data from 11-12 suggests that we focus on two environments this year; the playground and the bus. These two environments had the greatest amount of ODR's. We will continue to focus our PBIS efforts on continued positive behavior in all environments with a focus on Playground and Bus behavior.

13-14 We had a total of 49 Total Behavioral Events and 200 Positive Referrals in the 12-13 school year. Far surpassing our goal! With the introduction of positive behavior referrals in the 12-13 school year and the focus on collecting better data of all behaviors across all environments, our goal has changed to reflect a ratio of positive to negative referrals.

Our Target:

To maintain (or surpass) a 4:1 ratio of positive to negative behavior referrals throughout all environments in the 13-14 school year.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
<p>Learning:</p> <p>Park staff, student, and parent participation in and understanding of the PBIS Positive Behavior Interventions & Supports Model via classroom newsletters, Park Web Site, and eNews.</p>	<p>Staff attendance at August 2013 in-service</p> <p>Parent participation in Back to School Night</p> <p>PBIS Expectations contract signed off by parents/students</p> <p>Self-Assessment Survey (staff)</p> <p>PBIS parent survey during spring 2014 conferences. (parents/guardians)</p>	<p>Park Staff, Students, and Parents</p>	<p>2013-2014 school year</p>	<ul style="list-style-type: none"> • Staff will be able to articulate the purposes of PBIS and state the impact on their students • Staff will reflect on their knowledge of PBIS as it pertains to implementation and sustainability at Park and share their opinions on the PBIS Self-Assessment Survey • Parents will be able to articulate the PBIS (BE) expectations via the parent survey
<p>Incentives:</p> <p>Incentive programs for various environments PAWS – hallway behavior & Playground behavior</p> <p>Positive Referrals – Any positive behavior as noted on the matrix can be documented in Campus. Each week PAW charms & bracelets will be given to those students receiving a referral. Referrals will be sent home.</p> <p>Staff Member of the Week will be handed out. Sign for staff member's door and a certificate to a local restaurant.</p> <p>Celebrations and acknowledgements of the positive work we're doing at Park!</p>	<p>Google Doc for Classroom Paws received for Hallway and Playground positive behavior</p> <p>Campus/Tableau to see all Behavior Referrals</p> <p>Google Doc for PBIS Staff member of the week</p> <p>Other incentives</p>	<p>Park Staff</p>	<p>Student incentives given daily throughout the trimester in the identified focus environment</p> <p>Campus/Tableau data shared each trimester with staff</p> <p>Staff incentives given weekly (PBIS Staff Member of the Week)</p>	<ul style="list-style-type: none"> • Paw incentives earned will be monitored throughout school year to using GoogleDocs in order to determine our success. • Check in to see if our 4:1 positive referral ratio is being met – checked each trimester • Other environments will be monitored throughout the school year.

<p style="text-align: center;">Communication:</p> <p>Continued discussions and communication with PBIS team, Park Staff, Park students and parents to clarify student/parent/staff understanding of positive and negative behaviors and consequences at school.</p> <p>Communicate via classroom newsletters, eNews, website, Back to School Night and at Conferences.</p> <p>Staff will utilize documentation forms for classroom behaviors.</p> <p>New students/families to Park will receive orientation to PBIS via check lists for teachers/classrooms to complete when students enter Park.</p>	<p style="text-align: center;">Behaviors Classified Chart for Staff</p> <p>Documentation form (1/2 sheet) for classroom behaviors (13-14)</p> <p>Positive Referrals – in Campus (13-14)</p> <p>Communication to families about expectations at Back to School Night and throughout the school year</p> <p>(via eNews/information sent out to families each trimester and/or in report cards)</p> <p>Family survey (survey monkey) at spring conferences – possibly use lab?</p> <p>PBIS data shared with staff each trimester</p>	<p style="text-align: center;">PBIS team Park Staff</p>	<p style="text-align: center;">Staff meetings</p> <p style="text-align: center;">Inservice days</p> <p style="text-align: center;">Back to School Night</p> <p style="text-align: center;">Conferences</p> <p style="text-align: center;">New Family Tours</p> <p style="text-align: center;">Throughout 2013-2014 school year</p>	<ul style="list-style-type: none"> • Students will be able to articulate our “Be Expectations” and relate that to any situation. • Staff will have a collective understanding of positive and negative behaviors and a common understanding of our response to them. • Families have a better understanding of and can articulate our PBIS efforts and how it impacts their child via survey and other means of communication
<p style="text-align: center;">Referrals/Data Collection for goal:</p> <p>Office, Bus, and Positive referrals will be entered into Campus to get an accurate picture of the behaviors we are seeing most at Park.</p>	<p style="text-align: center;">Office Behavior Referrals Bus Referrals – in Campus Positive Referrals – in Campus</p>	<p style="text-align: center;">Principal (Bus/Office) Staff members (Positive)</p>	<p style="text-align: center;">Throughout 2013-2014 school year</p>	<ul style="list-style-type: none"> • Campus/Tableau information will be an accurate reflection of the behaviors addressed during each school year. We will analyze and utilize the data to determine focus and areas of success • Tableau information will be shared with staff each trimester

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