

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

School: West Middleton Elementary School **Year:** 2013-2014 **Date:** October 1, 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:

Our Reality: Fall 2013 Measures of Academic Progress Math Assessment, 2nd – 5th grade results demonstrated that **68%** of our students scored at or above the 50th national percentile for the MAP Mathematics assessment.

School Goal:

Our Attainment Target:

By the end of the 2013-2014 school year, at least 80% of our students in grades 2-5 will score at or above the 50th national percentile on the MAP assessment for Math.

Our Growth Target:

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

70% of students in grades 2

75% of students in grade 3

75% of students in grade 4

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. This will place West Middleton students at the 75th percentile nationally for all four grade levels.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Identify appropriate differentiated instructional math strategies and align to the student DesCartes Continuum to meet the needs of all learners	MAP tests RIT scores DesCartes Continuum	WM Staff	Fall, Winter, Spring Assessment Meetings	<ul style="list-style-type: none"> • Template summary from grade level meetings • Ongoing
Implement differentiated universal curriculum practices with small groups to best meet the needs of all learners based on their DesCartes identified needs.	MAP tests RIT scores DesCartes Continuum EDM Unit Tests	WM Staff	2012-2013	<ul style="list-style-type: none"> • Increased use of differentiation strategies within classroom setting • Use of Student growth indicators and use of DesCartes

<p>Identify students for targeted assistance by utilizing the district RTI flowchart.</p>	<p>MAP test reports Math AddVantage tests DesCartes reports</p>	<p>Classroom teachers Math Support teacher Title I teacher</p>	<p>Spring 2013-2014</p>	<ul style="list-style-type: none"> Students identified the previous year will continue unless dismissed. New students will be placed based on the RTI flowchart.
<p>Utilize Snap Math (Kindergarten) and Math Advantage (1st and 2nd grade) to help guide instruction and meet the needs of all learners.</p>	<p>Assessment Scores</p>	<p>Math Specialists Kindergarten – second grade teachers</p>	<p>current</p>	<ul style="list-style-type: none"> Growth noted in fall to winter and winter to spring test scores

CDB/2.15.05

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District Goal:	<i>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.</i>
School Goal:	<p>Our Reality: Fall 2013 Measures of Academic Progress Reading Assessment, 2nd – 5th grade results demonstrated that 62% of our students scored at or above the 50th national percentile for the MAP Reading assessment.</p> <p>Our Attainment Target: By the end of the 2013-2014 school year, at least 75% of our students in grades 2-5 will score at or above the 50th national percentile on the MAP assessment for Reading.</p> <p>Our Growth Target: By the end of the 2013-2014 school year, at least 75% of students in grade 2 77% of students in grade 3 65% of students in grade 4 76% 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. This will place WM students at the 75th percentile nationally for all four grade levels.</p>

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Identify appropriate differentiated instructional language arts strategies and align to student RIT scores to meet the needs of all learners.	Rigby Scores MAP tests RIT scores DesCartes Continuum	Classroom teachers Reading Specialist	During assessment and team meetings throughout the course of the 2013-2014 School year	<ul style="list-style-type: none"> • Staff will be provided opportunities to learn differentiation approaches through PLC format.
Implement differentiated language arts strategies based on Calkins Units of Study (3-5), Calkins and Collins Units of Study (K-2), and DesCartes Continuum.	Rigby Scores MAP tests RIT Scores DesCartes Continuum	Classroom teachers Reading Specialist	Ongoing Emphasis on assessment meetings	<ul style="list-style-type: none"> • Students in flexible groups based on ability • Teachers are able to articulate individual student strengths and needs as they align to their RIT score

Professional collaboration with colleagues to provide feedback and support for the workshop approach.	Meeting Attendance, notes and PLCs.	Instructional Staff and Para Educator Support	2013-2014 school year	Improved student performance on assessments Increased proficiency in workshop approach.
Identify students in need of targeted assistance through use of standardized data.	MAP, WKCE, PALs and Rigby scores	Instructional Staff Reading Specialist	2013-2014 School Year	Watch list developed from 2012-2013 school year and prioritized throughout the year using the district assessment wall rubric.