

FESD Western Valley Elementary Continuous Improvement Plan

School ADE Comprehensive Needs Assessment is in the ALEAT filing cabinet.

GOAL: To improve student achievement in Reading, Mathematics and Writing per the AIMS test, English language proficiency per the AZELLA test, attendance and special education.

- **Reading:** Western Valley Elementary School will increase the percentage of students **passing** the AIMS Reading assessment. Western Valley Elementary 3rd grade students will increase scores by 10.2% from 71% to 81.2%, 4th grade students by 13% from 65% to 78%, and 5th grade students by 10% from 73% to 83% on the AIMS reading assessment. WVES will also increase the number of students **exceeding** on the AIMS Reading subtest by 10% for FY2012. WVES will also decrease the number of students receiving a score of FFB on the AIMS Reading subtest by a minimum of 5% for FY 2012.
- **Math:** Western Valley Elementary School will increase the percentage of students **passing** the AIMS Math assessment. Western Valley Elementary 3rd grade students will increase scores by 21.2% from 56% to 77.2%, 4th grade students by 12.6% from 69% to 81.6%, and 5th grade students by 10% from 66% to 76% on the AIMS math assessment. WVES will also increase the number of students **exceeding** on the AIMS Math subtest by 10% for FY2012. WVES will also decrease the number of students receiving a score of FFB on the AIMS Math subtest by a minimum of 5% for FY 2012.
- **Writing:** Western Valley Elementary School will increase the percentage of students **passing** the AIMS Writing assessment. Western Valley Elementary 5th grade students will increase scores by 13% from 57% to 70% on the AIMS Writing assessment. WVES will also increase the number of students **exceeding** on the AIMS Writing subtest by 10% for FY2012. WVES will also decrease the number of students receiving a score of FFB on the AIMS Writing subtest by a minimum of 5% for FY 2012.
- **ELD:** Western Valley Elementary School will increase the percentage of students **passing** the AZELLA assessment. Western Valley Elementary ELD sections will increase overall reclassification rate by 5% from 43% to 48%.
- **Attendance:** Western Valley Elementary School will maintain the rate of student **attendance** at or above 95%.
- **Special Education:** Western Valley Elementary School will increase the percentage of Special Education students **passing** the AIMS Math and Reading assessment by 15%. These increases are in the attached FY2012 planning work sheet located in the ALEAT filing cabinet. WVES will also increase the number of Special Education students **exceeding** on the AIMS Math and Reading subtests by 10% for FY2012. WVES will also decrease the number of students receiving a score of FFB on the AIMS Math and Reading subtest by a minimum of 10% for FY 2012.

Strategy Topic 1.Strengthen instruction for all students

Subject-related PD /Coaching Curriculum alignment / articulation
Classroom walk throughs
[Model of whole school reform](#)
[Equitable distribution of effective teachers](#)

Strategy Topic 2 .Intervention program for struggling students

[SBR programs](#)
[Integrated with regular classrooms’ standards-based curriculum](#)

Strategy Topic 3.Data-driven decision making

[Systematic assessment and data collection processes](#)
Data analysis-related PD
Job-embedded time for data analysis and instructional planning

Strategy Topic 4.Coordinated and comprehensive services

[Integration of programs](#)
[Transition programs required](#)
[ECAPs – HS required](#); grades 5-8 recommended
[Parent and family engagement required](#)
Dropout prevention

Strategy Topic 5.Plan development, implementation, and evaluation

[External technical assistance / support](#)
[SW plan committee](#)
[Annual evaluation](#)

(Strategy) Whole school reform model

WVES has created a unique whole school reform model based on multiple SBR strategies for building and sustaining a successful academic organization. We have aligned professional development and core instruction to our goal that all students will be passing by 2013. This includes the utilization of the district adopted curriculum which includes the Houghton Mifflin reading program, McGraw-Hill Math Connects program, Scott Foresman Science program, and the Harcourt Social Studies program.

Action Steps:

1. Comprehensive professional development
 - a. The administration will implement a comprehensive professional development program that addresses SBR strategies for improving core instruction and student achievement. All certified and classified staff will be involved in early release Thursday in-services and certified staff will be involved in district in-service days.
2. School vision and mission statement
 - a. The school will revisit the existing vision and mission statement and determine the appropriateness and focus, or if changes need to be made to meet the current needs of the school.
3. School leadership team
 - a. The school leadership team will meet monthly to analyze data and discuss student progress toward our 2013 goal for all students passing on all categories on the AIMS and AZELLA tests (Including Math, Reading, Writing, and English proficiency). We will also use the data collected to monitor and adjust the professional development program based on current needs. We will also review data to lead the individual team planning within the curriculum maps.
4. Peer Leaders
 - a. The certified staff will have access to resources from peer leaders in a non-evaluative setting. The district will provide a mentor for beginning and second year teachers. The district will also assign math and literacy lead teachers as a resource for every campus.
5. Integration of an RTI program
 - a. The school will select a RTI team that consists of the Literacy Leads, Administration, and Special Education teacher that will lead an RTI program that provides PD on integrating in-class interventions, provides additional structure for pull-out interventions, and enhances our after-school enrichment and intervention program.

(Strategy) Equitable distribution of teachers

The administrative team will review all sources of data to make sure that there is an equitable distribution of teachers across all teams and content areas. The administrative team will work with our Human Resources Department to gather data that will include years of service, class achievement scores, evaluations, highly qualified status, and any other formal or informal data that may affect classroom climate or student achievement.

Action Steps :

1. Principal reviews current teachers' HQ status
 - a. Principal will work with HR to ensure that all teachers are placed in an area in which they are highly qualified.
2. Classroom data collected and analyzed
 - a. The administrative team, Instructional Coach, and HR will perform formal and informal observations of teachers on a regular basis to collect data on the use of research-based strategies in the classroom. This data will be analyzed for equitable distribution of teachers, and also to help the lead team determine the topics of professional development based on classroom needs.
3. Implementation of new evaluation instrument
 - a. The district will implement a new teacher evaluation system for all certified staff that puts an emphasis on data collection and the use of SBR programs for student achievement in the classroom. This new evaluation tool will also provide a streamlined process for teacher improvement that is based on data.

(Strategy) SBR programs

All Kindergarten through Fifth Grade students will be placed in a research-based intervention program if they are below grade level in reading or math.

Action Steps:

1. Set student criteria for participation
 - a. All students who score "strategic" or "intensive" on the DIBELS test for reading will be provided with reading interventions. Kindergarten, first and second grade students in these categories will be provided in-school reading interventions. Third, fourth, and fifth grade students in these categories will be offered after school interventions. In addition, all ELLs in grades 3-5 will be offered after school tutoring. For math; kindergarten, first, and second

grades will be offered small group interventions in the classroom based on individual strands. In grades 3-5, the school offers a math intervention period where they receive pull-out services from certified personnel. Special education students also receive math interventions after school. At the mid-year mark, students will be reassessed and regrouped in order to maximize achievement.

2. Determine staff to provide interventions
 - a. The Instructional Coach along with classified assistants will provide the interventions in kindergarten through 2nd grade under the direction of the administration and guidance of the Instructional Coach. A mix of certified and classified tutors that are highly qualified will provide interventions in grades 3-5, also under the direction of the administration and the Instructional Coach.
3. Criteria for exiting
 - a. Students that have reached the “benchmark” status on the DIBELS examination for reading will be exited from the reading intervention at mid-year. For the math program, when students reach mastery in all concepts, the students are exited and the intervention group is adjusted for new students that are below the mastery level.

(Strategy) Intervention integrated in classrooms

When the students show that there is a concept that they have not mastered, we provide interventions through our curriculum to remove the deficiencies.

Action Steps:

1. Data binders
 - a. All teachers use a data binder to track individual student mastery of individual performance objectives. This will guide the scope of the intervention program. Teachers will also track Tier II intervention groups and continue to provide intervention until mastery is achieved.
2. Classroom interventions
 - a. In the classroom, teachers will perform small and large group interventions with supplementary materials from the district curriculum when the data indicates that there are students that have not mastered the performance objective.
3. IAT Process
 - a. Teachers that are not able to help a student progress with Tier II interventions will refer the child to the IAT process. In the IAT process, the

Instructional Coach and administration will provide goals, specific interventions, and an avenue for progress monitoring data showing growth toward the goal. This will be an essential part of the RTI process as well as the childfind process.

(Strategy)Systematic assessment and data collection process

Our teachers have resources available to assess students, track data, and make decisions that are data-driven regarding content and delivery of instruction. Teachers are responsible for task-analysis of assessment items and exposure of the state standards to all students.

Action Steps:

1. District testing
 - a. Our district provides quarterly tests that are aligned to the standards and the district curriculum maps for each quarter so that concepts taught that quarter get tested. We also have common formative assessments to provide feedback between the quarterly benchmark assessments. Lastly, we have DIBELS, AIMS, Stanford 10, and the AZELLA test to compile assessment data.
2. Common prep time
 - a. All teams within our campus are given a common preparatory time. This time is used for analyzing assessment results and planning based on item and performance objective analysis.
3. Vertical Articulation
 - a. Each certified staff member will participate in K-5 vertical articulation. This will be used to compare assessment data and strategically plan for longitudinal success of our students.
4. Professional development
 - a. The administration will implement a comprehensive professional development program that addresses SBR strategies for improving core instruction and student achievement. All certified and classified staff will be involved.
5. Data binders
 - a. All teachers use a data binder to track individual student mastery of individual performance objectives. Teachers will meet weekly during their common prep time to share data binders and plan based on a needs assessment of concept mastery and common formative assessments.

(Strategy)Integration of programs

Our school leadership team works together to make sure that all of the programs on campus are working together for the common goal of student success.

(Strategy)Transition programs

Our school will work with the feeder preschool and Head Start programs, as well as the middle school to help children transition to and from our school.

Action Steps

1. Kindergarten transitions from Headstart/Preschool
 - a. The school will hold transition meetings for all students coming from the preschool program with special needs. The school will also welcome all students to visit from our preschool and Head Start programs.
2. 5th to 6th grade transition meetings
 - a. 5th grade teachers will have vertical articulation meetings with 6th grade middle school teachers in our district to ease the transition for all of our 5th grade students going to middle school.
3. Middle School visitation and orientation
 - a. The school will provide the opportunity for the elementary 5th graders to visit the middle school campus in the spring for an orientation and introduction.

(Strategy)Parent and family engagement

The school will provide multiple opportunities for the parents to be involved with our school and in their child's education.

Action Steps

1. Home-school communication
 - a. The school will send quarterly newsletters as well as requiring all teachers to make a minimum of 2 parental contacts per quarter. Teachers and administrators will also perform home visits if they are unable to contact parents via telephone or letters home. This will also include implementing the district's truancy program that informs parents of laws and procedure for excessive truancy as an intervention before the citation process.
2. Annual Title I meeting

- a. The school will have an annual Title I meeting to discuss the goals and plans for both the school and the district.
3. Curriculum nights
 - a. The school will hold a curriculum night in the first quarter of school to introduce parents to the school's curriculum. The school will also hold a Math and Reading Night each semester to further assist parents in helping their children with homework.
4. PTO meeting and events
 - a. The schools PTO will meet monthly and plan events that build the community awareness and involvement at our school. The PTO will also have monthly activities to build community support and comfort in the school.

(Strategy)External technical assistance/support

The district will provide technical support for the technology at our school.

Action Steps

1. District tech support
 - a. The school will utilize the district technology department and work order system to support the technology systems on site.

(Strategy)SW plan committee

Our school will utilize a committee to develop, implement, and monitor our schoolwide plan.

Action Steps

1. Monthly meetings
 - a. Our leadership team will meet monthly while school is in session to develop, implement, and monitor the schoolwide plan.
2. Weekly PD days
 - a. As part of the PD Thursdays, the staff will review and make adjustments to the CIP based on current data and trends.
3. Monthly Report
 - a. Our leadership will provide any updates monthly via PTO meetings or parent newsletter.

(Strategy)Annual evaluations

The school will do internal evaluations as well as take feedback from external sources to analyze progress toward our goals in the schoolwide plan and guide decision making.

Action Steps

1. Internal review of testing data
 - a. The school leadership team will meet quarterly to discuss benchmark assessment results and annually to discuss AIMS, AZELLA, and Stanford-10 results to guide decision making.
2. Outside consultant
 - a. The school leadership team will meet frequently with outside consultant Ewan Brawley to evaluate school progress and action steps.