

Teaching and Learning Improvement Plan

Monroe Elementary School 2018-19

Monroe Elementary is home to 330 students in grades K-5. In years past, Monroe served as a 5th -6th grade intermediate school and this is the first year since 2003 that it has been used as an elementary school. Monroe is also home to the district K-5 ELL program where our ELL staff provide language acquisition and intervention support to our ELL students. Fifty-four staff members work continuously to support our students in the areas of reading, math, social studies, science, PE, art, music and STEM. We have a very active PTO who are wonderful and support our teachers by volunteering in classrooms and making it possible for our school to have extra resources to support assemblies and academic programs. As our School Improvement Team worked through our plan, we looked at several data points, WY-TOPP scores and our School Performance Rating from the spring of 2018.

Goals: 70% of our students will be Proficient or above the grade level expectations in English Language Arts and Mathematics on the Summative WyTopp Assessment by the spring of 2019.

Measures and Methods: 2018-19 WyTopp Modular, Interim, and Summative Assessments. In addition, examine DIBELS Benchmark assessments in the area of Reading for all grades.

| Goals for Elements | Activities/Actions | Expected Outcomes and Evidence of Completion | Resources Needed | Timeline |
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| 1. Professional Learning Communities | Professional Development: *PLC Meetings *Purposeful Planning *Learning Targets *Differentiated Instruction *Feedback *Data Analysis | *2018-19 WyTopp Assessments Modular Interim Summative | *PLC time to analyze data and respond to it through instructional changes. *Professional development in the area of reading, using, <u>When Readers Struggle</u> , and conducting action research within our classrooms. | May 2018-19 |
| 2. Increased Instructional Achievement in the areas of ELA and Math | *Classroom coaching in the areas of ELA and Math with standards, assessments, and feedback. *LLI Implementation | Analysis of WyTopp modular, interim, and summative assessments. Use of DIBELS data with all students to provide benchmarking and progress monitoring. | *Collaboration across grade level teams, *Instructional Coach *Reading Interventionist *Administrators | May 2018-19 |
| 3. Increase the academic support of our ELL and special education students. | Provide intentional intervention time and instruction, guided by assessment data. | Improvement as shown by student growth on the WyTopp assessments: Modular, Interim, and Summative. In addition, use of classroom and district assessments. | Collaboration with ELL, Special Education, Reading Interventionist, and classroom teachers to create a plan for improvement. | May 2018-19 |

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

- Schedule and attend regular PLC meetings with a preplanned agenda to discuss data including WyTopp interim and modular assessments along with regular progress monitoring of DIBELS data and class placement, and curriculum needs/concerns. PLC minutes will be kept and assessment information will be available for PLC teams to review.
- Data analysis of WyTopp assessments; Interim, Modular, and Summative. Data discussions will take place during staff meetings and during PLC meetings.
- Analysis of DIBELS Benchmark assessments to help support specific interventions.
- Scheduling of Intervention time with all grade levels in the content areas of ELA and mathematics. This will include classroom teachers, ELL teachers and special education teachers.
- Attend the Leveled Literacy Intervention training and implement the training during the scheduled intervention block of time. Small group instruction with LLI has been implemented.
- Provide classroom coaching and feedback to classroom teachers. Instructional coach and principals will support teachers with coaching and feedback.