

Teaching and Learning Improvement Plan

GOAL(S): Increase combined student proficiency on WY-TOPP math, reading, writing, and science from 51% to 60% on the 2018-2019 School Performance Report.

Intervention #1: All teachers will engage in Professional Learning Communities that use student achievement and growth data to determine instructional decisions.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
The schedule will be created to allow grade level PLC's to meet once a week.	September 2018- May 2019	Principal	-K-5 and specialists built into the schedule
Principal and Instructional Facilitator will lead PLC meetings once a month with grade levels. Topics include: benchmark and progress monitoring data, curriculum data, curriculum discussions, and LLI intervention systems.	September 2018- May 2019	Principal, instructional facilitator, grade level teachers, and specialists	-PLC agendas
Teachers will participate in weekly grade-level PLC meetings. During this time, teachers will plan together, discuss and evaluate assessment data, plan and adjust intervention and enrichment groups based off of assessment data.	September 2018- May 2019	Grade level teachers, intervention teachers, special education teachers	-Written and oral communication
Leadership team will attend PLC Training	June 2019	Grade level teachers, special education teachers, instructional facilitator, principal	

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

- Collaborative teams meet once a week to develop and refine instruction and review student learning data.
- Principal/IF monthly PLC meetings.
- Completion of PLC Training.

Intervention #2: PLC teams will create, monitor, and adjust flexible groups to meet the individual needs of our students in the area of reading using LLI/guided reading.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Strategic and at risk students will be monitored using STAR and reading records. The data collected will be used to make educational decisions placing students into appropriate LLI interventions/guided reading benchmark groups.	September 2018-May 2019	Grade level teachers, instructional paraprofessionals, instructional facilitator, principal Title 1 teacher	-Intensive and Strategic students will show growth in progress monitoring -All students will show growth in winter and Spring WY-TOPP Assessments -Fountas and Pinnell Benchmarking Systems
Attend LLI training in Ohio	September and October 2018	Title 1 teacher principal	
Grade level teams will utilize WY-TOPP modular and interim assessments along with STAR assessments. Grade level teams will utilize WY-TOPP blueprints to plan and pace out instruction.	September 2018-May 2019	Grade level teachers, instructional paraprofessionals, instructional facilitator, principal	-Teachers will review WY-TOPP Modular and Interim assessment data to adjust instruction and plan intervention. -Students will show growth in WY-TOPP Modular and Interim Assessments. -Students will show growth on STAR assessment data.
Benchmark all students using the Fountas and Pinnell Benchmarking System.	September and December 2018-May 2019	Instructional facilitator, Title 1 teacher, Title 1 paraprofessionals, principal, grade level teachers	-WY-TOPP Modular, Interim, and Summative Assessments -STAR Assessment Data
Extended Day-Identified students will receive research based tier two reading/math intervention Tuesday-Thursday for 60 minutes. This will run from February 5 th –April 11 th .	February 2019-April 2019	Grade level teachers, instructional paraprofessionals, instructional facilitator, principal	-IXL Reports -Kahn Academy Reports -WY-TOPP Modular, Interim, and Summative Assessment Data

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

- Completion of benchmarks listed above
- Growth in WY-TOPP assessment scores
- LLI Implementation