2023 - 2024 Elementary School Improvement Plan

Mission

The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel **PRIDE**--

Perseverance
Respect
Integrity
Discipline
Empathy

Vision

New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels

Values & Beliefs

We believe all students have individual talents.
We believe all students have an equitable opportunity to learn and achieve their academic and personal best.
We believe in our teachers' passions.
We believe learning extends beyond the classroom.
We believe our schools serve as a safe and secure environment for all students.
We believe in Pretzel Pride.
We believe in the value of every person.
We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.
We believe that character counts.
We believe that Pretzels serve others and achieve their dreams.

District Strategic Goal

PRETZEL SUCCESS FOR EVERY STUDENT

District Theme for the Year

Team Pretzel

School Improvement Team Members

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Goal 1 SEL: During the 2023-2024 school year, we will increase our percentage of students and teachers responding favorably (2 or above) to items in the Self-Management section of the universal screener by 3%.				
Proposed Action/Activity (What is going to be done to address this goal?)	**RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)**	**MEASURES OF SUCCESS (Evidence)**	**TIMELINE**	**PERSON(S) RESPONSIBLE**
1A. Implement SEL lessons in the classroom at least 1 time a week using the PurposeFull People curriculum.	Providing common language and learning strategies will provide consistency throughout the building.	Admin Check-Ins Lesson Plans Grade Level Collaboration Reflection Sheet	August 2023-May 2024	All Staff
1B. Maintain consistency of PBIS Tier 1 throughout the building.	PBIS promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.	Skyward Data Tier I PBIS Data PBIS Kick-Off	August 2023-May 2024	All Staff PBIS Team
1C. Continue to integrate and improve PBIS Tier 2 throughout the building.	PBIS promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.	Skyward Data Tier 2 PBIS Data	August 2023-May 2024	All Staff PBIS Team
Fall Data Benchmark: K-2 Teacher Rating: 60% 3-5 Self Rating: 89%	Spring Projection: K-2 Teacher Rating: 63% 3-5 Self Rating: 92%		Actual Outcome (Spring Final Result)	

Goal 2 ELA: During the 2023-2024 school year, NBE will increase the percentage of students at each grade level performing above the 41st Percentile on the NWEA MAP assessment by 10% in each grade level K-5. Each grade level will maintain the number of students above the 41st percentile if the percentage of students is above the 80 percent.

Proposed Action/Activity (What is going to be done to address this goal?)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
1A. All classroom and intervention staff teaching reading will participate in professional development that is targeted toward best practices in reading Instruction.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at literacy PD	August 2023-May2024
1B: K-5 Teachers will participate in professional development workshops that are focused on high quality instructional practices that support the BEEP model of instruction.	Incorporating high quality instructional practices will raise students comprehension and achievement across all content areas.	K-5 Teachers, Interventionist, Special Staff Admin Team	90% attendance at PD focused on BEEP components	August 2023 .
1C: K-5 Teachers will implement the BEEP model of instruction.		K-5 Teachers, Interventionist, Special Staff Admin Team	100% of observations will have at least five observable components of the BEEP model.	August 2023 -May 2024
1D: All K-5 teachers will identify strategies provided by the reading specialist during the ELA PD meetings that have	Incorporating best practice for literacy instruction. Reading and writing workshop model.	Grade Level Teams Admin Team	Common planning Time Team Agendas & Attendance log-1 time a month 100% attendance	August 2023 -May 2024

				Identified in Tier 1 lesson plans Identified in guided reading lesson plans Survey of staff at semester Attendance at PD with Reading Consultant	
been tried or implemented during the ELA block.					
1E: K-5 teachers will implement Tier 1 ELA curriculum in whole group: HMH into Reading & SAVVAS Realize in all regular education classroom settings.	Incorporating consistent Tier 1 instruction will add continuity in the education of all K-5 students.	K-5 teachers Admin Team		Teacher Lesson Plans will be up to date and current with evidence of HMH & SAVVAS Monitored through analysis of grades K-5 through report cards or Panorama. Reflection of Tier 1 curriculum assessments during common planning meetings (Monthly) to identify that 80% of the students in a classroom/grade are meeting standard (Standards based grade of 3 or % grade of 70 or more).	August 2023 -May 2024
1F: K-5 teachers will implement Tier 1 guided reading instruction utilizing HMH, SAVVAS	Incorporating consistent Tier 1 small group instruction 5 days per week.	K-5 Teachers		Staff will post guided reading schedules and complete lesson plans for guided reading	September 2023 -May 2024

and other leveled reading materials.			weekly with 100% implementation.

The 1st-5th grade staff will complete F&P benchmark assessments on 100% of all students 3 times a year to identify student growth at independent reading level.

The Kindergarten staff will complete F&P benchmark assessments on 100% of all students 2 times a year to identify student growth at independent reading level. | |
| 1G: K-5 teachers and interventionists will implement Tier 2 and Tier 3 Reading interventions after analyzing data from MAP, AIMSWEB, Fountas and Pinnell and class performance to meet students' varying needs. | Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels | K-5 teachers

Reading Intervention Team

Admin Team | Staff will complete intervention documentation & attendance log for each student. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention.

Staff will have intervention lesson plans for Tier 2 or 3 groups. | August 2023 -May 2024 |

			Grade Level Data Meeting Agendas	

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Fall Data Benchmark:

Grade	% Above The 41st Percentile
K	87
1	76
2	50
3	76
4	72
5	57

Spring Projection:

Grade	% Above The 41st Percentile
K	87
1	86
2	60
3	86
4	82
5	67

Actual Outcome (Spring Final Result)

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

(By ethnicity and programs) Programs are: CWD, Economically Disadvantaged Students

Students with disabilities and economically disadvantaged students underperform on IAR but our overall IAR scores for all students are also low. The team identified possible reasons of: lack of resources, need for parent education, student buy-in/effort, and test anxiety. The team identified the following strategies to improve student performance and parent education: Family night for IAR awareness in ELA and Math, test promotion/spirit week to get students excited, student goal setting using MAP and previous IAR data, Celebrating students who meet state standard or student growth goal, and teaching testing strategies to reduce anxiety. The team also identified the need to share IXL log-in information with parents to encourage practice at home that aligns with individual student plans.

Goal 3 Math: During the 2023-2024 school year, NBE will increase the percentage of students at each grade level performing above the 41st Percentile on the NWEA MAP assessment by 10% in each grade level K-5. Each grade level will maintain the number of students above the 41st percentile if the percentage of students is above the 80 percent.

Proposed Action/Activity (What is going to be done to address this goal??	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
1A. All classroom and intervention staff teaching mathematics will participate in professional development that is targeted toward best practices in math Instruction.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at Math PD	August 2023-May2024
1B. All classroom and intervention staff teaching mathematics will participate in workshops that are focused on high quality instructional practices that support the implementation of the BEEP model of instruction	Incorporating Research-Based instructional strategies for instruction across all content areas will raise student achievement.	Building Leadership Team Admin Team All Staff	PD Attendance Log-90% attendance at BEEP PD	August 2023-2024

1C: K-5 Teachers will implement the BEEP model of instruction.		K-5 Teachers, Interventionists Admin Team	100% of observations by administration and/or the Building Leadership Team will have at least five observable components of the BEEP model.	August 2023-May 2024
1D: K-5 teachers will implement Tier 1 Math curriculum: Everyday Math/Tara West Kinder Math in all regular education classroom settings.	Incorporating consistent Tier 1 instruction will add continuity in the education of all K-5 students.	K-5 teachers Admin Team	Teacher Lesson Plans will be up to date and current with evidence of Everyday Math Resources or Tara West Kinder Math. Monthly reflection during common planning meetings to include analysis of curriculum based student assessment performance to identify that 80% of the students in a classroom/grade are meeting standard on assessments (Standards based grade of 2 or % grade of 70 or more).	August 2023-May2024
1E: K-5 teachers and interventionists will implement Tier 2 and Tier 3 math interventions after analyzing data from MAP, IAR, Everyday Math Assessment, AIMS Testing, and class performance to	Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels	K-5 teachers Intervention Team Admin Team	Intervention staff will provide the digital intervention log and directions on how to properly fill it out for documentation of interventions.	August 2023-May 2024

| meet students' varying needs. | | | Staff will complete digital intervention documentation & attendance log for each student receiving intervention. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention.

Staff will have intervention lesson plans for Tier 2 or 3 groups.

Grade Level Data Meeting Agendas | |

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Fall Data Benchmark:

Grade	% Above The 41st Percentile
K	89
1	76
2	59
3	61
4	72
5	68

Spring Projection:

Grade	% Above The 41st Percentile
K	89
1	86
2	69
3	71
4	82
5	78

Actual Outcome (Spring Final Result)

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

(By ethnicity and programs) Programs are: CWD, Economically Disadvantaged Students

Students with disabilities and economically disadvantaged students underperform on IAR but our overall IAR scores for all students are also low. The team identified possible reasons of: lack of resources, need for parent education, student buy-in/effort, and test anxiety. The team identified the following strategies to improve student performance and parent education: Family night for IAR awareness in ELA and Math, test promotion/spirit week to get students excited, student goal setting using MAP and previous IAR data, Celebrating students who meet state standard or student growth goal, and teaching testing strategies to reduce anxiety. The team also identified the need to share IXL log-in information with parents to encourage practice at home that aligns with individual student plans.