



2022-23 SCHOOL IMPROVEMENT PLAN—ELEMENTARY

Student Achievement Goals

During the 2022-23 school year, students will achieve measurable academic growth.

Student Achievement Benchmarks (Taken from WBWF)

The percentage of all students in grades 2-4 at **Humphrey Elementary** who meet or exceed the 40th percentile on the STAR assessment in Reading will increase from **60% in 2022 to 60.5% in 2023**. (Fall results are at 42%)

The percentage of all students in grades 2-4 at **Winsted Elementary** who meet or exceed the 40th percentile on the STAR assessment in reading will increase from **71.6% in 2022 to 72% in 2023**. (Fall results are at 53%)

Steps Towards Improvement

During the 2022-23 school year, staff will narrow their instructional practices in year three of the reading curriculum with fidelity, revising approaches to address identified difficulties, gaps, and overlaps from grade to grade in the initial implementation. This will be done in PLC discussions, staff meetings, and in grade level meetings. Periodic check-ins and connecting MS to elementary staff will be beneficial to ensure support is solid.

Staff will continue to use PRESS (Path to Reading Excellence in School Sites) and will implement PRESS Interventions based on student classroom needs. Scheduled check ins between grade level meetings, PLCs, and other PD times (ie-late starts, work days, etc) will be planned to allow for discussion, trouble shooting and focusing interventions to increase success.

Master schedule has a designated schoolwide intervention time—this can be used for independent reading, conferring with students, offering interventions to students and utilizing alternate staff and student resources to help advance skills for students.

SMART goals will be changed and written more effectively, narrowing to the classroom and really addressing the needs of the classroom rather than a score in May. The purpose is to target the skill deficits to REACH the score. Add more action steps to support idea(s) of growth.

Leadership team and school staff will analyze fall data for STAR and MCA results, identify gaps, and determine PD relative to those needs. Late starts and additional PD time will then be designated to review data, instructional strategies, and creating intentional, timely plans to meet the needs of each student. Collaboration in grade levels, PLCs and as a full staff provide both a specific and global view of movement towards the target.

The school goal will be posted in a prominent place with quarterly benchmark targets to encourage community success, conversation towards our goal(s) and a visual reminder of our end target.

Staff will work with students to create individual goals using STAR data. Goals will be revisited regularly to monitor progress, discuss changes, identify additional supports, and give students responsibility in the learning/growth process. Communication is KEY to all stakeholders—students, staff, admin, parents. Create a common goal and talk about it regularly.

Staff will work on Standards Based Grading (SBG) to ensure we are working towards and aligning to state standards.

Teacher growth plans will be more defined to identify PERSONAL professional growth to impact student achievement, not focus on student achievement results.