

# Record Of Continuous Improvement Summary of Schoolwide Plan

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## What is it?

The Record of Continuous Improvement is designed to support schools in facilitating and documenting the school improvement process. It provides a framework to support change and is a summary of the elements of that plan.

## Who is accountable?

A schoolwide leadership implementation team was created and consists of the principal, assistant principal, behavior coach, instructional coach, representatives from special education and english language development, one general education teacher from each grade level and a parent.

## Current Data?

In 2016, data was collected on enrollment, test scores and growth, and school environment. Success, concerns and possible causes were identified.

## Successes?

Increase in reading and math MCA scores, high levels of growth in fourth and fifth grade, decrease in behavior referrals and suspension data.

## Concerns?

Increase reading and math proficiency, focusing on the achievement gap between white students and students of color. Significant number of behavior referrals in kindergarten.

## Possible Causes?

Lack of foundational skills and background knowledge, fidelity of implementation, not enough time for reading instruction, misalignment to the standards or rigor below the standards.

## Action Plan?

**Reading** - Align curriculum with state standards, staff training on standards based instruction, maintain student monitoring to be discussed monthly by leadership team, increase reading time, modeled reading provided daily and daily work on passage comprehension.

**Math** - Align curriculum with state standards, staff training on standards based instruction, pose a high level of cognitive tasks daily for all grades, encourage various approaches and strategies to solve tasks, use of visual supports and manipulatives in their mathematical thinking.

**Behavior** - Use Zones of regulation in each classroom, form a Positive Behavioral Intervention Support (PBIS) team, conduct quarterly data review, create a behavior leadership team and maintain strong Tier 1 behavior expectations, and establish a peer mentorship program.

## Methods used to implement action plan?

Professional Learning Communities (PLC's), schoolwide Positive Behavioral Intervention Supports (PBIS), Response to Intervention (Rtl), Formative Assessment Systems for Teachers (FAST), NWEA MAP, an Instructional Coach, Professional Development, Parent Events, Parents as Our Parents, Monthly Parent Teacher Student Association (PTSA) meetings, Kindergarten roundup, preschool in the building, Targeted Services, and an Equity Specialist.

## School Goals?

**Reading:** The percentage of grade 3-5 students who reach proficiency as measured by MCA will increase from 45.3% to 76.5%.

**Math:** The percentage of grade 3-5 students who reach proficiency as measured by MCA will increase from 57.3% to 79.9%.

**Science:** The percentage of grade 5 students who reach proficiency as measured by MCA will increase from 53.8% to 69.1%.

**Building-Wide Behavioral Goal:** We will reduce the number of referrals by 5% (compared to 2015-2016 school year).