

# Lincoln County School District #1

## Canyon Elementary

### SCHOOL IMPROVEMENT PLAN SIGNATURES

---

District Superintendent

---

District Board Chairman

---

Principal

---

2017-2018

Plan Year

# Section 1

## Wyoming School Improvement Plan

### Canyon Elementary

CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Goal:** Canyon Elementary’s goal is to move from Partially Meeting Expectations to Meeting Expectations.

**Improvement Strategies:** We will be using many different MTSS Strategies and/or other research based strategies approved by teachers. Each grade level has developed tasks to help us meet our goal.

<b>Tasks</b> <i>What will be done?</i>	<b>Timeline</b> <i>By when?</i> <i>(Day/Month)</i>	<b>Responsibilities &amp; Resources</b> <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	<b>Benchmarks</b> <i>How will we know we’re making growth?</i>
<p><b>3rd Grade will promote fluency, accuracy, and expression by teacher modeling and continued practice. Students will also gain critical thinking skills, by analyzing information using text based evidence, as well as enriched vocabulary. With a hands-on approach, use of manipulatives, and problem solving strategies, students will gain proficiency in math. We will</b></p>	<p>2017-2018 School Year            January 2018, May 2018 with WY-TOPP            March 2018 with MAP. Based on LCSD#1 standards based curriculum following the guidance of the Curriculum Leadership Institute (CLI) and our pacing guides.</p>	<p>LCSD 1 staff, Admin, 3rd Grade Teachers, Paraprofessional, SPED, Speech, OT, research based text, leveled readers, manipulatives, Study Island, REFLEX, Go Math, LCSD#1 standards based curriculum following the guidance of CLI.</p>	<p>LCSD#1 standards based curriculum Outcome assessments, Component quizzes, Compare the October Interim WY-TOPP to the January Interim WY-TOPP and the May Summative WY-TOPP. Also , compare the MAP in September to the MAP in</p>

<p><b>differentiate instruction through small and whole group, in both reading and math, using DIBELS and MAP data. This will ensure a level of proficiency as outlined by LCSD1.</b></p>			<p>March. We will also compare the DIBELS Assessments .</p>
<p><b>4th Grade will use differentiated instruction in Reading to meet students needs. Differentiated instruction will focus on the skills of vocabulary building, comprehension of various literary and informational texts, and the structure of literary and informational texts. Fourth grade will use hands on activities and differentiated instructions in Math. Areas of focus will include number and operations, base ten, algebraic thinking, measurement</b></p>	<p>2017-2018 School Year  January 2018, May 2018 with WY-TOPP  March 2018 with MAP. Based on LCSD#1 standards based curriculum following the guidance of (CLI) and our pacing guides</p>	<p>LCSD 1 staff, Admin, Teachers, MTSS paras, SPED, REFLEX, MTSS focused times, Khan Academy, Go Math, and Ready Gen, LCSD#1 standards based curriculum following the guidance of CLI.</p>	<p>LCSD#1 standards based curriculum Outcome assessments, Component quizzes, Compare the October Interim WY-TOPP to the January Interim WY-TOPP and the May Summative WY-TOPP. Also , compare the MAP in September to the MAP in March. We will also compare the DIBELS Assessments .</p>

<p>and data, and geometry.</p>			
<p><b>5th Grade will show 20% growth on Reading and Math standardized testing by the end of the year and show over 50% proficiency on each Reading and Math Outcome assessments. Those who don't reach proficiency on the first try will be working rigorously in MTSS small group instruction and reteaching opportunities prior to reassessment.</b></p>	<p>2017-2018 School Year January 2018, May 2018 with WY-TOPP March 2018 with MAP. Based on LCSD#1 standards based curriculum following the guidance of CLI and our pacing guides.</p>	<p>LCSD 1 staff, Admin, Teachers, paraprofessionals, SPED, Reflex, IXL, ReadyGen series, Go Math, Scott Foresman, LCSD#1 standards based curriculum following the guidance of CLI.</p>	<p>LCSD#1 standards based curriculum Outcome assessments, Component quizzes, Compare the October Interim WY-TOPP to the January Interim WY-TOPP and the May Summative WY-TOPP. Also , compare the MAP in September to the MAP in March. We will also compare the DIBELS Assessments .</p>
<p><b>6th Grade will maintain a high level of proficiency in reading and ensure growth in math by utilizing small groups that focus on students' specific</b></p>	<p>2017-2018 School Year January 2018, May 2018 with WY-TOPP March 2018 with MAP. Based on LCSD#1 standards based curriculum following the guidance</p>	<p>LCSD 1 staff, Admin, Teachers, Paraprofessionals, Special Ed Teachers IXL, Reflex Math, Novels, Informational Texts, CLI curriculum , I</p>	<p>LCSD#1 standards based curriculum Outcome assessments, Component quizzes, Compare the October</p>

<p><b>needs. We will level our core math classes based on student data from both PAWS and MAP. We will utilize math programs such as IXL so that students will have numerous opportunities to practice their math skills. In both reading classes and MTSS reading groups, we will use different levels of novels and informational text both in small group and whole group instruction. Students will be asked to analyze text and back up their analysis with proof from the text.</b></p>	<p>of CLI and our pacing guides</p>		<p>Interim WY-TOPP to the January Interim WY-TOPP and the May Summative WY-TOPP. Also , compare the MAP in September to the MAP in March. We will also compare the DIBELS Assessments</p>
---	-------------------------------------	--	---

**Implications for Professional Development:**

We have trained most staff members in PLC’s. We will look at training any staff members in PLC’s that have not already been trained. We train 4 staff members every year K-6 at the Houston, Exxon Teachers Academy. All four of our Kindergarten teachers as well as two of our Sped teachers, and one Second grade teacher have been trained on Orton Gillingham, a multi-sensory approach to reading skills. We have conducted a 3.5 day training for our MTSS para educators, at the beginning of the 2017-2018 school year. We are always looking for professional development to help our teachers grow.

## **Implications for Family Involvement:**

All parents will be invited to practice the WY-TOPP assessments at their home with their own children. We also continue to have our BLT meetings once a month. Canyon and Kemmerer Elementary will be conducting a math night with math activities, games and fun in November along with our Title I Program. In the Spring we will be having a reading night with reading activities, games and fun.

## **Evidence of Success (*How will you know that you are making progress? What are your benchmarks?*)**

Our students will participate in district outcome assessments and formative component quizzes. We will compare the interim WY-TOPP assessments to the summative WY-TOPP assessment to determine areas of needed improvement. We will compare the MAP scores in September to the MAP scores in March, as well as, compare the Spring of 2017 to 2018 MAP to show growth. We will also compare the DIBLES Assessments throughout the year to determine the students who need assistance to show growth.

## **Evaluation Process (*How will you determine that your goal has been reached? What are your measures?*)**

We will evaluate the data from the first interim assessment to the second interim assessment and finally to the summative WY-TOPP assessment. The data will then show if we have made the necessary growth. We will also look at our MAP growth from Spring of 2017 to Spring of 2018 which will project a year's worth of growth for each grade in each subject.

## Section 2

# Canyon Elementary

CONTINUOUS IMPROVEMENT PLAN 2017-2018

**GOAL: Canyon Elementary's goals will be to use many different instructional strategies in order to help us move from Partially Meeting Expectations to Meeting Expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
<b>3rd grade will analyze MAP data to target specific needs of students and address these needs in whole group, small group, and individual instruction. Teacher will differentiate instruction based on DIBELS and specific MAP subtests and individual focus areas.</b>	2017-2018 School Year	3rd Grade Teachers, Paraprofessional, SPED, Speech, OT, research based text, leveled readers, manipulatives, Study Island, Go Math, REFLEX	District level Component quizzes, Outcome Assessments, Formative Assessments, MAP data, DIBELS, WY-TOPP data
<b>4th grade will use Reading and Math MTSS time to specifically target skills needing improvement or enrichment based on outcome testing, WY-TOPP testing, DIBELS and Map testing data.</b>	2017-2018 School Year	Teachers, paraprofessionals, SPED, REFLEX, Khan Academy, Ready Gen series, Go Math, manipulatives, supplement texts.	STAR testing, DIBELS testing, District level Component quizzes, Outcome Assessments, Formative classroom assessments, MAP data, and WY-TOPP data.
<b>5th grade will group MTSS students according to Outcome assessment results. We will level our Math Core instruction based on Map, WY-TOPP, growth and individual performance.</b>	2017-2018 School Year	Teachers, paraprofessionals, SPED, REFLEX, IXL, Ready Gen series, Go Math, Scott Foresman, and supplemental texts.	District level Component quizzes, Outcome Assessments, Formative Assessments, MAP data, WY-TOPP data.

<p><b>6th grade will maintain a high level of proficiency in reading while ensuring growth in math by leveling core classes and reinforcing skills in small groups. We will ensure students are placed in the appropriate core math class and the appropriate small groups for instruction by analyzing data from spring WY-TOPP and fall MAP.</b></p>	<p>2017-2018 School Year</p>	<p>Teachers, Paraprofessionals, SPED, Collections series, Math textbooks, manipulatives, leveled novels, leveled informational text, IXL</p>	<p>Fall and Winter WY-TOPP data, Spring MAP data, District level Outcome Assessments, Component Quizzes, and Formative classroom Assessments</p>
--	------------------------------	--	--

**Evaluation/Evidence (How will you know when the strategies are fully implemented?)**

Our evidence will be demonstrated in the growth of scores in WY-TOPP assessments, scores on MAP from spring to spring, summative and formative assessments in the classroom, and teacher evaluations. Evaluating our success on these assessments will determine how well we fully implemented our strategies.

# Section 3

## Canyon Elementary CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Implementation Goals for Initiatives:** Our implementation goals for initiatives on the School Performance Report will be to improve in each indicator by a minimum of 5 points. We are struggling to understand how the state will be able to compare PAWS to the WY-TOPP. The benchmark for the WY-TOPP has not even been established. With the state assessment change we still plan to improve in all areas however our best way to determine our success will be on the MAP assessments. We will be able to compare spring to spring and see the growth of each student. Below are initiatives we will continue to enforce and assess everyone of them to see if we are doing everything we can be doing.

<b>Initiative Number</b>	<b>Description</b>
Initiative 1	<b>PLC grade level meetings multiple times every week.</b>
Initiative 2	<b>30 minutes of small group, skill specific instruction in math everyday.</b>
Initiative 3	<b>30 minutes of small group, skill specific instruction in reading everyday.</b>
Initiative 4	<b>All grades will have core math and core reading classes which are leveled based on data from the previous spring PAWS and fall MAP. WY-TOPP data will be utilized once it becomes available.</b>
Initiative 5	<b>MTSS meetings with grade level teachers, paraprofessionals , special education staff, MTSS coordinator, instructional facilitator and administration will take place about every 2 weeks to go over our successes and areas we need to improve.</b>

## Section 4

### WAEA - State Report Card Goals

Goals	Description
Achievement	<b>Canyon Elementary last year scored a 64% proficient and advanced, placing the school in the Meeting Expectations. 5 points higher and we would have been in the Exceeding Expectations indicator. Our goal for Canyon Elementary is to grow in achievement by 5 points.</b>
Growth	<b>Last school year Canyon Elementary had a score of 38 proficient and advanced and if we had been 7 points higher we would have been in the Meeting Expectations. This is an area of concern because we are below where we should be. At minimum, we need to be in the Meeting Expectations indicator. Canyon Elementary will achieve a 5 point growth, which will move our school closer to the Meeting Expectations indicator.</b>
Equity	<b>Canyon Elementary will grow our equity by 5 points and this will move our school into the Meeting Expectations indicator. Last school year we had a score of 58 and if we were 5 points higher we would have been in the Exceeding Expectations indicator.</b>
Participation	<b>Canyon Elementary will continue to have over 95% of our students participate in the WY-TOPP. The lowest our school has ever performed was at 98%, most of the time we are at 100%.</b>
Graduation Rate (High school only)	NA
Additional Readiness (High school only)	NA

## Section 5

# Canyon Elementary

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Strategic Goal: Strategies on how to Improve Math in Strategy #1, Improve Reading in Strategy #2, and Improve Science in Strategy #3**

**Strategy 1: Action steps for Math at each grade level.**

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
<p><b>3rd grade will continue a high level of core math instruction using data from MAP results, district level component quizzes, and outcome assessments, to ensure individual growth.</b></p>	<p>3rd grade teachers will use in depth lesson plans and a variety of resources to reach all styles of learning, within each classroom. Teachers will continually monitor student growth and differentiate where needed.</p>	<p>Teachers, paraprofessionals, MTSS groups, technology, LCSD1 standards based curriculum, following the guidance of CLI, manipulatives, Study Island, REFLEX, Go Math, IPRs (Instructional Planning Resource)</p>	<p>Spring 2018</p>	<p>Spring MAP WY-TOPP Interim WY_TO PP summative assessment</p>
<p><b>4th grade will differentiate instruction to meet students needs in the classroom and in MTSS groups. 4th grade will work on areas of concern with students in focused MTSS</b></p>	<p>Teachers will use classroom data (component quizzes, Outcome Assessments, and formative assessments) to guided differentiated lessons in the classroom. Teachers will</p>	<p>Teachers, paraprofessionals, MTSS teachers, technology, LCSD1 standard based curriculum, following the guidance of CLI, REFLEX, Khan Academy, manipulatives, Go Math, IPRs</p>	<p>Spring 2018</p>	<p>Spring MAP WY-TOPP Interim WY_TO PP summative assessment</p>

<p><b>groups based on collected data. 4th grade will also work on areas of enrichment in MTSS groups. 4th grade will use interactive methods to teach students, as well as formative assessments to group students based on target areas of need. Manipulatives will also be utilized as well as allowing for student exploration of concepts which will enrich and solidify learning.</b></p>	<p>incorporate a variety of learning styles into the classroom to reach all students. Teachers will use IPRs and weekly PLC meetings to guided lesson planning and instruction.</p>			
<p><b>5th grade will focus on each group of students to make sure they grow or/and maintain Math proficiency on Map and WY-TOPP. We will do this through MTSS groups, Core Leveling, and IXL computer time.</b></p>	<p>Teachers will use IPRs and continue to update them as we progress through the curriculum. Teachers will continue to monitor student growth and differentiate instruction where needed.</p>	<p>Teachers, paraprofessionals, MTSS teachers, technology, LCSD1 standards based curriculum following the guidance of CLI, IXL, Go Math, Scott Foresman, IPRs</p>	<p>Spring 2018</p>	<p>Spring MAP WY-TOPP Interim WY-TOPP summative assessment</p>
<p><b>6th grade will determine core math classes using data from fall MAP scores</b></p>	<p>The teachers will ensure that students are placed in the correct class by</p>	<p>Teachers will use PLC time to review data and adjust groups. We will use small group instruction time and computer programs such as IXL.</p>	<p>Spring 2018</p>	<p>Fall and Winter WY-TOPP, Spring</p>

<p><b>and spring PAWS scores. This will ensure that all students have their needs met and that each student is able to grow at the appropriate pace. Small group instruction will focus on reinforcing skills that the students are working on in class.</b></p>	<p>monitoring data from formative and summative assessments. We will differentiate instruction where needed.</p>	<p>Paraprofessionals will assist in MTSS groups. We will also use LCSD1 standard based curriculum, following the guidance of CLI, and various resources for whole group instruction.</p>		<p>WY-TOPP summative, and Spring MAP will let us know if our students are growing.</p>
--	--	--	--	--

**Strategy 2: Action steps for each grade level in reading.**

<b>Action Steps</b>	<b>Responsibilities (Who will do what)</b>	<b>Resources (Funding/Time/People/Materials)</b>	<b>Timeline (By When)</b>	<b>Progress</b>
<p><b>3rd grade will continue a high level of core reading instruction using data from MAP results, District level component quizzes, and outcome assessments to ensure individual growth.</b></p>	<p>3rd grade teachers will use in depth lesson plans and a variety of resources to reach all styles of learning, within each classroom. Teachers will continually monitor student growth and differentiate where needed.</p>	<p>Teachers, paraprofessionals, MTSS groups, technology based instruction, LCSD1 standard based curriculum following the guidance of CLI, DIBELS, 6 minute fluency checks, leveled readers, lexile leveled appropriate books, vocabulary</p>	<p>Spring 2018</p>	<p>Spring 2018 WY-TOPP Interim WY-TOPP summative assessment</p>
<p><b>4th grade will differentiate</b></p>	<p>Teachers will use classroom data (component</p>	<p>Teachers, paraprofessionals, MTSS teachers, LCSD1 standard based curriculum following the</p>	<p>Spring 2018</p>	<p>Spring MAP</p>

<p><b>instruction to meet students needs in the classroom and in MTSS groups. 4th grade will work on areas of concern with students in focused MTSS groups. 4th grade will also work on areas of enrichment in MTSS groups. 4th grade will work on reading stamina and building age appropriate vocabulary. 4th grade will work on increasing metacognition to enable students to respond to higher level questions.</b></p>	<p>quizzes, Outcome Assessments, and formative assessments) to guide differentiated lessons in the classroom. Teachers will incorporate a variety of learning styles into the classroom to reach all students. Teachers will use IPRs and weekly PLC meetings to guide lesson planning and instruction.</p>	<p>guidance of CLI, Ready Gen reading series, Scott Foresman Reading street (supplemental), IPRs, classroom reading sets</p>		<p>WY-TOPP Interim WY_TOP P summative assessment DIBLES Winter Testing</p>
<p><b>5th grade will focus on reading and writing foundational skills. We will place</b></p>	<p>The teachers will ensure that students are placed in the correct groups by monitoring data from formative and</p>	<p>Teachers, paraprofessionals, MTSS teachers, DIBLES, LCSD1 standard based curriculum following the guidance of CLI, leveled readers, Ready Gen Series</p>	<p>Spring 2018</p>	<p>Spring 2018 WY-TOPP Interim WY-TOPP</p>

<p><b>students in MTSS groups according to MAP, PAWS, DIBELS, and Reading Outcome assessments. Our main focus is the middle “bubble” students and ensuring growth toward proficiency.</b></p>	<p>summative assessments. We will differentiate instruction where needed.</p>			<p>Summative MAP</p>
<p><b>6th grade will group students into small groups for instruction based on data from spring PAWS and fall MAP, as well as their instructional reading level. Students will read and analyze a variety of literary and informational text, and will work on reinforcing skills that they are</b></p>	<p>The teachers will ensure that students are placed in the correct groups by monitoring data from formative and summative assessments. We will differentiate instruction where needed.</p>	<p>Teachers will use PLC time to review data and adjust groups. We will use small group instruction time, and lexile leveled novels and informational text. Other teachers and paraprofessionals will assist in leading MTSS groups. We will also use LCSD1 standards based curriculum, and resources in whole group instruction.</p>	<p>Spring 2018</p>	<p>Fall and Winter WY-TOPP and Spring MAP will let us know if our students are growing.</p>

<p><b>currently working on in the classroom. In Core reading, the students will analyze challenging texts from the textbook and will analyze text using a close reader.</b></p>				
---	--	--	--	--

**Strategy 3: Action steps for fourth grade in science.**

<b>Action Steps</b>	<b>Responsibilities (Who will do what)</b>	<b>Resources (Funding/Time/People/Materials)</b>	<b>Timeline (By When)</b>	<b>Progress</b>
<p><b>4th grade will integrate Science into both math and reading curriculums . 4th grade will use hands on labs and field trips to demonstrate scientific concepts as well as facilitate discussions.</b></p>	<p>Teachers will use research based, place based learning to facilitate hands on labs and field trips to allow students to explore scientific concepts. Teachers will incorporate scientific literature into the reading curriculum. Teachers will use scientific data when teaching measurement</p>	<p>Teachers, Ready- Gen Reading series, field trips, manipulatives, scientific journals, hands on materials, LCSD1 standards based curriculum</p>	<p>Spring 2018</p>	<p>Spring 2018 WY-TOPP Interim WY-TOPP Summative MAP</p>

	and data in math.			
--	----------------------	--	--	--

## Section 6

# Canyon Elementary

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

Analysis of last year's results by grade: 3rd grade area for the continuous improvement plan.

Areas of Greatest Progress:	Areas of Greatest Challenge:
<p>3rd grade greatest progress was in math.</p> <p>According to the 2016-2017 data from last year, students were strongest in geometry and measurement and data. Out of 45 students, 76% of students were either high/avg. or high in geometry. Students were also 76% proficient in the high/avg. or high range in measurement and data, as well.</p> <p>In the area of reading, the data shows that literary and informational text was the area of greatest strength, with 62% of students coming out proficient in the high/avg. or high range.</p>	<p>3rd grades greatest challenge was in reading.</p> <p>According to the MAP data vocabulary was the area of greatest challenge, for the 2016-2017 students in reading. Out of 45 students, 18% of students scored in the low or low/avg. range.</p> <p>According to the MAP data operations and algebraic thinking was the area of greatest challenge in math, for the 2016-2017 students. Out of 45 students, 16% of students scored in the low or low/avg. range.</p>
Source of Progress:	Source of Challenge:
WY-TOPP, MAP, DIBELS, formative and summative assessments	
Goals for this school year:	
80% Proficient in Math and 80% Proficient in Reading	

**Plan for this school year:**

<b>Key strategies to achieve goals:</b>	<b>Projected costs and funding sources for key strategies:</b>
<p><b>Whole group and small group instruction. MTSS differentiation and leveling</b></p> <p><b>DIBELS Progress monitoring</b></p> <p><b>Leveling students based on MAP subtest results and focusing on their suggested area of growth.</b></p> <p><b>Formative assessments, component quizzes, outcome assessments</b></p> <p><b>Use Study Island, GO Math, Journeys, REFLEX, Ready Gen, leveled readers, and school provided resources to reinforce skills taught in class</b></p>	<b>Study Island renewal</b>

**Benchmarks for Progress:**

<b>Benchmark:</b>	<b>Timeline:</b>
<p><b>Spring MAP</b></p> <p><b>Spring WY-TOPP</b></p> <p><b>DIBELS progress monitoring</b></p> <p><b>Component quizzes</b></p> <p><b>Summative Outcome assessments</b></p>	<p><b>May 2018</b></p> <p><b>April 2018</b></p> <p><b>Every 3 weeks</b></p> <p><b>Ongoing throughout the school year</b></p> <p><b>Ongoing throughout the school year</b></p>

# Canyon Elementary

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Analysis of last year's results by grade: 4th grade area for the continuous improvement plan.**

<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
<p><b>The area of greatest progress was math for fourth grade.</b></p> <p>According to the PAWS data from last year, Geometry and Number Operations Fractions were the strongest areas.. Out of 49 students, 2 of which were Life Skills students, 71% were proficient in Geometry; 70% were proficient in Number Operations Fractions.</p> <p>In Reading our greatest areas of strength were Literature Key Ideas and Details and Informational Craft and Structure. Out of 49 students, 2 of which were life skill students, 67% were proficient in Literature Key Ideas and Details, and 63% were proficient in Informational Craft and Structure.</p>	<p><b>The area of greatest challenge for fourth grade was reading.</b></p> <p>According to the PAWS data, out of 49 students, 2 of which are life skills students, 28% were proficient in Literature Craft and Structure, 42% were proficient in Informational Key Ideas and Details, 46% were proficient in Integration, and 46% were proficient in Language.</p> <p>In math, the areas of greatest challenge were Measurement and Data, Operations and Algebraic thinking, and Number Operations Base 10. Out of 49 students, 2 of which were life skills, 46 % were proficient in Measurement and Data, 55% in Operations and Algebraic Thinking, and 65% were proficient in Number Operations Base 10.</p>
<b>Source of Progress:</b>	<b>Source of Challenge:</b>
<p><b>Fourth Grades greatest source of progress in math is due to students coming in with a great base knowledge of math concepts, as well as using differentiated mathematical instruction to reach the needs to students, and teachers using different methods to teach the same concept.</b></p>	<p><b>The greatest source of challenges for fourth grade is the change in class size for students and the implementation of a new resource to teach the LCSD#1 standards based curriculum following the guidance of CLI.</b></p>
<b>Goals for this school year:</b>	

**80% Proficient in Math and 80% Proficient in reading, with growth shown in both areas for all students.**

**80% Proficient in Math and 80% Proficient in Reading**

**Plan for this school year:**

<b>Key strategies to achieve goals:</b>	<b>Projected costs and funding sources for key strategies:</b>
<b>Differentiated instruction in both Math and Reading in the classroom to pull students overall proficiencies up. Targeted MTSS time to build skills for students. Use of different programs such as REFLEX, Khan Academy, leveled readers, Ready Gen Reading Series, and Go Math to reach the goals.</b>	<b>NA</b>

**Benchmarks for Progress:**

<b>Benchmark:</b>	<b>Timeline:</b>
<b>Interim WY-TOPP tests Spring MAP Outcome Assessments Component quizzes Formative assessments DIBLES progress monitoring</b>	<b>2017-2018 School Year</b>

# Canyon Elementary

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Analysis of last year's results by grade: 5th grade area for the continuous improvement plan.**

<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
<b>5th grade greatest progress was in reading</b>	<b>5th grades greatest challenge was in math. Number Sense was the weakest area, especially fractional operations.</b>
<b>Source of Progress:</b>	<b>Source of Challenge:</b>
<b>Goals for this school year:</b>	
<b>80% Proficient in Math and 80% Proficient in Reading</b>	

# Canyon Elementary

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Analysis of last year’s results by grade: 6th grade area for the continuous improvement plan.**

<b>Areas of Greatest Progress: Reading</b>	<b>Areas of Greatest Challenge: Math</b>
<p><b>6th grades greatest progress was in reading. 72% of 6th graders were proficient or advanced on PAWS reading in the spring. For incoming 6th graders, the greatest progress was also in reading. 74% of students were proficient or advanced on the spring PAWS test.</b></p>	<p><b>6th grades greatest challenge was in math. 60% of 6th graders were proficient or advanced on PAWS reading in the spring. For incoming 6th graders, the greatest challenge was also in math. 61% of students were proficient or advanced on the spring PAWS test.</b></p>
<p><b>Source of Progress: Students came into 6th grade with a high proficiency rate. They were placed in leveled MTSS groups where they read and analyzed informational and literary text. They were required to complete small writing assignments daily, in addition to their large writing outcome assessments.</b></p>	<p><b>Source of Challenge: While students scored well compared to the rest of the state, 40% still scored basic or below basic. Students weren’t placed in leveled core math classes until the spring semester, so both struggling and advanced students weren’t able to learn at a correct pace until then.</b></p>
<p><b>Goals for this school year:</b></p>	
<div style="border: 1px solid black; padding: 10px;"> <p><b>Our goal for this year is to maintain a high level of proficiency in reading and increase the level of proficiency in math. For incoming 6th graders, the percentage of students that scored proficient or advanced on reading was 74%. Our goal for this year is 78%. The percentage that scored proficient or advanced on math was 61%. Our goal for this year is 65%.</b></p> </div>	
<p><b>Plan for this school year: Our plan for this school year is to level the core math classes so that all students are learning at an appropriate pace.</b></p>	

<b>Key strategies to achieve goals:</b>	<b>Projected costs and funding sources for key strategies:</b>
<ul style="list-style-type: none"> <li>-Leveled core math classes</li> <li>-MTSS groups that focus on reinforcing skills that are taught in class</li> <li>-Use of IXL to reinforce skills that are taught in class</li> </ul>	-IXL cost: \$500

**Benchmarks for Progress: MAP, WY-TOPP, Outcome Assessments**

<b>Benchmark: MAP</b>	<b>Timeline: March 2018</b>
<b>Benchmark: WY-TOPP</b>	<b>Timeline: May 2018</b>
<b>Benchmark: Outcome Assessments</b>	<b>Timeline: 2017-2018 School Year</b>