

Thomas Paine Elementary School
School Continuous Improvement Plan
Last Updated August 2014

CL6) School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.	
Current level of development or implementation:	Parent advisory committee and PTA members communicate with the administrator regarding student learning. At the district level, surveys have been done to determine what parents need or want.
How it will look when fully met:	<ul style="list-style-type: none"> • Reach out to parents using Skylert (voice, email, text) and Twitter regarding school happenings and events. • Send monthly newsletter and calendar: Principal Notes highlighting student learning, learning links and resources. • Teachers will continue to provide weekly newsletter with a general description of weekly instruction with learning links. • Hold curriculum nights and other academic learning events in the content areas. • Maintain/update website to reflect school events and initiatives. • Create a parent resource room. • Student work displays are connected to learning links. • Schedule teacher presenters for monthly PTA meetings around school initiatives and student learning.
Task	1. Teachers will display "I Can" statements and the IL Learning Standard reference to connect student work with learning with standards. <i>Assigned to Classroom Teachers</i>
	2. FASE Team Member (Family Academic Support and Engagement) will support family engagement activities and facilitate parent workshops. <i>Assigned to FASE Staff Member</i>

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IIB02) Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.	
Current level of development or implementation:	Pre-tests and post tests are not consistently done school-wide in all curricular areas.
How it will look when fully met:	Teachers will identify and give pre and post tests to be given for students in reading and math.
Task	1. Data from formative assessments will guide instruction to promote student growth. Teachers are writing student growth objectives based on district and other formative assessments. <i>Assigned to Classroom Teachers</i>

IID08) Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.	
Current level of development or implementation:	Learning targets are posted for Reading and Math. Math and Reading curricula provides pre and post-tests. Acceleration block (30 minutes) has been included in the master schedule where teachers are providing additional explicit skill instruction based on deficits. In some classroom, teachers have identified mastery level.
How it will look when fully met:	
Tasks	1. Grade level teams will participate in peer review for SGO's. <i>Assigned to Sandra Cooper</i>
	2. Biweekly grade level meetings will be used to review grade level data and plan instruction. <i>Assigned to Sandra Cooper</i>
	3. SSBD, PBIS data, Participating in CATCH and using BMI will support addressing physical, social, emotional and behavior goals for our students. <i>Assigned to Sandra Cooper</i>
	4. All teachers will meet monthly with the principal for CORE RtI to discuss what their students are learning, how do we know they are learning, and what we are doing if they are not. <i>Assigned to Sandra Cooper</i>

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IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.	
Current level of development or implementation:	Teachers review assessments and reteach as needed in small group as they can; challenging activities are given to other students.
How it will look when fully met:	<ul style="list-style-type: none"> • Professional Development on Differentiation • Teachers develop plans and resources for differentiation at monthly grade level collaboration meetings. • Implementation report of plans shared at core meetings • Implementation of CAFÉ for explicit skill instruction in each classroom. • Implementation of acceleration block in master schedule to provide an additional opportunity for explicit skill instruction. • Use of Collaborative reasoning/inquiry based projects and/or alternative materials. • Use of team teaching – title teachers, special education teachers would push into classes to support acceleration groups. • Consideration for other opportunities of team teaching between general education teacher and special education teachers. • Re-teaching material as needed
Task	<ol style="list-style-type: none"> 1. To "strengthen the core" and implementing a balanced literacy approach using the Daily 5 and Cafe framework, teachers will ensure the following components are included in their Language Arts block: Read to self and read to others, guided reading, explicit skill instruction, word work and writing. Other components include: Conferencing with students, Running records, skill instruction groups and progress monitoring. Teachers will provide documentation for discussion at CORE RtI meetings. August 2014 - Focus on balanced literacy with emphasis on supporting classroom teachers establishing procedures and routines with the support of our literacy interventionists. <i>Assigned to Classroom Teachers</i>

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IIC01) Units of instruction will include specific learning activities aligned to objectives.	
Current level of development or implementation:	Learning targets are posted for Reading and Math. Math and Reading curricula provides pre and post-tests. Acceleration block (30 minutes) has been included in the master schedule where teachers are providing additional explicit skill instruction based on deficits. In some classroom, teachers have identified mastery level.
How it will look when fully met:	Learning activities are respectful tasks (Danielson), which enhance and/or reinforce the learning objectives. Students' work is differentiated based on instructional data (formal or informal).
Tasks	1. Identify learning activities for lesson units, which extend or reinforce learning. Teachers should provide feedback on completed work. <i>Assigned to Classroom Teachers</i>
	2. Learning activities aligned to objectives will be determined by teachers. Teachers will be invited to share learning activities with grade level teams or all staff. <i>Assigned to Classroom Teachers</i>

IIIA09) All teachers will clearly state the lesson's topic, theme, and objectives.	
Current level of development or implementation:	Thomas Paine implemented learning targets based on core standards in Language Arts this year with plans to continue to narrow the learning target to the individual lesson.
How it will look when fully met:	Best practice indicates students are more likely to engage and learn if they know the learning target and expectations for proficiency.
Tasks	1. Teachers will identify, post and explain to students the "I can" statements and/or learning standard for lessons in math and language arts. Explanation should include expected outcome for mastery. <i>Assigned to Classroom Teachers</i>