

Thomas Paine Elementary School
School Continuous Improvement Plan
Last Updated October 2013

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:	<p>Thomas Paine principal, teachers, and staff will:</p> <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 including Principal Notes highlighting student learning, learning links and resources. • 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. • Connect student work displays to learning links. • Schedule teacher presenters for monthly PTA meetings around school initiatives and student learning.
Tasks	1. Teachers will use/display learning links to connect student work and/or learning with standards. Assigned to Teachers
	2. Create space for Family Resource Room. Assigned to Angie Armstrong
	3. Teachers will send weekly newsletters with description of weekly instruction and learning links. Assigned to Teachers
	4. Schedule curriculum nights and communicate expectation to staff regarding weekly newsletters. Assigned to Sandra Cooper
	5. Principal will schedule presenters for PTA meetings, communicate with monthly newsletter and skylert, ensure website is current. Assigned to Sandra Cooper
	6. Maintain school website to reflect current events and communications. Assigned to Sandra Cooper

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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 students in reading and math.
Tasks	1. Teachers will document data from pre- and post-tests. Assigned to Teachers
	2. Teachers will discuss data from pre- and post-tests at grade level team meetings with notes sent to principal. Assigned to Sandra Cooper

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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. Additional support is needed to do this consistently.
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 • Provide individualized help through volunteers, America Reads tutors, peer tutors and cross-age tutors.
Tasks	1. Implementation of acceleration block in master schedule to provide an additional opportunity for explicit skill instruction. 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. Assigned to Teachers
	2. Establish minimum of one monthly grade level collaboration meeting to promote common assessments and integrated lessons across content areas. Teachers are required to turn in minutes of the meeting to the principal with further discussion at core RTI meetings. Assigned to Sandra Cooper
	3. Use of Collaborative reasoning/inquiry based projects and/or alternative materials. Assigned to Teachers
	4. Implementation of CAFE strategies in classrooms by conducting walkthrough and/or informal observations of classrooms. Teachers will document (per CAFE protocol) student/group meetings, goals and progress. determine areas of need across the building to support quality instruction. Professional development will be provided by the principal, the Professional Development Cadre, and central office staff in the identified areas. Assigned to Teachers

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