Arcadia Elementary School

"Learning is Out of This World"

Arcadia Elementary Continuous Improvement Plan Summary
2024-2025

A continuous improvement plan (CIP) is a strategic framework designed to enhance the quality of education and overall school performance. It involves a systematic, ongoing process of assessing current practices, identifying areas of improvement, and implementing targeted actions to address these areas. A CIP includes regular monitoring and evaluation of the progress, along with adjustments based on feedback and data, which are key components to ensure sustained improvement and positive outcomes for students, staff, and the broader school community.

For Arcadia Elementary School's CIP, a needs assessment was conducted, and action steps were created to improve performance throughout the various areas comprising the school community and culture.

Arcadia Elementary School Needs Assessment
2024-2025

Areas of critical academic needs:
1. Achievement disparities.
2. Low proficiency levels.
3. High absenteeism rates.
4. Teacher professional development.

TSSA funds used for the 2023-2024 school year
- TSSA funds were used to pay for half of a teacher's salary.
- TSSA funds were used to pay for overages due to a lack of Land Trust funds.

Expenses From TSSA Funds for the 2023-2024 School Year
1. $24,822.73 for half of a teacher's salary.
2. $58,992.23 for education support professionals' salaries.

Ways the funds are influencing the school's current level of success.
1. Resources and materials.
2. Staffing and professional development.
3. Student interventions.
4. Specialized support services.

The school self-scored a 2 or a 1 for the following student groups on the needs assessment.

Students with Disabilities
- The school takes steps to provide opted-out ML students with access to its educational programs, monitors their progress, and offers ML services again if a student is struggling.

ELL/ML Students
- Language English Proficiency (LEP) parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

Economically Disadvantaged Students
- The school staff are trained in effective home visits and implement this practice.
- The school has a systematic way to address chronic absenteeism and truancy that includes early identification, communication with parents, and student intervention.
- The school staff are trained and implement trauma-informed classrooms.
- The school staff are trained and implement restorative practices.

Arcadia Elementary School Goals, Leading Indicators, and Action Steps
2024-2025

Academic Goals

RISE Summative Assessment Goal: Compared to schoolwide performance on the 2023 RISE, students' average test performance on the 2025 RISE will increase by 4% to a schoolwide proficiency rate of 40%.

Leading Indicators: Acadience Reading Assessment, Acadience Math Assessment, iReady Diagnostic, HMH or other assessments.

Numeracy Goal: At least 82% of students will achieve typical growth or more on the EOY iReady diagnostic assessment.

Leading Indicators: iReady and Common Formative Assessments (CFAs).

Literacy Goal: All grades will increase in typical or above typical growth on the EOY Acadience Reading assessment by 3%.

Leading Indicators: Acadience Reading BOY and MOY Assessments, progress monitoring, teacher literacy PLCs reviewed in PLC meetings.

Academic Action Steps and Strategies

1. Use of effective Tier I instruction and Proficiency Based Learning (PBL) to support student learning.
    a. Differentiated instruction.
    b. Formative assessments and feedback.
    c. Clear learning targets and success criteria.
    d. Active engagement strategies.
    e. Effective and efficient PLCs.
2. Establish and maintain an effective system for school-wide academic intervention.
    a. Universal screening and data analysis.
    b. Effective and efficient use of Multiple Tiered Systems of Support (MTSS).
    c. Intervention and PLC team coordination.
    d. Professional development and resources.
    e. Progress monitoring and adjustments.
3. Engage families in the learning process.
    a. Regular Communication.
    b. Parent workshops and training at SEPs and family engagement nights.
    c. Four or more family engagement activities throughout the year.
    d. Uniform two-way communication platform (Class Dojo).
    e. Personalized engagement.
4. Plan for advanced learners and gifted students.
    a. Differentiated instruction.
    b. Specialized programs (rotations).
    c. Professional development for teachers on advanced learner/GT topics.
    d. Student collaboration (group projects).
    e. Open communication channels.

Strengths Observed When Reviewing Student Academic Achievement
1. Consistent improvement.

2. Improved school climate survey results.
3. Diversity of achievement.
4. Effective use of resources.
5. Positive teacher-student relationships.

Academic Tier I School Strengths
1. Tier I instruction utilizing proficiency-based learning (PBL).
2. Support for teachers in identifying and assessing essential standards.
3. Self-tracking mastery of standards by students.

Academic Tier II Supports
1. Data-driven decision making.
2. Individualized instruction.
3. Specialized programs and tools.
4. Collaboration among educators.
5. Family involvement.

Academic Tier II Supports with PLCs
1. PLCs liaise with the Student Support Team (SST).
2. Use of various assessment data.
3. Interventions and extensions.

Priority Areas for Improvement in Tier II Systems of Support
1. Data collection and analysis.
2. Intervention selection.
3. Collaboration.
4. Professional development.
5. Progress monitoring.
6. Communication with families.

Social Skills & Dispositions Goals

Student Attendance Goal: During the 2024-2025 school year, daily student attendance will improve by 3% compared to average daily attendance of 77.5% in 2023-2024.

Leading Indicators: Attendance Reports.

Students' Self-Efficacy Goal: By the end of the 2024-2025 school year, the percentage of students who report they believe they can succeed in achieving academic outcomes will increase by 4%.

Leading Indicators: Panorama Student Surveys.

Social Skills and Dispositions Action Steps and Strategies
1. Continue to implement and refine PBIS efforts.
    a. Refine PBIS Committee efforts.
    b. Continue to teach and reinforce expected behaviors.
    c. Continue with data-driven decision making.
    d. Ongoing professional development and support.
2. Establish and maintain an effective system for school-wide behavioral intervention.
    a. Ongoing training for the Behavior Support Team.
    b. Consistent and clear communication of expectations.
    c. Regular monitoring and data collection.
    d. Tiered intervention strategies.
    e. Ongoing professional development and support.
3. Promote student in-person attendance and ownership of their educational experiences.
    a. Create a positive and engaging school environment.
    b. Regular communication with families.
    c. Monitor attendance and intervene early.
    d. Recognize and reward good attendance.
    e. Encourage student ownership and goal setting.

Behavioral Tier I Supports
1. Research-based instructional strategies.
2. Positive reinforcement.
3. Defined intervention steps for teachers and students.
4. Use of data and surveys (i.e. TFI and Panorama surveys).

Priority Areas for Tier I Systems of Support for Improvement
1. Consistent teaching and reinforcement of behavioral expectations.
2. Data-driven decision making.
3. Family and community engagement.
4. Staff buy-in and professional development.

Behavioral Tier II Supports
1. Various forms of data to evaluate behavior.
2. Intervention development.
3. Teams work with the Student Support Team (SST).
4. Collaboration through content PLCs.

Priority Areas for Tier II Systems of Support

1. Data collection and analysis.
2. Intervention selection.
3. Collaboration.
4. Professional development.
5. Progress monitoring.
6. Communication with families.

Behavioral Tier III Supports
1. Student Support Team involvement.
2. Creation and implementation of Behavior Intervention Programs (BIPs).
3. Intensive monitoring and data collection.
4. Collaboration with specialists.
5. Parent and family engagement.
6. Wraparound services.

District or Other Supports Needed in Improving the School's Tier III Systems of Support
1. Professional development.
2. Specialized staffing.
3. Funding and resources.
4. Uniform data systems.
5. Policy and framework support.

Priority Areas for Improvement in Tier III Systems of Support
1. Data collection and analysis.
2. Intervention selection.
3. Collaboration.
4. Professional development.
5. Progress monitoring.
6. Communication with families.

Talent Development Goals

PLCs Goal: 98% of PLCs will meet at least eight times each month, prepare each meeting with agendas and student data to review, and follow a data protocol to solve student learning standards problems.

Leading Indicators: PLC agendas and notes, coaching logs.

Coaching Goal: At least 10 coaching cycles will occur each month, including a pre-coaching conversation, coaching event, and coaching debrief.

Leading Indicators: Coaching logs and weekly coach-administrator collaboration meeting agendas.

PG&E Goal Completion: By the end of the 2024-2025 school year, 95% of all school employees (classroom teacher, coach, administrator, etc.) will have reached or adapted their outlined PG&E goals after reflection.

Leading Indicators: MOY and EOY PG&E debriefings with the supervising administrator.

Talent Development Action Steps and Strategies

1. Utilize PLCs to promote student mastery of standards.
   a. Establish clear goals and norms for PLCs.
   b. Data-driven decision making.
   c. Collaborative planning and lesson design.
   d. Continuous professional development.
   e. Reflective practice and continuous improvement efforts.
2. Leverage coaching and mentoring to support teachers in building their professional capacity.
   a. Develop a structured coaching and mentoring program.
   b. Regular, scheduled coaching sessions.
   c. Personalized professional development plans.
   d. Collaborative learning opportunities.
   e. Feedback and reflection.
3. Design, deliver, and follow up on meaningful professional learning for teachers.
   a. Conduct a needs assessment.
   b. Set clear objectives and goals.
   c. Engage in active learning.
   d. Provide follow-up and support.
   e. Evaluate and reflect on professional learning.

Additional Targeted School Improvement (ATSI) Plan 2024-2025

The objectives for Arcadia Elementary's ATSI improvement plan are to enhance academic performance in each subgroup to exceed the established state ATSI proficiency rate. The school will accomplish this objective by improving literacy and numeracy skills and providing targeted support and resources.

Boosting social and emotional well-being is an additional important part of the plan which will improve students' and teachers' work towards proficiency goals. With each student group identified as ATSI, the school will work on optimizing student outcomes by providing appropriate academic support, social support, and social and emotional training for ATSI students.

Educators at our school will monitor and evaluate student performance through data tracking, feedback mechanisms, and working on continuous improvement efforts which will include student goal setting and tracking proficiency in individual data notebooks. By tailoring these efforts to the specific needs of each student ATSI group, the school aims to create an equitable and supportive environment that promotes both academic success and social-emotional well-being.

Action Steps for Additional Targeted School Improvement (ATSI) Groups

Action Steps for Economically Disadvantaged Students
The following action steps are designed to meet the needs of economically disadvantaged students:
1. Focus on equity and inclusion.
2. Targeted intervention for additional academic supports.
3. Access to resources.
4. Offering mentorship.
5. Creating a positive school culture.
6. Helping parents to access community resources.

Inequities or gaps in the past that led to school practices not meeting the needs of economically disadvantaged students:
1. Limited access to tech and other materials.
2. Lack of funding for support services.
3. Disparities in extracurricular opportunities.

Action steps the school will do to address these resource inequities:
1. Conduct a comprehensive review of resource allocation.
2. Prioritization of allocation of resources based on specific needs.

How and when the school will monitor the action steps which have been designed to close these gaps:
1. Data collection and analysis.
2. Progress tracking and reporting.

Action Steps for English Language Learners (ELLs) and Multilingual Learners (MLs)

The following action steps are designed to meet the needs of ELL and ML students:

1. The following action steps are designed to meet the needs of ELL and ML students:
    a. Strategically crafted support for language acquisition and academic success.
    b. Providing language support services from the ML education support professional.
    c. Bilingual resources and materials.
    d. Implement language development strategies across all subjects.
    e. Fostering a welcoming and inclusive school environment.
2. Inequities or gaps in the past that led to school practices not meeting the needs of ELL and ML students:
    a. Overlooking unique needs.
    b. Limited language support services.
    c. Insufficient training for teachers on language acquisition strategies.
    d. Lack of culturally responsive curriculum.
3. Action steps the school will do to address these resource inequities:
    a. Prioritize allocating resources based on specific needs.
    b. Provide additional academic support and language acquisition resources.
    c. Implement culturally responsive teaching practices that recognize diversity.
    d. Professional development to enhance cultural competency and create inclusive learning environments.
4. How and when the school will monitor the action steps which have been designed to close these gaps:
    a. Data collection and analysis.
    b. Progress tracking and reporting.

Action Steps for Hispanic Students

The following action steps are designed to meet the needs of Hispanic students:

1. The following action steps are designed to meet the needs of Hispanic students:
    a. Thoughtfully addressing the unique cultural and linguistic background of Hispanic students.
    b. Provide bilingual support services.
    c. Celebrating Hispanic heritage and contributions in the curriculum.
    d. Fostering family and community engagement.
    e. Offering culturally relevant resources and materials.
    f. Ensuring equitable access to educational opportunities.
2. Inequities or gaps in the past that led to school practices not meeting the needs of Hispanic students:
    a. Lack of bilingual support services.
    b. Limited representation of Hispanic culture in the curriculum.

     c. Inadequate outreach to Hispanic families.
     d. Lack of culturally sensitive practices.
3. Action steps the school will do to address these resource inequities:
     a. Allocation of resources based on specific needs.
     b. Provide additional language acquisition support and resources.
     c. Implement culturally responsive teaching practices.
     d. Recognize and celebrate diversity in students.
     e. Provide professional development opportunities for teachers to enhance their cultural competence.
     f. Create inclusive learning environments.
4. How and when the school will monitor the action steps which have been designed to close these gaps:

Action Steps for Pacific Islander Students

The following action steps are designed to meet the needs of Pacific Islander students:

1. The following action steps are designed to meet the needs of Pacific Islander students:
     a. Implementing culturally responsive attendance initiatives.
     b. Providing mentorship programs with Pacific Islander role models.
     c. Offer family and community outreach programs.
     d. Incorporating Pacific Islander cultural elements into the curriculum.
     e. Establishing a supportive and inclusive school climate.
2. Inequities or gaps in the past that led to school practices not meeting the needs of Pacific Islander students:
     a. Limited cultural representation in the curriculum.
     b. A lack of targeted support services for Pacific Islander student groups – especially with attendance issues.
     c. Challenges in engaging Pacific Islander families in the school community.
3. Action steps the school will do to address these resource inequities:
     a. Prioritize allocating resources based on specific needs of Pacific Islander students.
     b. Provide additional academic support and language acquisition resources.
     c. Implement culturally responsive teaching practices that recognize and celebrate the diversity of Pacific Islander students.
     d. Provide professional development opportunities for teachers to enhance their cultural competence.
     e. Create inclusive learning environments that honor the cultural identities of Pacific Islander students.
4. How and when the school will monitor the action steps which have been designed to close these gaps:
     a. Data collection and analysis.
     b. Progress tracking and reporting.

Action Steps for Students with Disabilities

The following action steps are designed to meet the needs of students with disabilities:

1. The following action steps are designed to meet the needs of students with disabilities:
   a. Ensure an inclusive and supportive environment.
   b. Ensure individualized education plans (IEPs) are tailored to each student's specific needs in the classroom.
   c. Offering assistive technology and resources to enhance learning.
   d. Promote universal design for learning principles.
   e. Training staff on inclusive teaching practices.
   f. Fostering a culture of respect and understanding for students with disabilities.
2. Inequities or gaps in the past that led to school practices not meeting the needs of students with disabilities:
   a. Challenges in meeting their specific needs due to insufficient accommodations.
   b. Lack of specialized support services.
   c. Physical barriers to access.
   d. A deficit in inclusive practices.
3. Action steps the school will do to address these resource inequities:
   a. Develop individualized support plans for students with disabilities, tailored to their unique needs and learning styles.
   b. Ensure that accommodations, assistive technology, and specialized services are in place to support the academic and social success of students with disabilities.
   c. Establish partnerships with community organizations and support networks to provide additional resources and services for students with disabilities working through the College and Career Readiness Department and with the school's social worker.
4. How and when the school will monitor the action steps which have been designed to close these gaps:
   a. Data collection and analysis.
   b. Progress tracking and reporting.

In conclusion, Arcadia Elementary School's CIP is a comprehensive and strategic effort aimed at fostering a nurturing and inclusive environment where every student can thrive. By setting clear goals for enhancing academic performance, developing social skills and dispositions, and nurturing and developing teachers' individual competencies, we are committed to the holistic growth of our students. Our targeted improvement efforts for economically disadvantaged students, multilingual learners, Hispanic students, Pacific Islander students, and students with disabilities ensure that all students receive the

support they need to succeed. Additionally, our focus on improving student behavior through enhanced Positive Behavioral Interventions and Supports (PBIS) will create a more positive and conducive learning environment. By continuously monitoring progress, gathering feedback, and making data-driven adjustments, we will ensure that our school remains a place where every student can achieve their full potential both academically and personally. Together, with the support of our dedicated staff, engaged families, and the wider community, we are confident that our students will flourish and thrive.

If you have any questions about this continuous improvement plan, please contact Arcadia's principal at the information below:

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