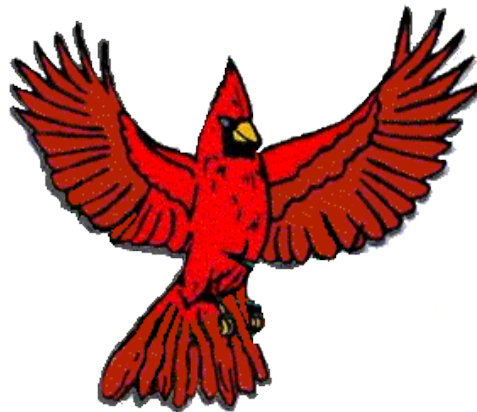


# Continuous Improvement Plan

Upsala Area Schools – District #487

2012 – 2013



Upsala Area School District #487  
PO Box 190 – 415 S. Main St  
Upsala, MN 56384  
(320) 573-2174

# Continuous Improvement Plan

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Upsala Area Schools – District #487

## School Information

Upsala Elementary School  
415 S. Main St – PO Box 190  
Upsala, MN 56384  
(320) 573 – 2175

## Contact Information

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## School Action Plan

### Multiple Measurement Rating System Summary

Initial Designation MMR: 13.32%

Initial Designation Focus Rating: 54.51%

#### Proficiency Detail:

**Mathematics:** 119 Students were tested in Grades 3 – 6 with 57.1% of all students exceeding or meeting the standards. Upsala Elementary School achieved a proficiency index of 68.91, which is 1.24 index points above the target index of 67.67, for all students, but was below target in the White, not of Hispanic origin demographic, achieving a 69.13 proficiency index. This index is 4.71 index points below the target of 73.84.

**Reading:** 121 students were tested in Grades 3-6 with 66.9%% of all students exceeding or meeting the standards. Upsala Elementary School achieved a proficiency index of 75.21, which is 5.06 index points below the target index of 80.27, for all students, and also was below target in the White, not of Hispanic origin demographic, achieving a 75.64 proficiency index. This index is 9.80 index points below the target of 85.44.

### Goals

**Mathematics:** The percentage of all students in Grades 3-6 at Upsala Elementary School enrolled by October 1, 2012 who are proficient on the Mathematics MCA will increase from 57.1% to 70.0% in 2013.

**Reading:** The percentage of all students in Grades 3-6 at Upsala Elementary School enrolled by October 1, 2012 who are proficient on the Reading MCA will increase from 66.9% to 80.0% in 2013.

## Action Steps

### Mathematics

- 1. Class size reduction:** Using a combination of additional staff and a change in format, class sizes will be reduced to create a classroom environment that is more conducive to targeted instruction.
- 2. Collect and utilize data to inform instructional decisions:** Data will be collected from various sources including: NWEA assessments, MCA assessments, formative curriculum assessments and summative curriculum assessments. The data collected from these sources will drive instructional decision-making by identifying student strengths and weaknesses in mathematics. These decisions will provide direction in determining targeted instructional goals to meet individual student needs.
- 3. Analyze and evaluate the current mathematics curriculum:** Teachers will complete curriculum maps for each grade span ensuring that the curriculum aligns to the current version of the State of Minnesota's Mathematics Standards and addressing the essential benchmarks for mathematics instruction. This process will also lead to the adoption and implementation of a new math curriculum in 2013-2014.
- 4. Increase the frequency of progress-monitoring assessments:** Teachers will use IXL to monitor student progress towards instructional goals on a frequent basis. IXL Math provides assessment data for each essential benchmark that students are achieve.
- 5. Provide remedial support for students that are not achieving at or above grade level targets:** This remedial support may take the form of Title I support during the school day or be provided by instructors utilizing an extended school day model. Teaching staff will provide tutoring opportunities for students after the school day two days per week. Teachers may also directly provide remedial support to students who may require more direct tutoring opportunities during the school day. Student enrollment in remedial services in based on instructor referral.
- 6. Professional Development:** Professional development opportunities will be provided for teachers to increase their proficiency in:
  - a. Analyzing, interpreting, and utilizing data to inform instructional decisions.
  - b. Differentiating instruction for students of multiple learning styles.
  - c. Integrating technology into instruction to increase student engagement and achievement.

### Reading

- 1. Class Size Reduction:** Using a combination of additional staff and a change in scheduling format, class sizes will be reduced to create a classroom environment that is more conducive to targeted instruction.
- 2. Collect and utilize data to inform instructional decisions:** Data will be collected from various sources including: NWEA assessments, MCA assessments, STAR assessments, formative curriculum assessments, and summative curriculum assessments. The data collected from these sources will drive instructional decision-making by identifying student strengths and weaknesses in the five primary areas of reading instruction, which include; phonemic awareness, phonics, vocabulary, comprehension, and fluency. These decisions will provide direction in determining targeted instructional goals to meet individual student needs.

**3. Implement a new Reading curriculum:** A new reading curriculum, incorporating research-based instructional strategies, will be implemented at all grade levels. This curriculum will provide leveled instruction to more effectively meet the individual needs of all students. The implementation of the new Reading curriculum will successfully implement and assess the benchmarks required by the State of Minnesota English/Language Arts Standards.

**4. Increase the frequency of progress-monitoring assessments:** Teachers will utilize STAR assessments to frequently monitor student progress towards instructional goals and use the data from the STAR assessments to adjust instruction if needed. Progress monitoring will also be accomplished by using curriculum based formative and summative assessments designed to measure student progress and achievement. Students will complete progress-monitoring assessments as determined by the instructional goals that teachers establish for each student.

**5. Provide remedial support for students that are not achieving at or above grade level targets:** This remedial support may take the form of Title I support during the school day or be provided by instructors utilizing an extended school day model. Teaching staff will provide tutoring opportunities for students after the school day two days per week. Teachers may also directly provide remedial support to students who may require more direct tutoring opportunities during the school day. A literacy tutor provided by Minnesota Reading Corps will also be provided to work with students, on a part-time basis, in Grade 3. Student enrollment in remedial services is based on instructor referral.

**6. Professional Development:** Professional development opportunities will be provided for teachers to increase their proficiency in:

- a. Analyzing, interpreting, and utilizing data to inform instructional decisions.
- b. Differentiating instruction for students of multiple learning styles.
- c. Integrating technology into instruction to increase student engagement and achievement.

## Evaluating Progress

Teachers and administration throughout the school year, using a variety of data sources, will continuously monitor progress towards these achievement goals. The analysis and interpretation of these data sources will also provide information that will assist teachers and administrators in making instructional adjustments that will stimulate student growth and progress toward the established goals. The successful completion of the action steps described above will lead to improved instruction and student achievement. The completion of the action steps listed above will increase student proficiency in reading and mathematics, which will lead to increased proficiency on the Minnesota Comprehensive Assessments.