

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

### Areas of Success

- Effectively use a variety of literacy strategies and resources to improve individual student's comprehension.
  - The Literacy Special teacher and Literacy Coach collaborated with teachers, focusing on identified strategies for each grade level
  - A rubric for assessing student responses was developed for each grade and used to identify needs and assist in planning and teaching
  - Grade levels collaborated on the strategies and the administration of the rubric
  - Student assessment indicated incremental improvement across grade levels
- Increase basic math computational skills; math facts; addition/subtraction facts to sums of 18 and multiplication/division facts to 12.
  - Math facts were identified for grades 1-5 and timed tests developed.
  - Teachers conducted a pre-test, mid-test, and post-test
  - Students practiced facts at school and home
  - Post-test class averages all showed an increase ranging from 6% to 19% with an overall average increase of 10%
- Develop a school culture of respect; respect for yourself, others, and the school.
  - The concept of respect was introduced and reviewed through: a school assembly, classroom discussion, social worker class lessons, morning announcements, and Character Counts activities
  - Students applied respect skills and were recognized for them through: Reading buddies, 5<sup>th</sup> grade service projects, Character Catchers, and ISAT Prep Assembly, and participation in school-wide activities for audience behavior; Holiday sing-a-long, 5<sup>th</sup> grade vs. faculty basketball game, 1st grade fairy tales, Academic Bowl, Tea for Two, Spelling Bee
  - Two 5<sup>th</sup> grade Respect Surveys were given. An increase of 10% of students who identified specific actions they had performed which displayed respect. An increase of 22% from 68% to 90% of students who could explain what Character Catchers was

### Areas of Planned Improvement

- Learning and teaching will be improved by making decisions to improve student learning as a result of increasing data discussions.
  - Set up schedule, criteria, and forms for data discussions
  - Identify state and local assessments to be reviewed
  - Grade levels, Specials teachers and Support staff meet to discuss and analyze data for specific areas of need
  - Identify and develop strategies for instruction implementation after data discussions
- Increase the amount of information shared with the learning community regarding students' learning needs with parents and community by increasing the number of communications.
  - Develop procedures, set schedules, identify contact persons, and establish a monitoring system for reporting and sharing information/data
  - Increase the number of Principal's and teachers' newsletters/updates, school website updates, entry hallway monitor updates, and submissions local newspapers and the Key Communicators Network (KCN)
- Increase the number of 3<sup>rd</sup> - 5<sup>th</sup> grade students scoring 4 or above on the 2009 ISAT Reading Strategies assessment by providing additional support for those students (and their teachers) who scored 3 or below.
  - Data discussions to identify students who scored 3 or below, subgroups, and the reading strategies students had difficulty with
  - Provide support for teachers; collaboration and additional lessons in areas of identified need with support staff (ELL, Sp Ed, Reading Literacy, Literacy Coach)
  - Students exposed to unfamiliar test formats