

SCHOOL IMPROVEMENT PLAN

MATH	
<b>Goal:</b>	All students will be proficient in math as measured by the state assessment.
<b>Data to support goal selection:</b>	Third grade students scored 96.3 percent proficient in the state math assessment. This is 3.7 percent below the state requirement for the year 2014 of 100 percent math proficiency. Fourth grade students scored 83.8 percent proficient in the state math assessment. This is 16.2 percent below the state requirement for the year 2014 of 100 percent math proficiency. Fifth grade students scored 75.0 percent proficient in the state assessment. This is 25.0 percent below the state requirement for the year 2014 of 100 percent math proficiency.
<b>Planned Strategies and Interventions:</b>	Teachers will continue to use Corrective Math and Peer-Assisted Learning Strategies(PALS) from the RTI research. Title 1 Teacher interventions will continue with students (SMART Time) who are not achieving the core curriculum.
<b>Accomplishments:</b>	Proficiency on the third grade math MEAP assessment increased from 77% in 2009 to 96% in 2010. Fourth grade rose to 84% proficient in math and fifth grade improved proficiency from 28% in 2009 to 75% in 2010.
<b>Implications for next year:</b>	Student achievement will increase through response to intervention SMART time, math programs, and after school tutoring to give supplemental instruction to those students who fall within tier two and three.

WRITING	
<b>Goal:</b>	All students will be proficient in writing as measured by the local and state writing assessment.
<b>Data to support goal selection:</b>	Fourth grade students scored 13.5 percent proficient in the state writing assessment. This is 33.70 percent below the state average for writing.
<b>Planned Strategies and Interventions:</b>	Increase professional development in the writing content area to include new common core focus, writing workshop and 6+1 Traits training and writing assessment. Continue to improve the quality of weekly teacher/student writing conferencing. Implement 30 minutes of writing workshop every day at all grades levels.
<b>Accomplishments:</b>	Fourth grade MEAP writing scores were evaluated and areas of concern have been addressed. Daily writing time, programs and professional development will be increased for the 2011-2012 school year.
<b>Implications for next year:</b>	Student achievement will increase through response to intervention

	SMART time, writing programs, and after school tutoring to give supplemental instruction to those students who fall within tier two and three. Programs and assessment rubrics will be consistent beginning in Kindergarten throughout the fifth grade.
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	Reading
<b>Goal:</b>	All students will be proficient in reading as measured by the state assessment.
<b>Data to support goal selection:</b>	Third grade students scored 89.9 percent proficient in the state reading assessment. This is 10.1 percent below the state requirement for the year 2014 of 100 percent reading proficiency. Fourth grade students scored 67.6 percent proficient in the state reading assessment. This is 32.4 percent below the state requirement for the year 2014 of 100 percent reading proficiency. Fifth grade students scored 86.7 percent proficient in the state reading assessment. This is 13.3 percent below the state requirement for the year 2014 of 100 percent reading proficiency.
<b>Planned Strategies and Interventions:</b>	Staff will continue to use 90 minute Reading block in all classrooms: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Professional Learning Communities will continue to use Scantron assessment data and grade level common assessments to differentiate instruction throughout the 90 minute Reading block. Title 1 Teacher interventions will continue with students (SMART Time) who are not achieving the core curriculum.
<b>Accomplishments:</b>	Proficiency on the third grade reading MEAP assessment increased from 67% in 2009 to 89% in 2010. Fourth grade rose to 68% proficient in reading and fifth grade increased proficiency from 46% in 2009 to 87% in 2010.
<b>Implications for next year:</b>	Student achievement will increase through response to intervention SMART time, individualized reading programs, and after school tutoring to give supplemental instruction to those students who fall within tier two and three.