

**Fulton County Schools
School Improvement Plan
2009-2012**

School Ocee Elementary School

Principal Deborah Pernice

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # <u>1</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in math	All students	792	100%	% of students in grades 1-5 scoring on Level 1 on the CRCT in Math	Gr 1-6%	Gr 1-6%	Gr 1-5%		
					Gr 2-5%	Gr 2-4%	Gr 2-3%		
					Gr 3-10%	Gr 3-3%	Gr 3-2%		
				Gr 4-12%	Gr 4-11%	Gr 4-9%			
				Gr 5-5%	Gr 5-2%	Gr 5-1%			
			% of students showing z-score gains on CRCT at each grade level from year to year (cohort students)	49.6%	58.1%	60.0%			
			Mean % of K students who meet/exceed total math elements on GKIDS	n/a	86.9%	89%			

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark/assessment data ITBS results for grades 3 and 5 CRCT results for grades 1-5 Posttest Math Unit data	Administrative team, teachers	2 weeks, 18 weeks, 27 weeks, 36 weeks fall spring at completion of units

Interim Data Collected – Mid-Year Update

Unit posttest averages in math: 1st grade = 72% of students scored at or above 85%; 2nd grade = 56% scored at or above 85%; 3rd grade = 56% scored at or above 85%; 4th grade = 70% scored at or above 85%; 5th grade = 40% scored at or above 85%;

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ITBS Total Math Score average for 3rd grade = 82% NPR
 ITBS Total Math Score average for 5th grade = 81% NPR
 CRCT results – N/A
 (NOTE: We had planned to use Checkpoints data as an interim indicator but decided that the results were not an appropriate indicator.)

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Maximize instructional time by using techniques outlined in the book, <i>Teaching with Love and Logic</i> to decrease time spent on student off-task behavior • Utilize CRCT test prep practice tests in grades 1-5 • Offer Extended Learning classes in math for 3rd, 4th, and 5th grade students from September through March • Use “No Permission to Forget (Lee Jenkins)” quizzes in grades 1-5 at least twice monthly • Schedule paraprofessionals to focus on assisting students in math (daily for classrooms where teachers are teaching on and accelerated; one, two, or more days for other classrooms where specific student performance concerns are evident) • Grade level plans for remediation and acceleration of students with supplemental instruction on TAG days • Grade level teams revisit math unit plans as a team to discuss math “power standards” • All teachers will take Promethean online training • Delivery of training regarding use of ActivBoards and technology to extend and enhance student learning; classroom teachers with ActivBoards will use flipcharts at least twice a month; teachers without ActivBoards will use them for at least one lesson monthly in the computer lab • Best practice strategies in math presented to staff by teacher teams • Students in grades 1-5 will take timed math facts tests 1X weekly; results will be graphed 	Administrative team, teachers, tech specialist	Cost center for classes for gr. 4 and additional classes for gr. 5

Actions Taken – Mid-Year Update

- Staff is implementing strategies from *Teaching with Love and Logic* to decrease time spent redirecting students with off task behavior in order to increase time spent directly on instruction. The total number of discipline referrals for 1st semester 2009-10 has decreased by more than 20% from 1st semester 2008-9; however, the total number of students seen for discipline referrals for 1st semester 2009-10 has increased by 15% from 1st semester 2008-9; the total number of students who accumulated multiple discipline referrals in the 1st semester 2008-9 remained the same 1st semester 2009-10;

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- CRCT test prep practice tests are being utilized across all grade levels, 1-5.
- Extended Learning classes in math are held twice weekly after school for at-risk students in grades 3, 4, and 5.
- Teachers in grades 1-5 are administering “No Permission to Forget” (Lee Jenkins) quizzes in math to students every other week that review previously taught concepts; teachers are then reteaching skills to students who need remediation in designated areas.
- Grade level teams submitted plans for remediation and enrichment of students in math on TAG days.
- All homeroom teachers have attended ERD training sessions on using the Promethean ActivBoard to enhance instruction; 67% of homeroom teachers have taken Promethean online training on the use of ActivBoards for instruction.
- Teachers administer weekly timed math facts quizzes to students in grades 1-5.
- In 2008-09 during the first semester, 16 students in grades 2-5 were given notice that they might receive Fs in math on their report cards; 8 students received Fs first semester; during 2009-10, 20 students received notices that they might receive Fs; 19 students received Fs first semester;
- Walkthroughs demonstrate that 100% of teachers utilized at least one best practice in a 10 minute time period;
- The EIP teacher is the math instructor for a small group of at-risk 5th graders during their regular math period each day.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parent/student/teacher online access to related math texts and resources including the Online Assessment System (OAS); unit math curriculum letters sent home to parents that list the standards included in each unit; grade level monthly newsletters include math practice and game websites; parents will sign off on monthly reports of their students’ timed math facts test results; administrative team will host a meeting for parents to explain ITBS results and provide suggestions to parents regarding how they can help their children improve in math	Classroom teachers and administrative team	

Actions Taken – Mid-Year Update

Parents were provided with information about online access to related math texts and resources including the Online Assessment System (OAS). Unit math curriculum letters were sent home each month to parents that list the standards included in each unit; grade level monthly newsletters include math practice and game websites. The administrative team hosted a meeting for parents to explain ITBS results and provide suggestions to parents regarding how they can help their children improve in math.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Delivery of training on use of student performance data to guide instruction using Checkpoints scores, standardized test scores and SAMS • Delivery of training on use of checklists and rubrics to assess student learning • Schedule peer observations in math • Best practices walkthroughs 	Administrative team	
<p>Actions Taken – Mid-Year Update</p> <p>Administrators met with teachers to offer training on using data to guide instruction (ERD and grade level meetings). Teachers completed data charts and analyzed student scores to determine where remediation and enrichment was necessary across the grade level and in each classroom. Students requiring additional instruction were identified. (The leadership team is currently working on a plan to address student needs both for remediation and enrichment.) Training was delivered on ERD on the use of checklists and rubrics to assess student learning. New teachers have been scheduled to observe peers teaching math. Walkthrough checklists were retooled to allow for more intensive administrative focus on the use of essential questions and technology, the maximization of instructional time, the use of formal and informal assessment and the understanding of the curriculum in addition to the use of best practices.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <ul style="list-style-type: none"> • Although a higher number of students earned Fs in math for the first semester 2009-10 than in the first semester 2008-9, it is possibly due to the adherence to the FC “truth in grading” policy; • EIP services to 5th grade math students (the creation of an actual math class for a limited number of at-risk students) allows for more intensive intervention for these students • Planning for weekly timed math fact quizzes for all students in grades 1-5 will increase student performance in all areas of math 		
<p>Additional action to be taken during remainder of this school year:</p> <ul style="list-style-type: none"> • Due to less time spent redirecting students for exhibiting poor behavior, more time is spent on instruction. • Opportunities will be provided for teachers to observe peer teaching in math • Additional Promethean ActivBoards will be purchased for classrooms with funds raised through the Boosterthon event • Teachers will share examples of successful use of best practices in specific lesson plans. 		

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- The leadership team will discuss additional ways to support the remediation and enrichment of students in the area of math. The team will create and implement a plan to do so.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # <u>2</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in reading	All students	792	100%	% of students in grades 1-5 scoring on Level 1 on the CRCT in Reading % of students showing z-score gains on Reading CRCT at each grade level from year to year (cohort students) Mean % of K students who meet/exceed total reading elements on GKIDS	Gr 1-4% Gr 2-3% Gr 3-3% Gr 4-2% Gr 5-3% 47.4% n/a	Gr 1-3% Gr 2-3% Gr 3-4% Gr 4-2% Gr 5-1% Not avail. 83.9%	Gr 1-2% Gr 2-2% Gr 3-3% Gr 4-1% Gr 5-1% 52% 86%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark/assessment data ITBS results for grades 3 and 5 CRCT results for grades 1-5 Posttest Reading Unit data	Administrative team, teachers	2 weeks, 18 weeks, 27 weeks, 36 weeks fall spring at completion of units

Interim Data Collected – Mid-Year Update

Checkpoints scores at 85% or higher on Semester 1 reading posttest: 1st grade (no Checkpoints or FC provided cumulative 18 week assessment); 2nd grade = 13% scored at or above 85%; 3rd grade = 25% scored at or above 85%; 4th grade = 19% scored at or above 85%; 5th grade = 7% scored at or above 85%;

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ITBS Total Reading Score average for 3rd grade = 77% NPR
 ITBS Total Reading Score average for 5th grade = 80% NPR
 CRCT 2010 (N/A)

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> Maximize instructional time by using techniques outlined in the book, <i>Teaching with Love and Logic</i> to decrease time spent on student off-task behavior Utilize CRCT test prep practice tests in grades 1-5 Offer Extended Learning classes in reading for 3rd, 4th, and 5th grade students from September through March Grade level plans for remediation and acceleration of students with supplemental instruction on TAG days Grade level teams will collaborate to create reading unit lesson plans; teacher teams will create reading skills tests for each unit, and test results will be turned in to the CST All teachers will take Promethean online training Delivery of training regarding use of ActivBoards and technology to extend and enhance student learning; classroom teachers with ActivBoards will use flipcharts at least twice a month; teachers without ActivBoards will use them for at least one lesson monthly in the computer lab Best practice strategies in reading presented to staff by teacher teams The school will host a family event, Literature Night, to focus on the importance of reading Teachers will encourage students to read Accelerated Reader books and take the comprehension tests Special area teachers will reinforce reading skills in their instruction 	Administrative team, teachers, tech specialist, media specialist	Cost center for classes for gr. 4 and additional classes for gr. 5

Actions Taken – Mid-Year Update

- Staff is implementing strategies from *Teaching with Love and Logic* to decrease time spent redirecting students with off task behavior in order to increase time spent directly on instruction. The total number of discipline referrals for 1st semester 2009-10 has decreased by more than 20% from 1st semester 2008-9; however, the total number of students seen for discipline referrals for 1st semester 2009-10 has increased by 15% from 1st semester 2008-9; the total number of students who accumulated multiple discipline referrals in the 1st semester 2008-9 remained the same 1st semester 2009-10;
- CRCT test prep practice tests are being utilized across all grade levels, 1-5.
- Extended learning classes are held twice weekly after school for at-risk students in grades 3, 4, and 5 (started in September and will run through March)

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- Grade level teams created and submitted plans for remediation and enrichment of students in reading during TAG days
- Grade level teams have collaborated to create unit lesson plans for reading; an administrator delivered training to teachers grades 1-5 on how to incorporate GPS standards and best practices when creating novel study units of instruction
- 43% of teachers in grades K-5 took Promethean online training regarding the use of ActivBoards in 2008-9; 67% of teachers grades K-5 took this training in 2009-10;
- Teachers delivered training on incorporating the use of ActivBoards in classroom instruction to teachers on ERD; teachers created and shared flipcharts and posted them on TeacherShare;
- Walkthroughs demonstrate that 100% of teachers utilized at least one best practice in a 10 minute time period;
- The media center hosted the second annual Literature Night with a focus on reading
- Circulation figures for the media center increased 149% from Aug. 2008 - Aug. 2009, decreased 7% from Sept. 2008 – Sept. 2009, decreased 19% from October 2008 – Oct. 2009, increased 17% from Nov. 2008 - Nov. 2009, and increased 4% from Dec. 2008-Dec. 2009
- Special area teachers support reading strategies in their instruction
- In 2008-9 during the first semester, 14 students in grades 2-5 were given notice that they might receive Fs in reading on their report cards; 7 students received Fs first semester; during 2009-10, 20 students received notices that they might receive Fs;11 students received Fs first semester

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parent/student/teacher online access to related reading texts and resources including the Online Assessment System (OAS); grade level monthly newsletters include reading practice and game websites; PTA will organize and fund the Accelerated Reading Program, and the Read and CompEAT, a book club for grades 4 and 5; PTA will schedule an author’s visit to grades 3,4,and 5; administrative team will host a meeting for parents to explain ITBS results and provide suggestions to parents regarding how they can help their children improve in reading	PTA, office staff, media specialist, and administration team	

Actions Taken – Mid-Year Update

PTA provides funding and organizes the Accelerated Reader program in grades 1-5, the Read and CompEAT program where 4th and 5th grade students and staff members meet for book discussion contests, and supported a visit from a published author to grades 3, 4, and 5. Parents and students were invited to the second annual Literature Night where staff members read aloud to the attendees or presented skits based on books to the audience. The school newsletter provided information to parents regarding online access to reading texts and resources including OAS; Parents were invited to attend a presentation by Ocee administrators to explain ITBS results; suggestions were provided on strategies to improve reading skills. Parents of EIP students were invited to attend a presentation where the EIP teacher provided information about her reading program as well as materials and suggestions to improve students’ reading skills. The EIP teacher created

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progress reports for each student in reading at the end of the first semester that were sent home to parents.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Delivery of training on use of student performance data to guide instruction using Checkpoints scores, standardized test scores and SAMS • Delivery of training on use of checklists and rubrics to assess student learning • Schedule peer observations in reading • Best practices walkthroughs • Schedule planning time during the school day for teacher teams to plan units of instruction • Schedule paraprofessionals to focus on assisting students in reading (daily for classrooms where teachers are teaching on and accelerated; one, two, or more days for other classrooms where specific student performance concerns are evident) 	Administrative team	

Actions Taken – Mid-Year Update

- Administrators provided training to teachers on the use of student performance data and how to use it to guide instruction. Administrators met with each grade level team to analyze Checkpoint data to guide instruction.
- An administrator delivered training to teachers regarding the creation and usage of rubrics and checklists to assess student learning.
- The EIP teacher supports students who scored on Level 2 in the CRCT but are considered at-risk.
- Walkthrough checklists were retooled to allow for more intensive administrative focus on the use of essential questions and technology, the maximization of instructional time, the use of formal and informal assessment and the understanding of the curriculum in addition to the use of best practices
- Time was scheduled for teacher teams in grades K-5 to plan units of instruction for the teaching of reading
- Paraprofessionals' schedules were adjusted to support at-risk students in reading.

Actions Taken – End of Year Report

Mid-Year Summary

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Preliminary conclusions regarding progress on this objective:

- While Checkpoint results will be used to guide instruction in the coming months, we feel that additional data are needed to measure student achievement progress. It may be that ITBS data for 3rd and 5th grade students is a better indicator for success.
- Due to less time spent redirecting students for exhibiting poor behavior, more time is spent on instruction.
- With more books and printed material in circulation in the media center, we believe more students are reading independently. Note: It may be that figures for media center material circulation fell 19% in the month of October 2009 due to the fundraising event (Boosterthon) held at the school each morning for 9 consecutive days; students tended to stay in the classroom rather than go to the media center in the morning to ensure that they were available for the Boosterthon team classroom visits
- The new walkthrough form provides useful data on the use of essential questions and technology in addition to use of best practices.
- While more students were identified as possibly receiving Fs in reading on their report cards for the first semester 2009-10, and more students did receive Fs on their report cards than last year, still roughly the same percentage of students received Fs 1st semester 2009-10 overall; students were still identified early on and about 50% were able to improve their grades through reteaching and retesting and additional effort.
- Providing parents with information on strategies to improve reading skills allows them to partner with teachers in working towards achieving student success.
- It was decided that it was unrealistic to expect 100% of all teachers to participate in Promethean online training; without ActivBoards installed in their classrooms, teachers would not be able to practice using this technology as frequently as they would like. However, teachers at Ocee trained all homeroom teachers on using the ActivBoard to improve instruction and those teachers without classroom ActivBoards used the whiteboard in the computer lab.

Additional action to be taken during remainder of this school year:

- All teachers will be provided with an opportunity to observe other teachers.
- Teachers will share examples of successful use of best practices in specific lesson plans.
- The leadership team will discuss additional ways to support the remediation and enrichment of students in the area of reading. The team will create and implement a plan to do so.
- The EIP teacher will send home an end-of-the-year progress report to parents of EIP students.
- Additional Promethean ActivBoards will be purchased for classrooms with funds raised through the Boosterthon event.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

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Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # <u>3</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in English/language arts	All students	792	100%	% of students in grades 1-5 scoring on Level 3 on the CRCT in ELA	Gr 1-29%	Gr 1-48%	Gr 1-50%		
					Gr 2-41%	Gr 2-27%	Gr 2-32%		
					Gr 3-41%	Gr 3-59%	Gr 3-62%		
				Gr 4-43%	Gr 4-44%	Gr 4-46%			
				Gr 5-60%	Gr 5-66%	Gr 5-68%			
				Mean % of K students who meet/exceed total writing elements on GKIDS	n/a	75.1%	77%		
				Mean % of K students who meet/exceed total listening/speaking/viewing elements on GKIDS	n/a	83.6%	85.6%		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints benchmark assessment data	Administrative team, teachers	27 weeks
ITBS results for grades 3 and 5		fall
CRCT results for grades 1-5		spring

Interim Data Collected – Mid-Year Update

Checkpoints - percentage of students scoring 85% or higher on the Reading/ELA posttest: Gr. 2 – 13%; Gr. 3 – 25%; Gr. 4 – 19%; Gr. 5 – 7%

ITBS Total Language Arts Score average for 3rd grade = 80% NPR

ITBS Total Language Arts Score average for 5th grade = 79% NPR

CRCT 2010 results – N/A

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What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> Maximize instructional time by using techniques outlined in the book, <i>Teaching with Love and Logic</i> to decrease time spent on student off-task behavior Utilize CRCT test prep practice tests in grades 1-5 Schedule paraprofessionals to focus on assisting students in reading (daily for classrooms where teachers are teaching on and accelerated; one, two, or more days for other classrooms where specific student performance concerns are evident) All teachers will take Promethean Board online training Delivery of training regarding use of ActivBoards and technology to extend and enhance student learning; classroom teachers with ActivBoards will use flipcharts at least twice a month; teachers without ActivBoards will use them for at least one lesson monthly in the computer lab Best practice strategies in writing presented to staff by teacher teams Use “No Permission to Forget (Lee Jenkins)” quizzes in grades 1-5 at least twice monthly Grades 3-5 will schedule Daily Oral Language practice at least 3X per week Incorporate writing across the curriculum in special area classes (i.e., music, art, P.E., etc.) at least 2X a month Grades 4-5 will participate in the University of GA Mock Writing Assessment 	<p>Administrative team, teachers, tech specialist, media specialist</p>	<p>Cost center</p>

Actions Taken – Mid-Year Update

- Staff is implementing strategies from *Teaching with Love and Logic* to decrease time spent redirecting students with off task behavior in order to increase time spent directly on instruction. The total number of discipline referrals for 1st semester 2009-10 has decreased by more than 20% from 1st semester 2008-9; however, the total number of students seen for discipline referrals for 1st semester 2009-10 has increased by 15% from 1st semester 2008-9; the total number of students who accumulated multiple discipline referrals in the 1st semester 2008-9 remained the same 1st semester 2009-10;
- CRCT test prep practice tests are being utilized across all grade levels, 1-5.
- Extended learning classes are held twice weekly after school for at-risk students in grades 3, 4, and 5 (started in September and will run through March)
- Grade level teams created and submitted plans for remediation and enrichment of students in ELA/reading during TAG days
- Grade level teams have collaborated to create unit lesson plans for ELA/reading;
- 43% of teachers in grades K-5 took Promethean online training regarding the use of ActivBoards in 2008-9; 67% of teachers grades K-5 took this training in 2009-10;
- Teachers delivered training on incorporating the use of ActivBoards in classroom instruction to teachers on ERD; teachers created and shared flipcharts and posted them on TeacherShare;
- Walkthroughs demonstrate that 100% of teachers utilized at least one best practice in a 10 minute time period;
- Teachers in grades 1-5 created and administered “No Permission to Forget” (Lee Jenkins) quizzes every other week; teachers analyzed the scores on

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these tests and redelivered instruction as needed;

- Teachers in grades 3-5 scheduled Daily Oral Language practice for students at least 3X weekly
- Special area teachers (i.e., music, art, P.E., SLP, etc.) incorporated writing across the curriculum 2X per month
- Grades 4 and 5 students participated in the University of GA Mock Writing Assessment; teachers analyzed student scores to guide instruction; papers scored in the “exceeds” category on the mock assessment are used as exemplars

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parent/student/teacher online access to related reading texts and resources including the Online Assessment System (OAS); grade level monthly newsletters include ELA/reading practice and game websites; administrative team will host a meeting for parents to explain ITBS results and provide suggestions to parents regarding how they can help their children improve in English/language arts	Parents, teachers and administration team	

Actions Taken – Mid-Year Update

School newsletters provided information to parents regarding online access to ELA reading texts and resources including OAS; parents were invited to attend a presentation by Ocee administrators explaining ITBS results - suggestions were provided on strategies to improve language arts skills. Grade level newsletters sent home to parents include websites and suggestions for activities to improve student writing; students are writing multiple selections for the PTA-sponsored Young Authors program

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Delivery of training on use of student performance data to guide instruction using Checkpoints scores, standardized test scores and SAMS • Schedule peer observations in ELA and reading • Best practices walkthroughs in ELA/reading segments • Schedule planning time during the school day for teacher teams to plan units of instruction in ELA and reading 	Administrative team	

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- Delivery of training on use of checklists and rubrics to assess student learning

Actions Taken – Mid-Year Update

- Administrators provided training to teachers on how to analyze student performance data and use it to guide instruction. Administrators met with each grade level team to review Checkpoint data to guide instruction.
- An administrator delivered training to teachers regarding the creation and usage of rubrics and checklists to assess student learning.
- Walkthrough checklists were retooled to allow for more intensive administrative focus on the use of essential questions and technology, the maximization of instructional time, the use of formal and informal assessment and the understanding of the curriculum in addition to the use of best practices
- Time was scheduled for teacher teams in grades K-5 to plan units of instruction for the teaching of English/language arts/reading
- Paraprofessionals' schedules were adjusted to support at-risk students in ELA/reading

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

- Due to less time spent redirecting students for exhibiting poor behavior, more time is spent on instruction.
- While Checkpoint data regarding the number of students who scored at 85% or above seems disappointing, there are still some questions about how the Checkpoints questions compare to actual CRCT questions (do they correlate enough to use for predictions of success?); it may be that the high ITBS scores for both 3rd and 5th graders in ELA are a more reliable prediction of future CRCT performance
- Teachers received additional training on the creation of novel studies and teacher teams chose to write units of instruction using literature outside of the basal text – student will benefit from this creative approach in all areas of English/language arts and reading

Additional action to be taken during remainder of this school year:

- Administrators will be scheduling opportunities for all teachers to observe their peers in the area of ELA/reading
- Additional time will be scheduled for teacher teams to continue to create units of instruction in ELA/reading
- Teachers will be asked to present examples of best practices embedded in ELA/reading lessons
- Additional Promethean ActivBoards will be purchased for classrooms with funds raised through the Boosterthon event

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<i>End of Year Summary</i>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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