

Western Avenue School Improvement Plan

2009-2010



Raising the standards of learning one child at a time.



Overview of Presentation

- ❑ Accomplishments
- ❑ Data – AYP, ISAT, NWEA, SWIS
- ❑ 2008-2009 Goals
- ❑ 2009-2010 Goals
- ❑ Moving Forward – Strategies & Action Steps



No Child Left Behind / Adequate Yearly Progress – 2009 – Western Avenue

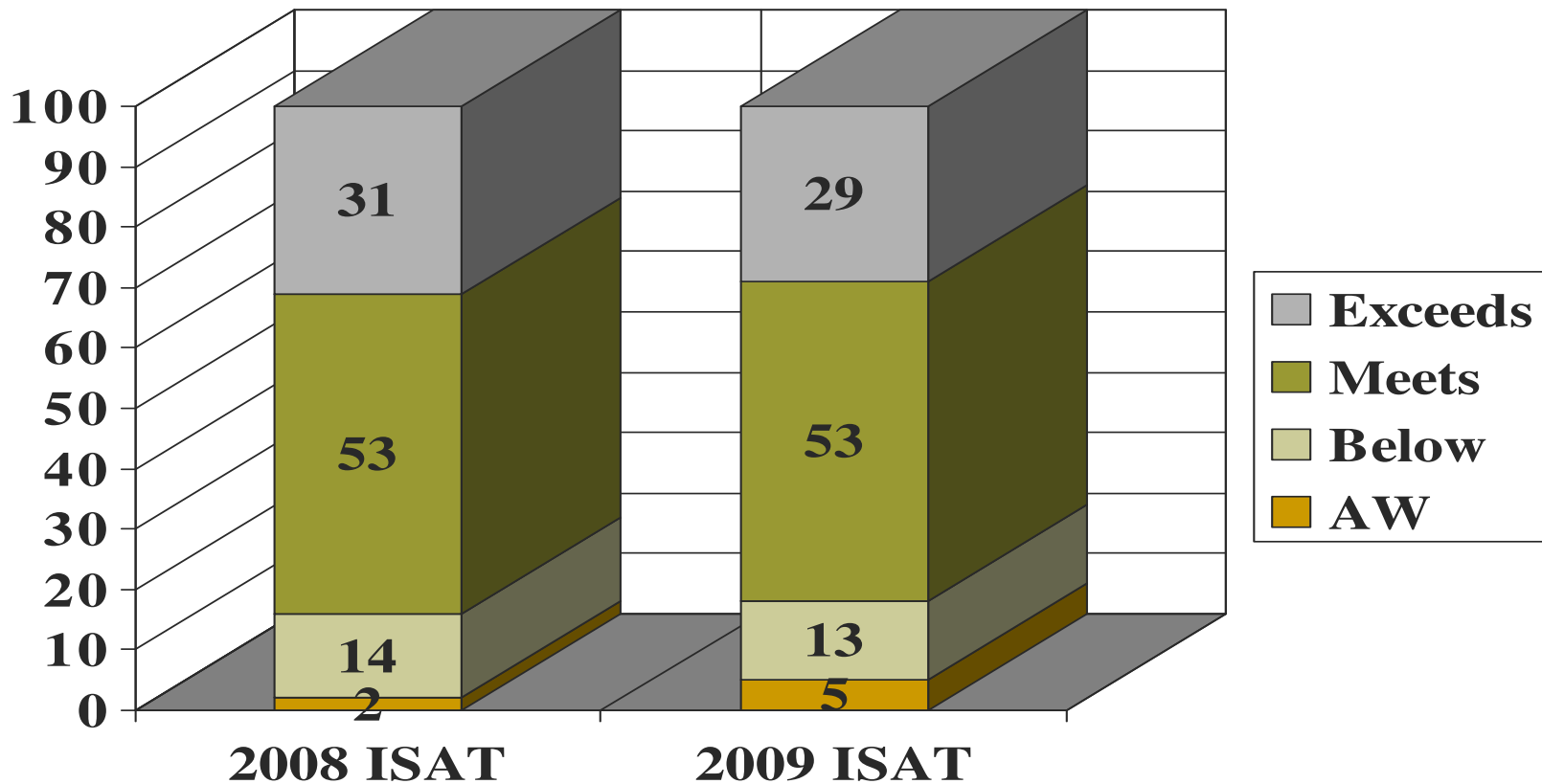
Math	2009	97%
	AYP	70%
Reading	2009	88%
	AYP	70%

Accomplishments

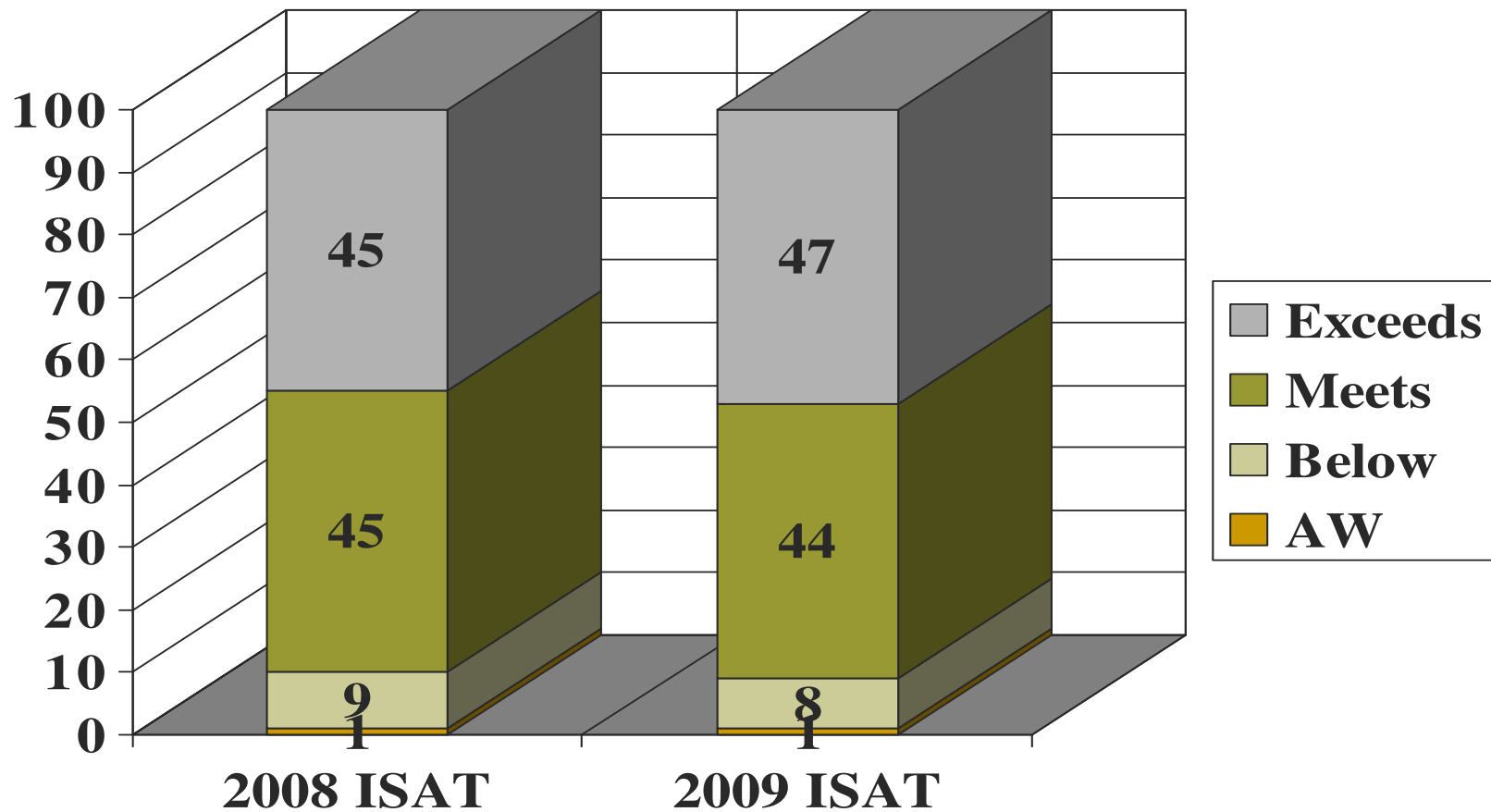


- **Grades 3, 4, & 5 - 2009 ISAT**
Reading & Math 92% of students meeting/exceeding standards

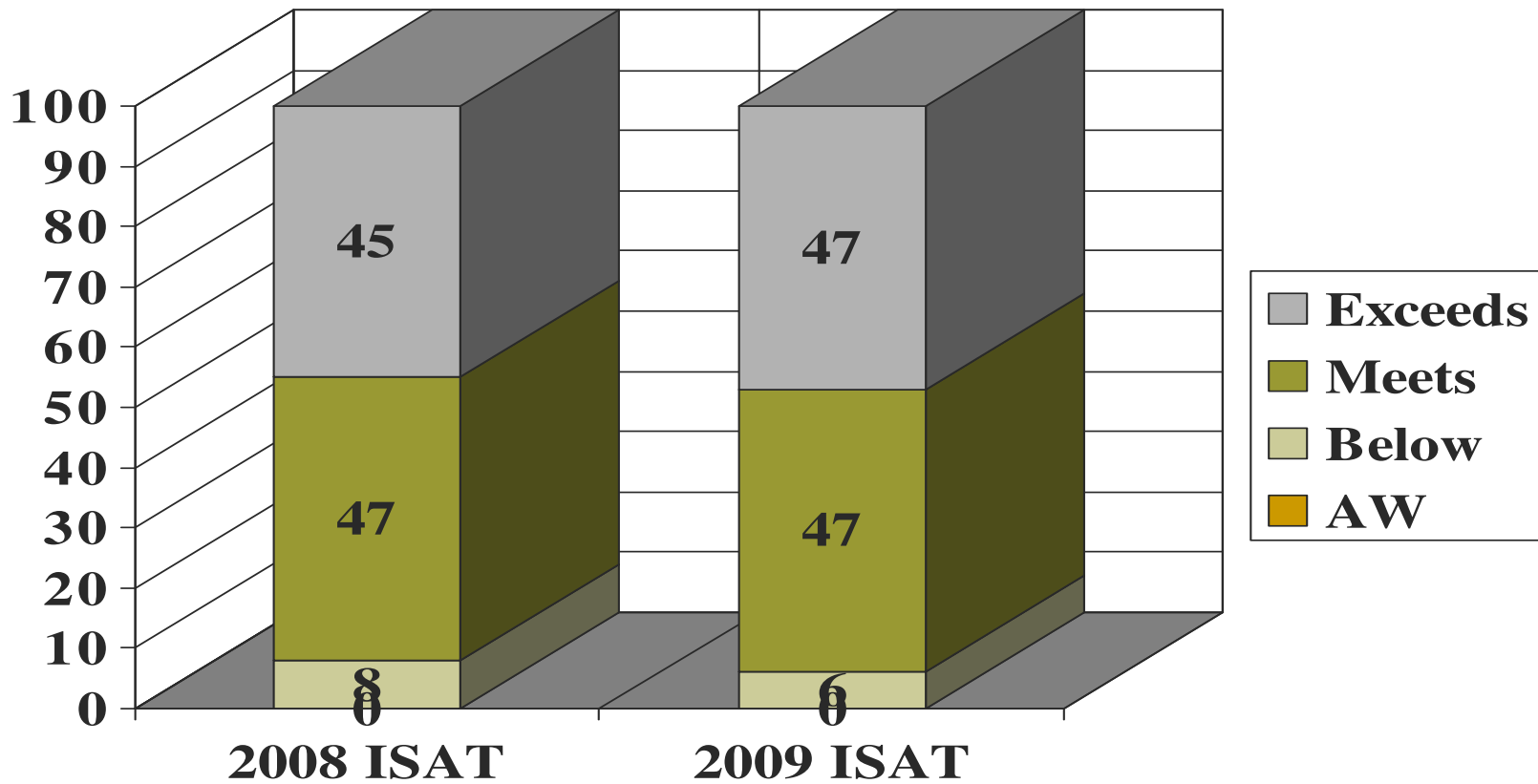
Grade 3 ISAT Reading Data



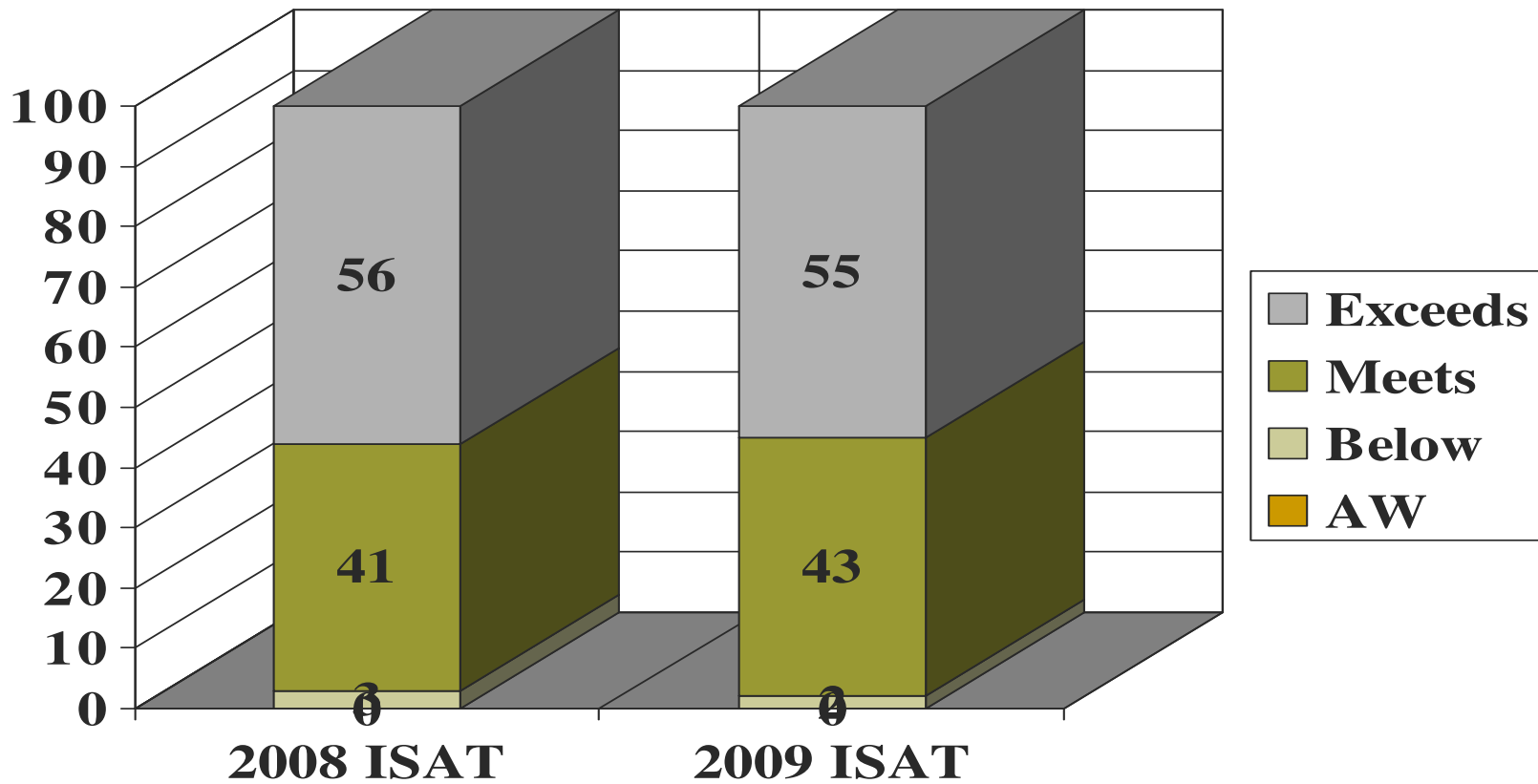
Grade 3 ISAT Math Data



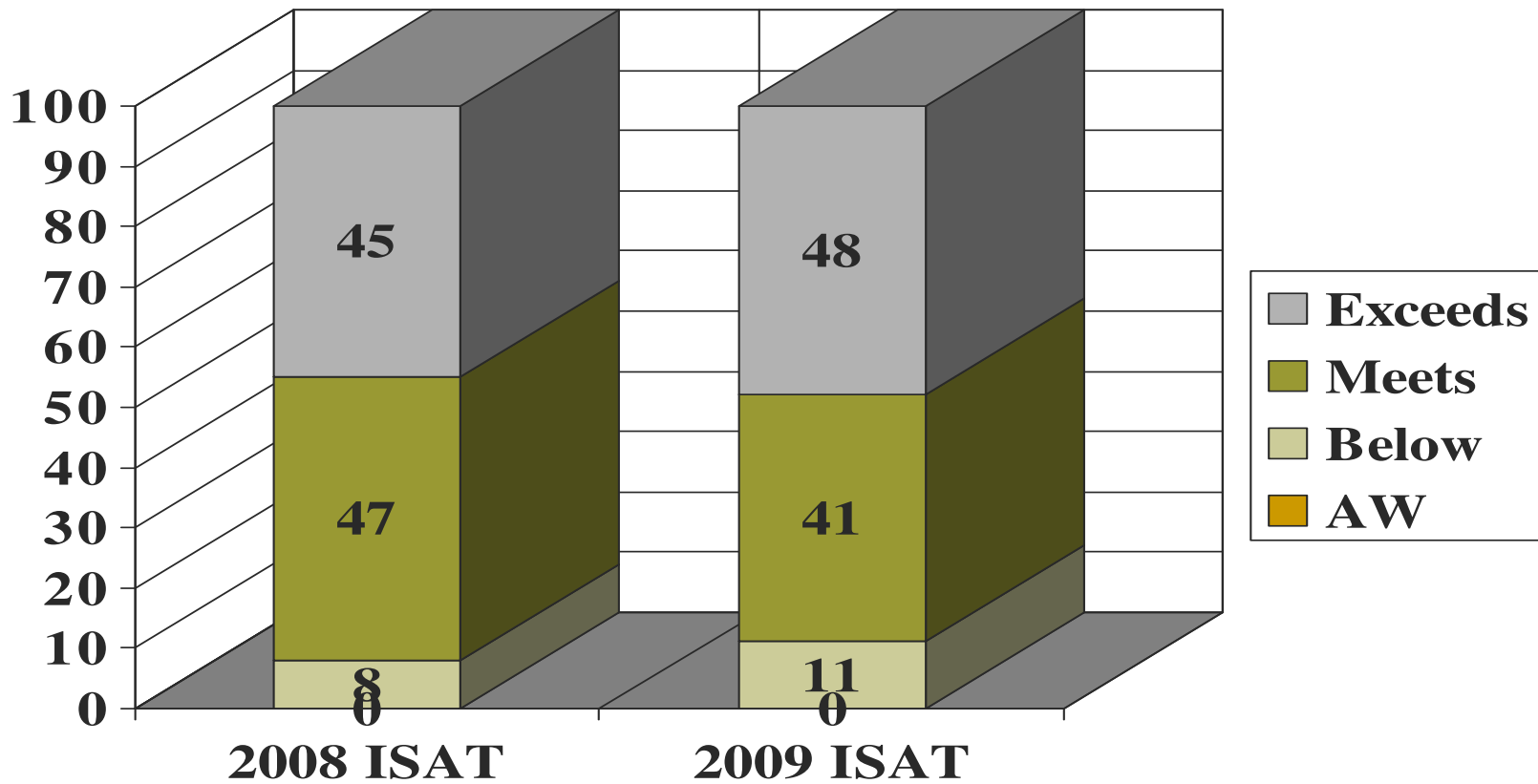
Grade 4 ISAT Reading Data



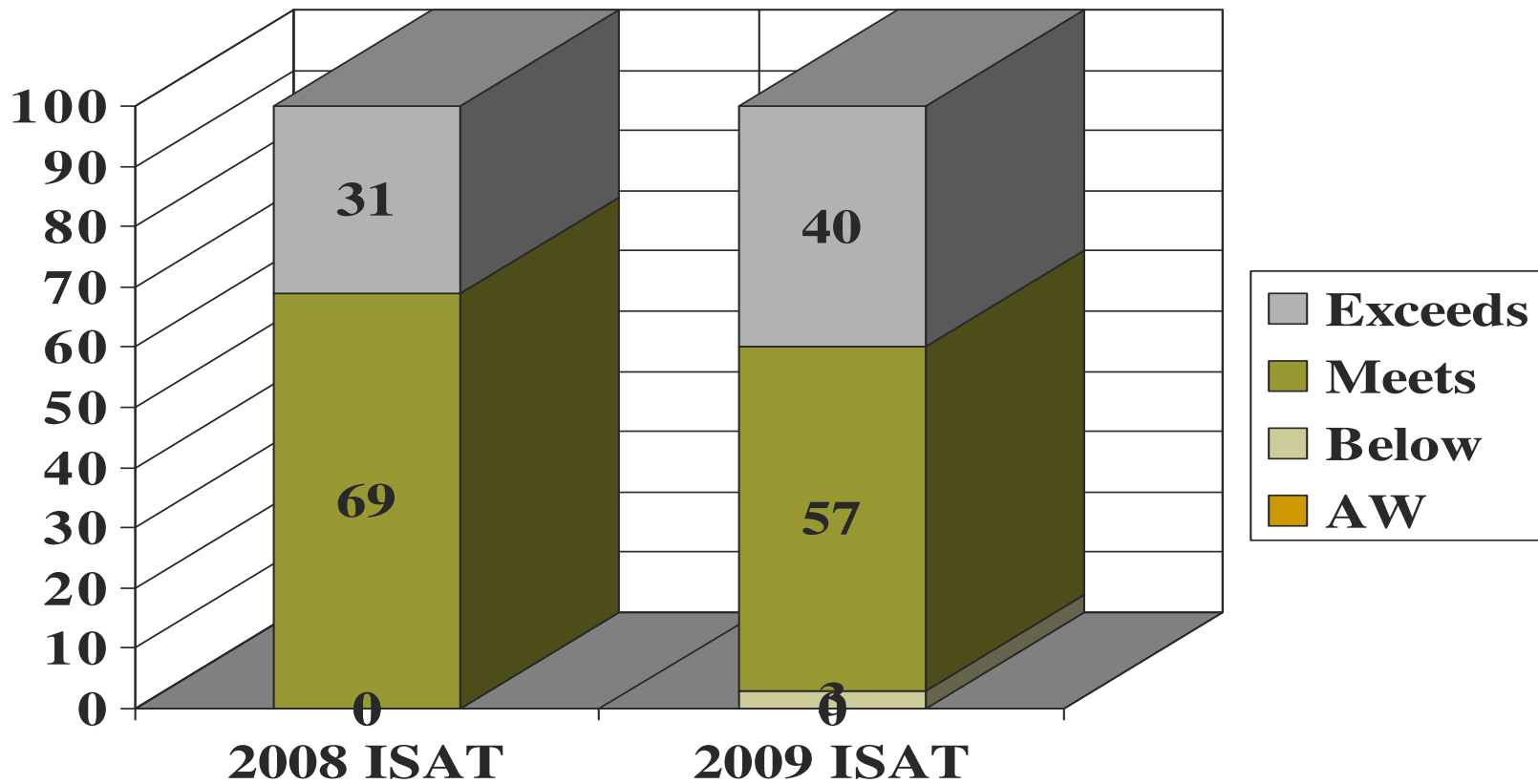
Grade 4 ISAT Math Data



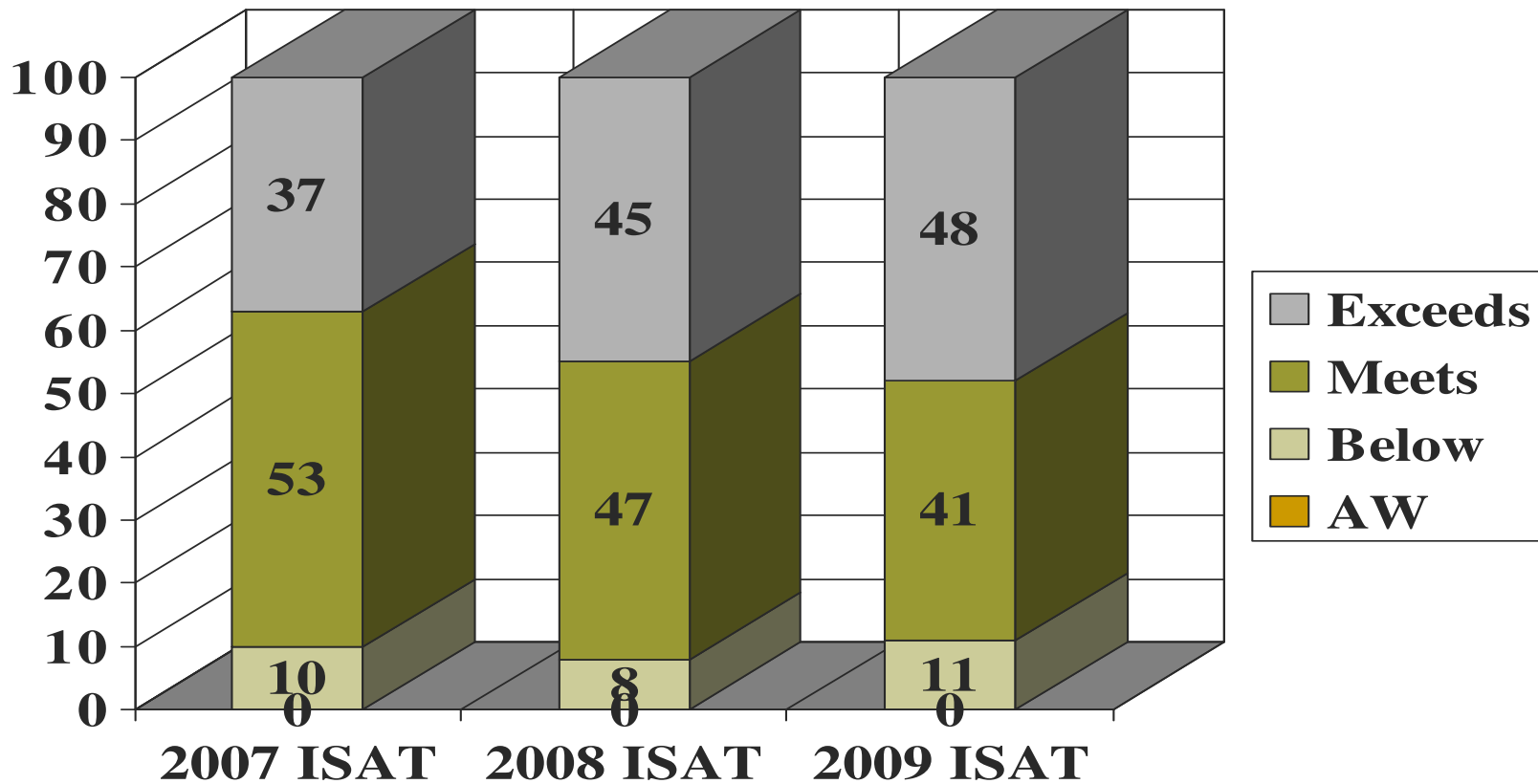
Grade 5 ISAT Reading Data



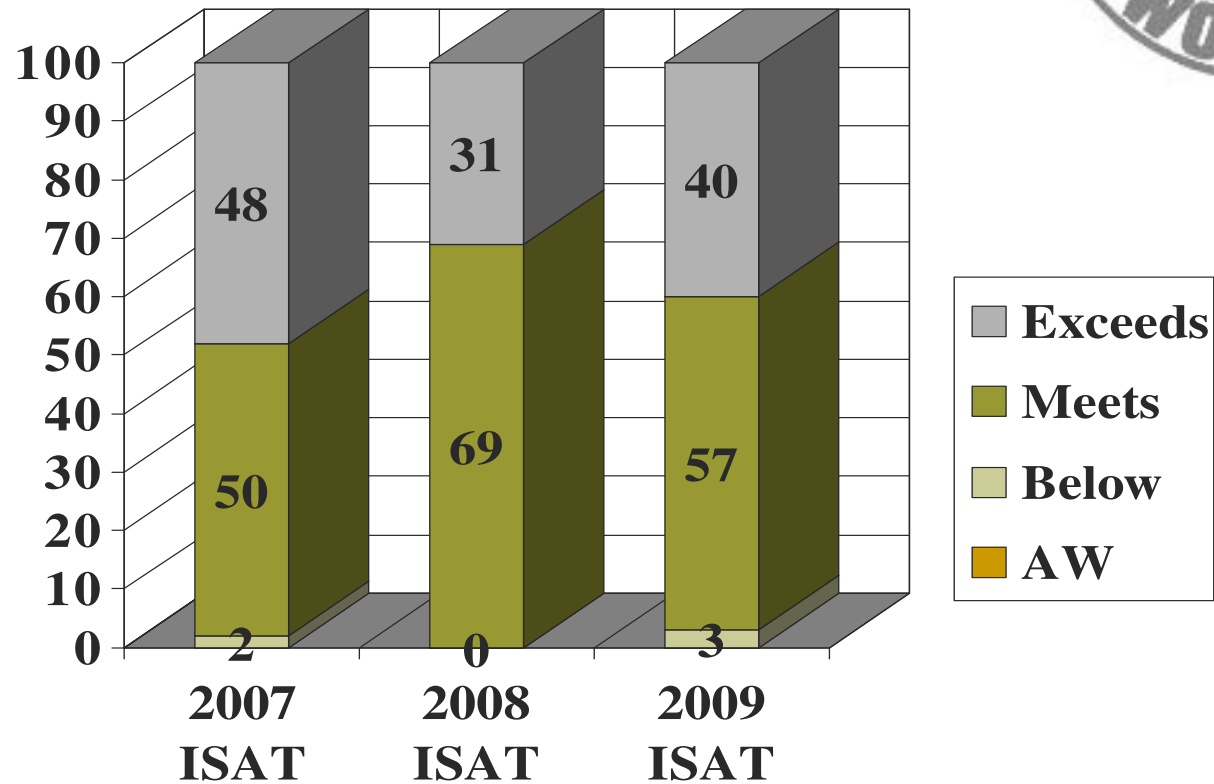
Grade 5 ISAT Math Data



Grade 5 (Cohort Group) 2007-2009 Reading ISAT Data



Grade 5 (Cohort Group) 2007-2009 Math ISAT Data



NWEA

Fall 2008 to Spring 2009 Growth

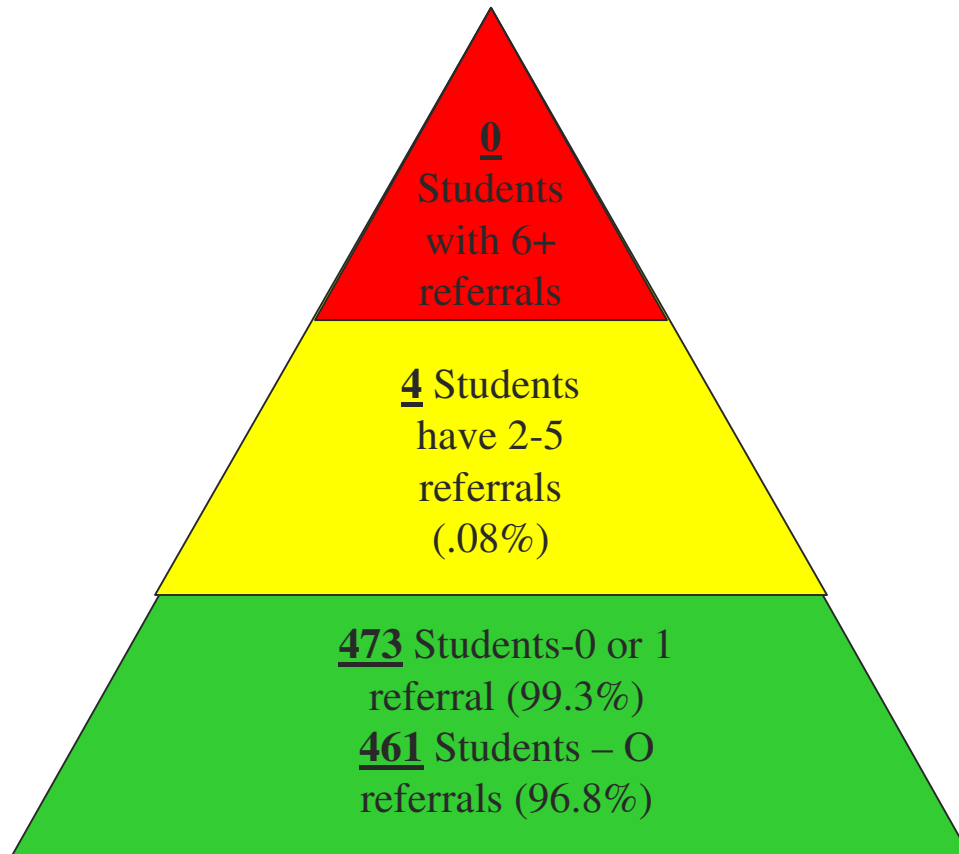
Reading	Fall 2008 Mean RIT	Spring 2009 Mean RIT	Mean Growth
Grade 3	195.5	204.1	8.6
Grade 4	205.4	214.3	8.9
Grade 5	213.5	219.7	6.2

NWEA

Fall 2008 to Spring 2009 Growth

Math	Fall 2008 Mean RIT	Spring 2009 Mean RIT	Mean Growth
Grade 3	196.1	207.6	11.5
Grade 4	209.4	218.8	9.4
Grade 5	220.2	228.4	8.2

SWIS Data as of November 6, 2009



2008-2009 Reading Goal – Increase Student Achievement by 5% on the ISAT

2007-2008 89% of our students met or exceeded standards
2008-2009 88% of our students met or exceeded standards



Key Factors for Continuous Improvement:

- **Teachers will use small groups to examine student growth in reading comprehension and fluency.**
- **Reading assessments will be developed to gauge student knowledge of reading strategies.**
- **Students who need additional support will be provided with specific interventions to address their area of need.**
- **Parents will be provided with reading strategies that they can use to support their child at home.**
- **Incorporate direct instruction, guided practice, and independent use of vocabulary.**

2009-2010 Reading Goal - To increase student achievement by 3% on the ISAT.

Strategies:

- **Maximize the time spent daily in reading groups.**
- **Common Reading Assessments for all grades.**
- **Building-Based Rtl team.**
- **Student Support Block.**
- **Principal Coffees.**
- **“Word of the Day” study programs for all grades.**



2008-2009 Math Goal – To increase student achievement by 3% on the ISAT.

2007-2008 95% of our students met or exceeded standards
2008-2009 97% of our students met or exceeded standards

Key Factors to Goal Outcomes:

- **Place additional focus on state geometry standards 9A & 9B.**
- **Practice mental math activities on a daily basis.**
- **Provide a weekly schedule for practicing short response questions.**
- **Give students more opportunities to solve problems involving dimensional analysis, capacity, length, and weight.**



2009-2010 Math Goal – Increase Student Achievement by 2% on the ISAT

Strategies:

- **Utilize manipulatives, net patterns, and internet activities to reinforce geometric skills.**
- **Use the 3-column approach to teach extended response.**
- **Practice short response questions on a weekly basis.**
- **Use real-life examples to practice unit conversions.**



2008-2009 Behavior Goals

- **Maintain a proactive approach to discipline.**
- **Utilize character lessons.**
- **On-Going Mentoring.**
- **Promote good decision making skills.**



2008-2009 Behavior Goals cont.



SWIS Data as of November 6th

2007-2008 – 477 students – 445 students had 0 referrals – (93.29%)

2008-2009 – 498 students – 481 students had 0 referrals – (96.6%)

2009-2010 Behavior Goals

Strategies:

- Continue to reinforce our core behavioral values in all settings through PBIS & CC!
- Provide Check & Connect and Skills Classes to students needing additional support.
- Expand our mentoring program.
- Provide more booster activities to reinforce expected behaviors.
- Develop workshops on student supervision for our school staff.



Moving Forward

Focus on the Nine Characteristics of High Performing Schools

- **Clear and Shared Focus**
- **High Standards and Expectations**
- **Effective School Leadership**
- **High Levels of Collaboration and Communication**
- **Curriculum, Instruction and Assessment Aligned with Standards**
- **Frequent Monitoring of Teaching and Learning**
- **Focused Professional Development**
- **Supportive Learning Environment**
- **High Levels of Community and Parent Involvement**

