

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.)

Adams Elementary has continued to hold high state achievement scores as compared to other schools in the state and within the district. This year we added approximately 100 new students, increasing our number of low socioeconomic students and increasing the individual needs of students and their families. We have also increased the number of special education inclusions students we serve within our general education population. This increased enrollment has allowed us to now serve as a targeted assisted Title I school providing us with the necessary funds to add teaching staff for the purpose of targeted literacy support and interventions.

Goals

Reading

Increase the percentage of Adams Elementary students that will meet or exceed in Reading as measured by the DRA2- using the district's Reading benchmark proficiency levels will increase by a minimum of 5% by the end of the 2008-2009 school year.

- 3rd Grade currently has 61.5% meeting or exceeding
- 2nd Grade currently has 62% meeting or exceeding
- 1st grade currently has 79% meeting or exceeding
- Kindergarten currently has no previous school assessment to compare data. Our projection of progress will be based from first quarter assessment data.

<p>1. Use ongoing assessment to inform instruction</p> <ul style="list-style-type: none"> • DRA2 (1-3) • TROLL (Kindergarten) • LID (Letter Identification-Kindergarten) • Quarterly Benchmark Assessments • Stanford Achievement Test • Running Records • Conferencing 	<p>2. Begin implementation of the Comprehensive Literacy Model-The Workshop Approach to Literacy</p> <ul style="list-style-type: none"> • Attend the Partnerships in Comprehensive Literacy training • Utilize PLC meetings to review and discuss implementation of the Reading Workshop, components of the workshop, and literacy tools available 	<p>3. Organize a Reading Intervention Team to support students and teachers.</p> <ul style="list-style-type: none"> • Meet bi-weekly to problem solve literacy issues • Provide support for classroom teachers in order to implement the Reader's and Writer's workshop- Core Classroom Curriculum • Literacy Support Teachers work with Classroom Teachers to analyze formative assessments • Utilize the assessment folder, team meetings, and other collaborative efforts in order to focus on the specific learning needs of struggling students.
---	---	--

Writing

Improve student achievement and purpose to communicate meaning through written language for a variety of purposes and audiences.

<p>1. Use ongoing assessment to inform instruction</p> <ul style="list-style-type: none"> • Begin to review and implement a Writing Rubric- As determined by the District Literacy Subcommittee for 2008-2009 • Formal Achievement Test • Conferencing 	<p>2. Implementation of Comprehensive Literacy Model-The Workshop Approach to Literacy</p> <ul style="list-style-type: none"> • Attend the Partnerships in Comprehensive Literacy training • Utilize PLC meetings to review and discuss implementation of the Writing Workshop, components of the workshop, and literacy tools available(Lucy Calkins, Wonder Writers, Fountas and Pinnell, and Linda Dorn) 	<p>3. Organize an Intervention Team to support students and teachers.</p> <ul style="list-style-type: none"> • Meet bi-weekly to problem solve literacy issues • Provide support for classroom teachers in order to implement the Reader's and Writer's workshop- Core Classroom Curriculum • Literacy Support Teachers work with Classroom Teachers to analyze formative assessments • Utilize the assessment folder, team meetings, and other collaborative efforts in order to focus on the specific learning needs of struggling students.
--	---	---

Climate

At Adams School, we are committed to promote a positive school climate and parent involvement/education program. We will strive to increase parent involvement with at least 50% of parents attending Adams School Curriculum night, 100% of parents to attend Parent Teacher Conferences, and 100% of parents will sign the parent compact.

<p>1. Continue Parent Involvement/ Education Activities</p> <ul style="list-style-type: none"> • Parent/ Child activity days • Parent participation in Curriculum Night- • Parent Participation in PTA • Sign the parent compact • Grade level parent child activities • Teachers will communicate events via communication folders, notes, and newsletters 	<p>2. Continue Climate Activities</p> <ul style="list-style-type: none"> • Covey 7 Habit mini lessons • Prevention/Character Education • Grade level activities- (Junior Rangers) • Second Step- (Star Guide) • Proactive Team Interventions 	<p>3. Morning Assemblies</p> <ul style="list-style-type: none"> • Whole School Morning Celebrations • Covey 7- habits • Pledge • Birthdays • Announcements • Joke of the day 	<p>4. Attendance Plan</p> <p>Star guide will collaborate with the Regional Office of Education and the Principal to check daily attendance records, make home visits and phone calls to parents to ensure maximum attendance.</p>
--	--	---	--