

2012-2013 TRUSTLAND/SCHOOL IMPROVEMENT PLAN

MATH: Three students will be identified in each class as a result of their performance on the grade level BENCHMARK MATH ASSESSMENT. The performance of three students- one student scoring below average, one scoring average, and one scoring above average will be tracked and analyzed by grade level teams. **The goal is for each of these students to improve by either 25 percentage points or reach/surpass 80% mastery on the grade level final benchmark assessment given in April 2013 as compared to the initial evaluation in August 2012.**

Progress towards the goal will be determined by administering the grade level benchmark math assessment in August 2012, January 2013, and April 2013. This common grade level math assessment will drive instruction as teacher teams identify curriculum needs of students and engage them in differentiated opportunities for academic growth.

1. Grade level teams create common benchmark math assessment - Summer 2012
2. Students take grade level math assessment - August 2012
3. Grade level teams select three students to specifically track- one below average, one average, and one above average.
4. Grade level teams analyze benchmark math assessment data and plan differentiated curriculum for students.
5. Students again take the grade level math assessment - January 2013
6. Grade level teams continue adjusting differentiated curriculum for students based on results of the math assessment.
7. Students take the same benchmark math assessment previously administered in August and January to determine growth - April 2013

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group math instruction.

A portable laptop computer lab will be purchased to give students opportunities to practice math skills by using programs such as UCUtips, Timez Attack, and online math practice tests.

READING: Each teacher will identify three students to track, one that performs below average, one performing at average, and one performing above average on the grade level BENCHMARK READING (LANGUAGE) ASSESSMENT. **The goal is for each of these students to make at least one year's growth according to the assessment given at the end of April 2013 as compared to the initial evaluation in August 2012.**

Progress towards the goal will be determined by administering the grade level benchmark reading assessment in August 2012, January 2013, and April 2013. This common grade level reading assessment will drive instruction as teacher teams identify curriculum needs of students and engage them in differentiated opportunities for academic growth. The DRA assessment will be used, however, grade levels will have the opportunity to create other common assessments.

1. Grade level teams create common benchmark reading assessment - Summer 2012

2. Students take grade level reading assessment - August 2012
3. Grade level teams select three students to specifically track- one below average, one average, and one above average.
4. Grade level teams analyze benchmark reading assessment data and plan differentiated curriculum for students.
5. Students again take the grade level reading assessment - January 2013
6. Grade level teams continue adjusting differentiated curriculum for students based on results of the reading assessment.
7. Students take the same benchmark reading assessment previously administered in August and January to determine growth - April 2013

A portable laptop computer lab will be purchased to give students opportunities to practice reading skills by using various reading programs such as Learning A-Z, Reading A-Z, and online reading practice tests.

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group reading instruction.

WRITING: All students K-6th will complete three writing samples for the Traverse Mountain Elementary Writing Portfolio. These writing samples will demonstrate growth through the year based on the Six Writing Traits- Ideas · Organization · Voice · Sentence Fluency · Word Choice · Conventions

Students will submit three writing samples into their portfolio in August 2012, January 2013, and April 2013. These samples will be self-evaluated and evaluated by the grade level teams following the grade level six trait writing rubric.

1. Grade level teacher teams will create the grade level six trait writing rubric - Summer 2012
2. Students will complete the first writing sample - August 2012
3. Teachers will give writing instruction based on the state core curriculum and link this to the six traits instruction.
4. Students will complete a second writing sample - January 2013
5. Teachers will continue writing instruction based on the curriculum and student needs.
6. Students will complete the final writing sample - April 2013
7. Writing samples will be stored in a portfolio and passed onto the next grade level to be continued as students progress through the grade levels.
8. At the conclusion of 6th grade, the portfolios will be given to parents during the final parent conference.

A portable laptop computer lab will be purchased to give students opportunities to practice writing skills.

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group writing instruction.

Additional funds will be used to allocate more hours to aides to work with students in small groups for math, reading, and writing instruction.