

SCHOOL IMPROVEMENT PLAN  
Valley Institute Elementary  
2014-2015

- A. *Work to improve one of the four core areas as outlined in Objective 2 under Curriculum & Instruction in the Comprehensive Plan.*

OBJECTIVE: Develop and implement a procedure to assess and monitor progress of essential math and reading skills needed for student academic success in grades PK-3.

Strategies

- Use data from the Essential Math Skills Assessment and Running Records to form groups and drive tier two instruction.
- Teachers will develop instructional strategies for struggling readers/math students in Kindergarten thru Third Grade
  - One on one instruction
  - Strategies from Bob Sornson's book Essential Math Skills and Marie Clay's An Observation Survey of Early Literacy Achievement, Third Edition
  - Differentiated groups focused on letter and word formation and basic math skills.
- Focus on mastery of essential skills for previous years in order to better prepare for the current year's instruction by:
  - Using activity based assessments for math skills to monitor skill mastery
  - Using examples of math skills in daily life
  - Reading daily
  - Use of timed reading to build fluency

Indicators

- Observation and documentation of the use of math strategies across the curriculum
- Project Graduation Fund Plan indicating use of PG Funds for assessments/small groups
- Student progress as demonstrated by
  - Classroom performance
  - SOL test results
  - Increased scores on the math post tests

- B. *Select one of the remaining five categories of the Comprehensive Plan and incorporate it into the School Improvement Plan*

OBJECTIVE: Implement a School wide initiative for using common problem solving skills across the curriculum and in real life situations.

### Strategies

- School wide Math Team will provide sample problem solving scenarios to be used within the classrooms as models for using the specific strategies. (Not limited to math problems but problems in other content areas and life in general)
- Problem Solving Strategies Posters will be purchased and displayed throughout the school to be used as a reference for problem solving.
- School wide assembly to focus students on the strategies to use for solving problems.
- Use of the specific problem solving strategies during class instruction and designed into lessons in ALL classrooms.

### Indicators

- Lesson Plans
- Math Team Meeting Minutes
- Classroom observations
- Invoice for posters

C. *Choose one goal based on providing professional development in your building.*

OBJECTIVE: Valley Institute will participate in professional development to support student success in essential math and reading skills across all grade levels.

### Strategies

- Presentations by the Administration at the faculty meetings
- Participation in State and regional and local conferences on math and reading strategies
- Analysis of student data collected from the essential skills assessments as a faculty.
- Presentation of Problem Solving Strategies by School Math Team to the faculty during monthly faculty meetings.
- Use of Problem Solving Strategies Posters will be implemented at all grade levels.
- Consultation by Ruth Harbinmiles (Math Specialist)
- Consultation by Beverly Tiner (Reading Specialist)
- Read/Discuss the book Path to Problem Solving by Linda Gojak

### Indicators

- Minutes from Staff meetings and meetings with consultants
- Data analysis of assessments
- Invoices for purchase of books and consultants fees
- Proof of payment for conference attendance for teachers
- Student achievement as recorded in the Grade Level Data Notebooks

D. *Meet all local, state, regional, and federal accreditation standards.*

OBJECTIVE: Valley Institute will remain fully accredited and meet all Annual Measurable Objectives.

### Strategies

- Track student progress to develop individual academic success plans
- Utilize data to help plan instruction to best meet students' individual needs
- Develop content specific teams to analyze data and find the “gaps” in our instruction across the grade levels. Then use this information to change instruction.
- Continued use of benchmark testing in grades 2-5, PALS in Kindergarten-Grade 2, and Essential Math Skills Screenings
- Provide continuous professional development
- Emphasize good attendance and home/school connections with emphasis on Out of District and Out of Zone students.
- Utilize information from PALS QuickChecks, KI Prompts and Observation Survey

### Indicators

- Assessments to include SOL, PALS, Reading Recovery Levels, and STAR, Essential Math Skills
- Continued Accreditation
- AMO data