

Vogelweh Elementary School

School Improvement Plan

Goal One	Goal Two
<p>By June 2012, all students will increase performance on targeted analytical thinking skills as applied to all curricular areas as measured by system-wide and school-based assessments. The targeted skills are: analyze data, connect information, draw conclusions and communicate their thinking strategies through a variety of methods.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Balanced Math <ul style="list-style-type: none"> ❖ Process Standards <ul style="list-style-type: none"> ▪ Problem Solving (explicit problem solving instruction) ▪ Communication (Listening, Speaking, Writing) ▪ Connections (Literature to Math) ▪ Representation (using manipulatives to construct mathematical thinking) • Content Standards <ul style="list-style-type: none"> ❖ Basic Skills/Computation • Build two-way communication avenues (via newsletters, SAC meetings, school website, school blog, etc.) • Stakeholder partnership (Parenting Class and Support Group, Deployment Support Group, Family Fun Nights, PTSA Family Nights) • Graphic organizers (Kidspiration, Inspiration, WebQuests) 	<p>By June 2012, all students will increase performance on targeted reading comprehension skills as applied to all curricular areas as measured by system-wide and school-based assessments. The targeted skills are: recalling and retelling information and processing information by gathering, organizing, predicting, evaluating and applying.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Balanced Literacy • Guided Reading • Explicit comprehension strategy instruction (monitoring, activate and connect, questioning, visualizing & inferring, determining importance, summarizing) • Build two-way communication avenues (via newsletters, SAC meetings, school website, school blog, etc.) • Stakeholder partnership (Parenting Class and Support Group, Deployment Support Group, Family Fun Nights, PTSA Family Nights) • Graphic organizers (Kidspiration, Inspiration, WebQuests)

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<p>Targeted Subgroup:</p> <ul style="list-style-type: none">• Students in grades 3-5 that partially meet the standard on <i>TerraNova</i>, Math subtest or have not made expected progress over time. Review students in the bottom quarter to insure they are receiving support needed <p>Assessments:</p> <ul style="list-style-type: none">• <i>TerraNova</i>, Math subtest (Grades: 3-5)<ul style="list-style-type: none">❖ Administered: March• MacMillan/McGraw-Hill Year-End Math Assessment (Grades: K-2)<ul style="list-style-type: none">❖ Administered: May• Local Assessment: Analytical Thinking Rubric – applied to grade level math assessment (Grades: K-5)<ul style="list-style-type: none">❖ Administered: May	<p>Targeted Subgroup:</p> <ul style="list-style-type: none">• Students in grades K – 3 that are below the standard in DRA2 and students in grades 3-5 that partially meet the standard on <i>TerraNova</i>, Reading subtest or have not made expected progress over time. Review students in the bottom quarter to insure they are receiving support needed <p>Assessments:</p> <ul style="list-style-type: none">• <i>TerraNova</i>, Reading subtest (Grades: 3-5)<ul style="list-style-type: none">❖ Administered: March• DRA (Grades: K-5)<ul style="list-style-type: none">❖ Administered: Various times depending on grade level• SRI (Grades: 2-5)<ul style="list-style-type: none">❖ Administered: September, January, May
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