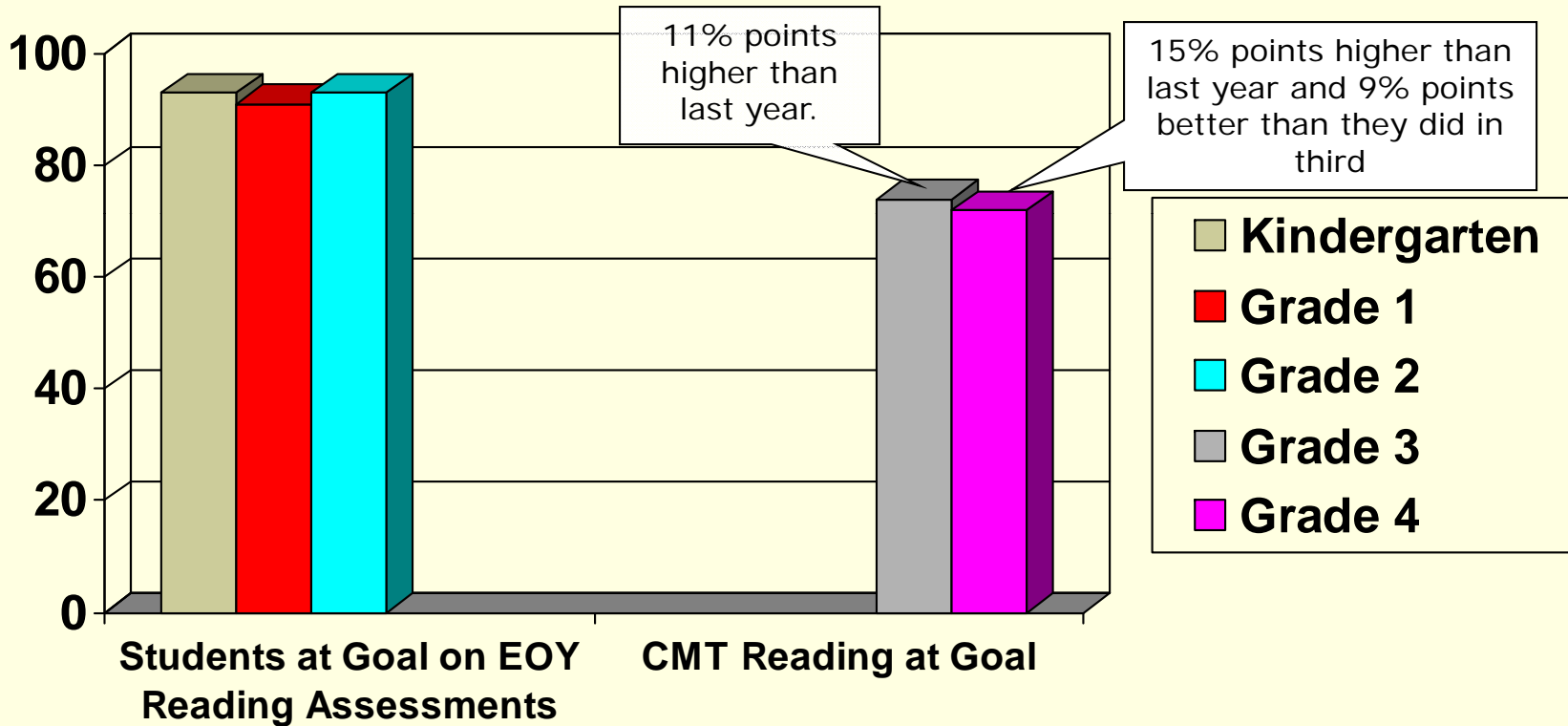

Burr District Elementary School
Instructional
Improvement Plan
2009-2010

“Excellence Starts Here”

Students will better comprehend grade-level texts, both fiction and non-fiction as measured by school, district and state assessments

- Created individual plans for the 18 students who did not meet goal in reading.
- Utilized the new assessment plan to determine students who needed intervention and created STAT plans as necessary.
- Used common planning time to discuss student work and plan differentiated instruction.
- Of the 18 students identified in grade for assistance, 6 were IEP'd into the alternate CMT assessment and as of this point, I do not have their results. Of the remaining 12, 6 met goal, 8 went up at least one level, and only 1 dropped to a lower tier.

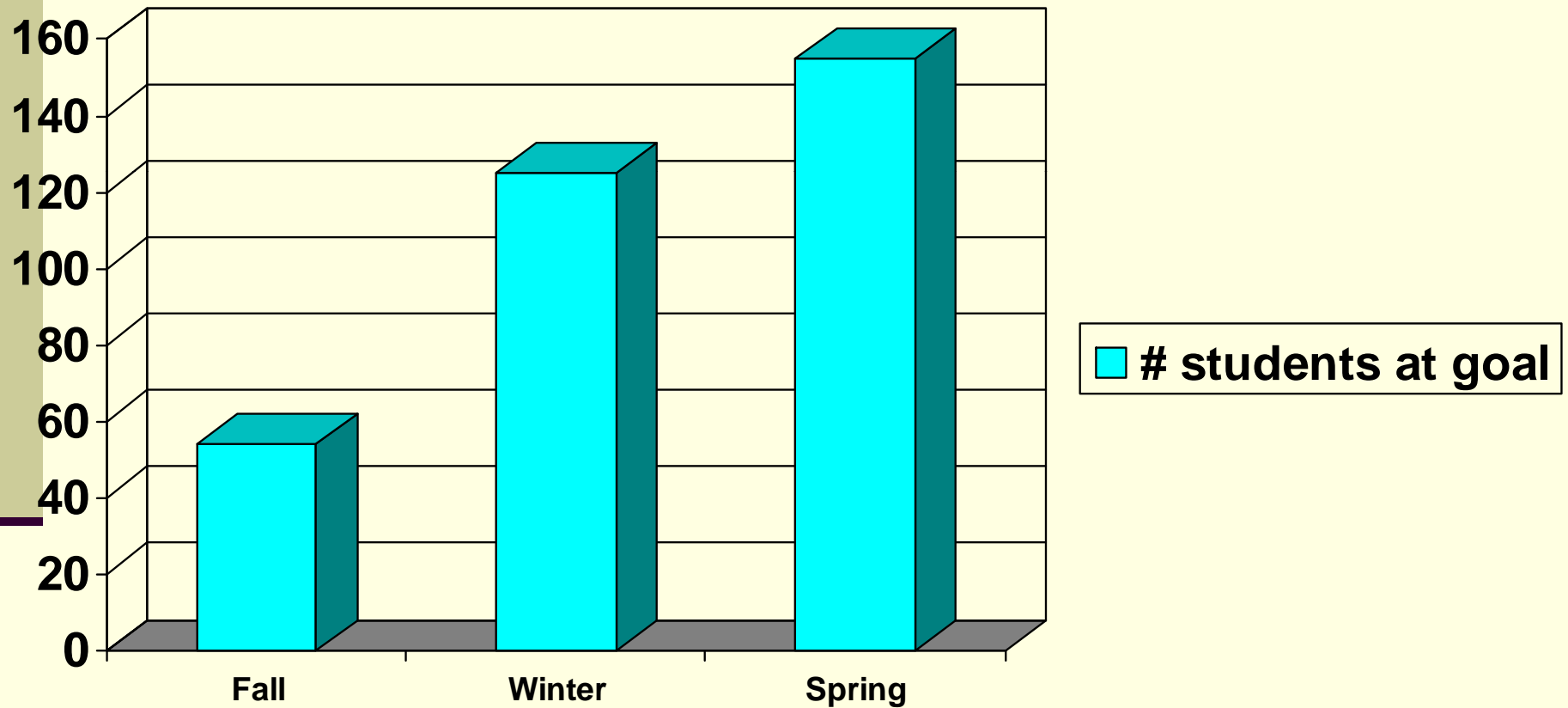
Grade level reading data



Students will become better writers as measured by school, district and state assessments.

- Used September holistic double scored prompts as baseline to determine next steps.
- Teachers taught composing/revising and editing mini lessons.
- Our 3rd grade composing and revising scores were the same (39%) as the previous year. Editing went down 6% points.
- 4th grade composing and revising scores went up 42% points from previous year and 50% points higher than in 3rd. Editing went up 30% points, though 14% points lower than 3rd.

Number of grade 1-4 students at goal on writing prompt (of 193)



Students will be able to understand the function of operations as measured by their ability to estimate solutions to problems.

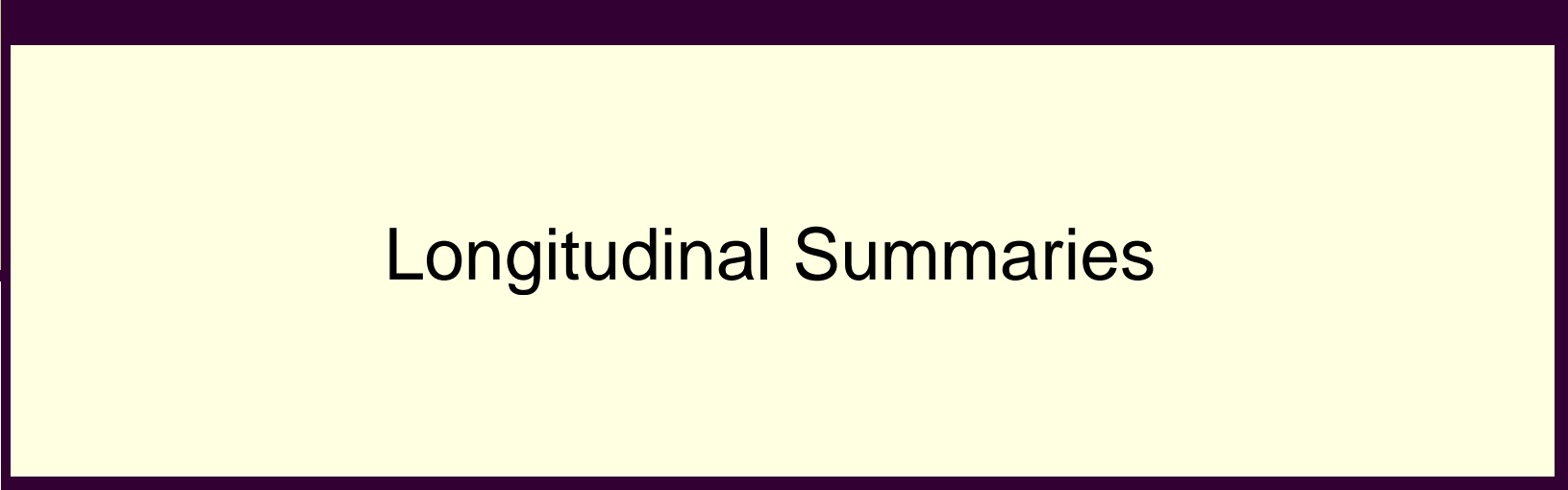

- Teachers will create mini-lessons and activities to build estimation skills
- Analyze district assessment data and determine who may need extra assistance
- 83% of our third graders were able to meet goal on Estimating Solutions, 12% points higher than last year.
- 62% of fourth graders met goal in Estimating Solutions, 5% points lower than last year and 9% points lower than they scored in third.

What did we learn?

- Writing continues to be an area of need.
- We may be concentrating on the holistic writing prompt to the detriment of other skills.
- The assessment data we are receiving from our plan can be utilized to determine which students need extra help.
- Progress monitoring using the DIBELS assessments was key for checking progress of students.

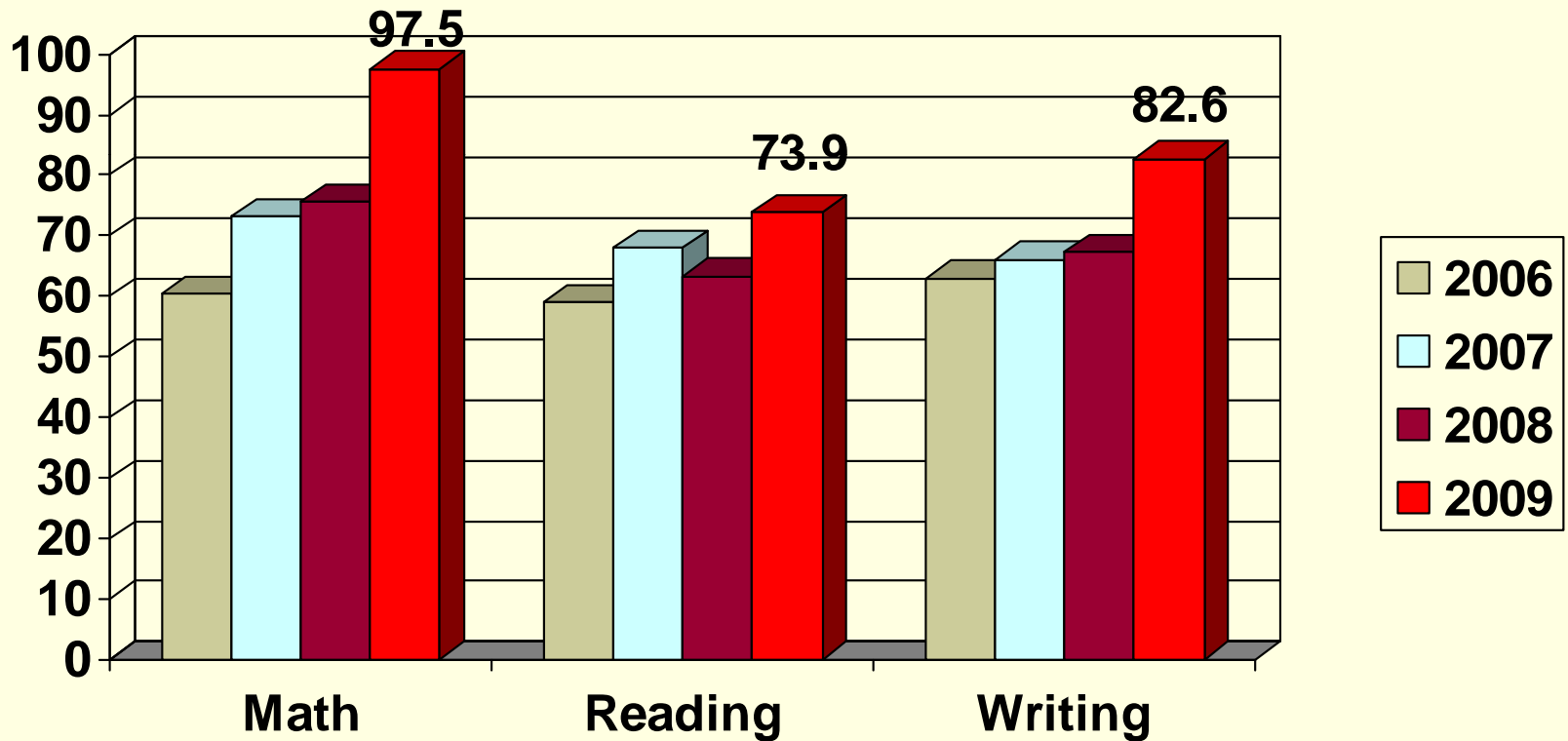


Burr District Elementary CMT Data

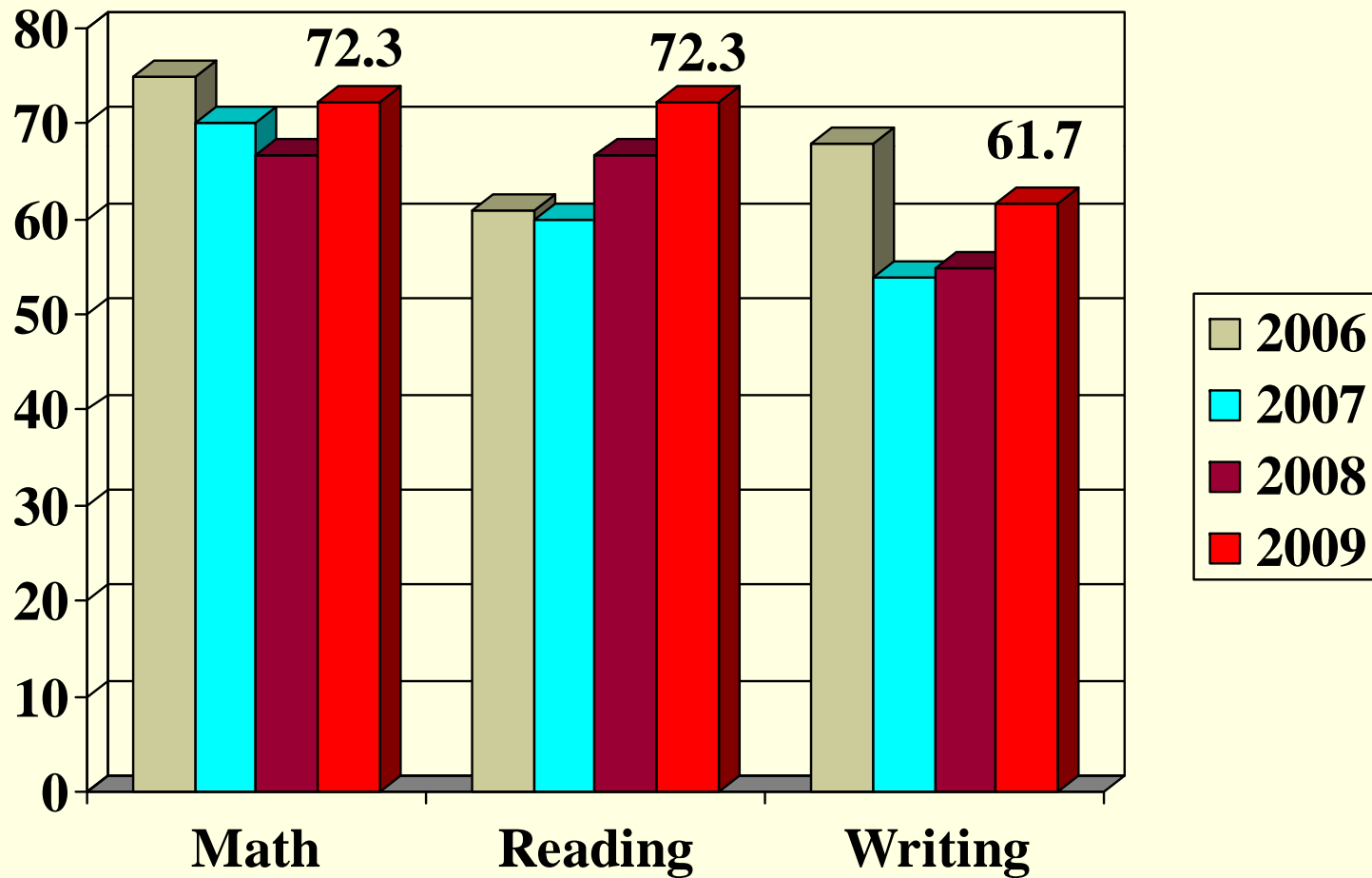


Longitudinal Summaries

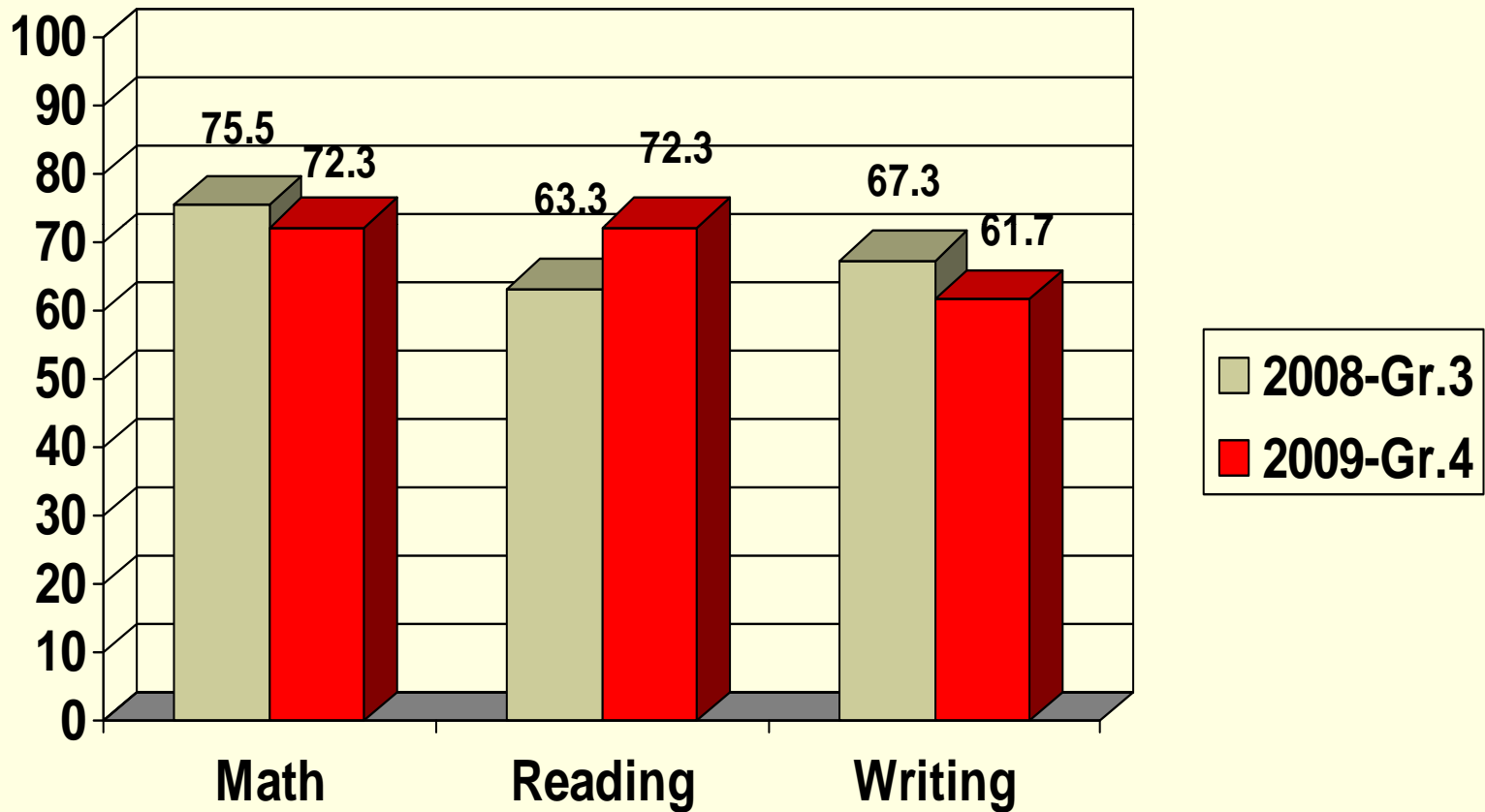
Grade 3 Longitudinal Results



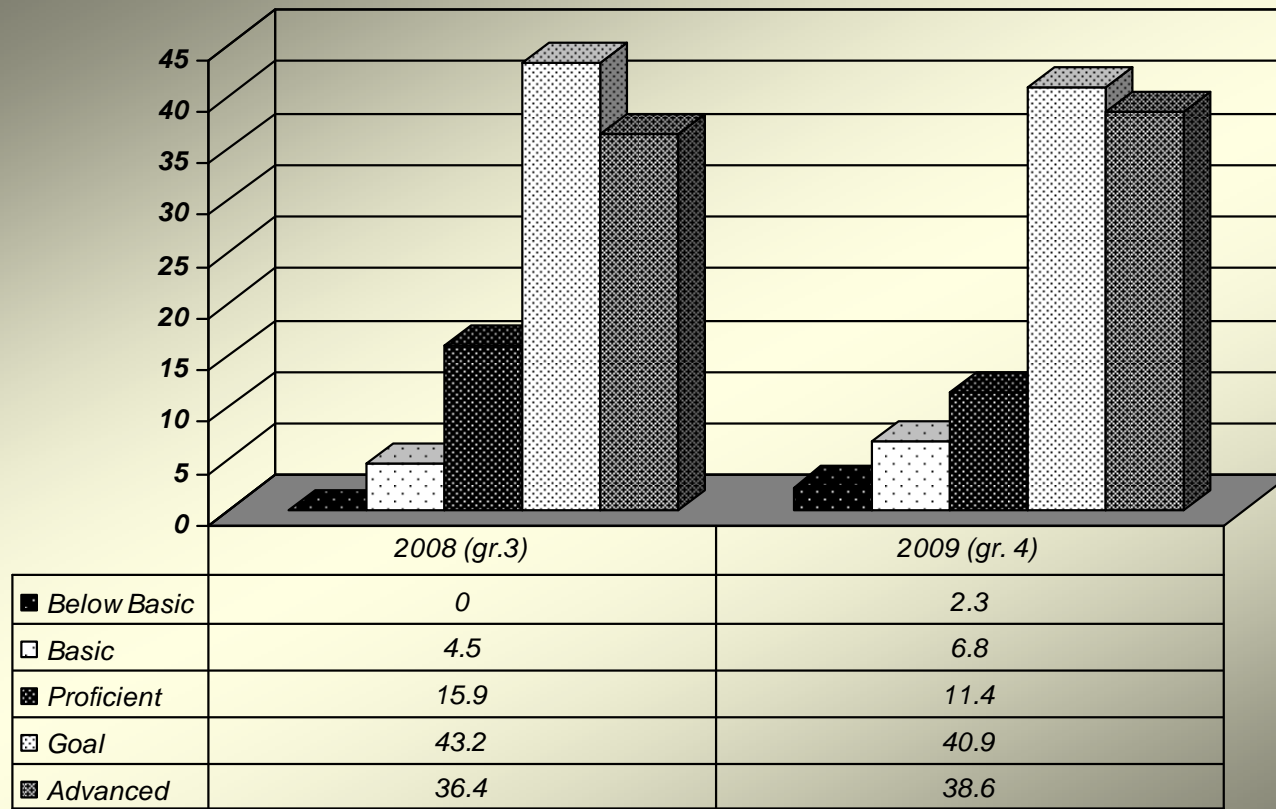
Grade 4 Longitudinal Results



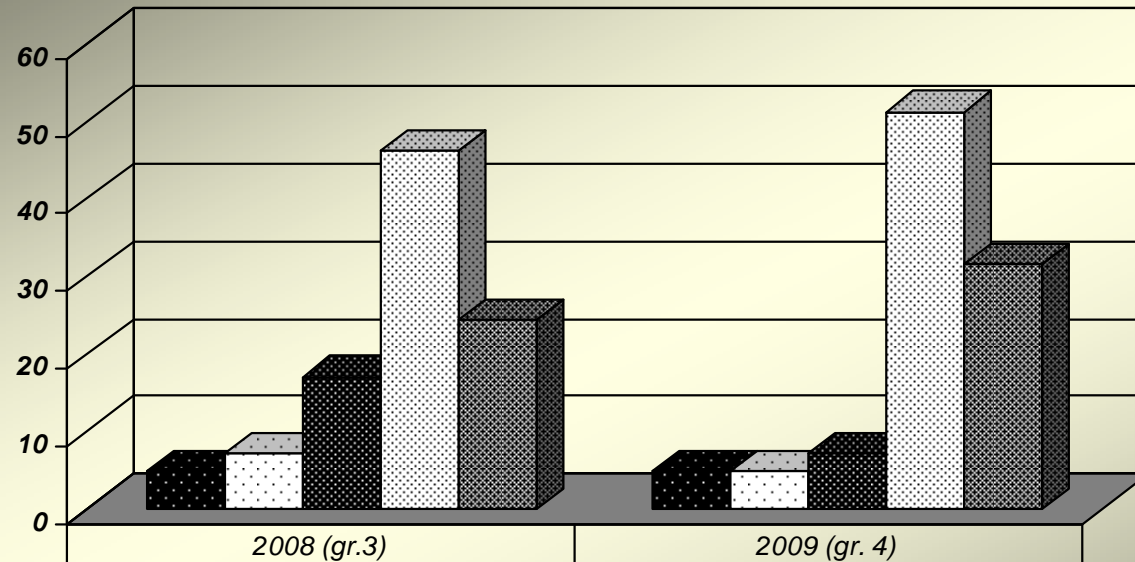
Matched Cohort Comparison – Grade 3 to 4



Longitudinal Performance Level Summary (Cohort Comparison Mathematics)

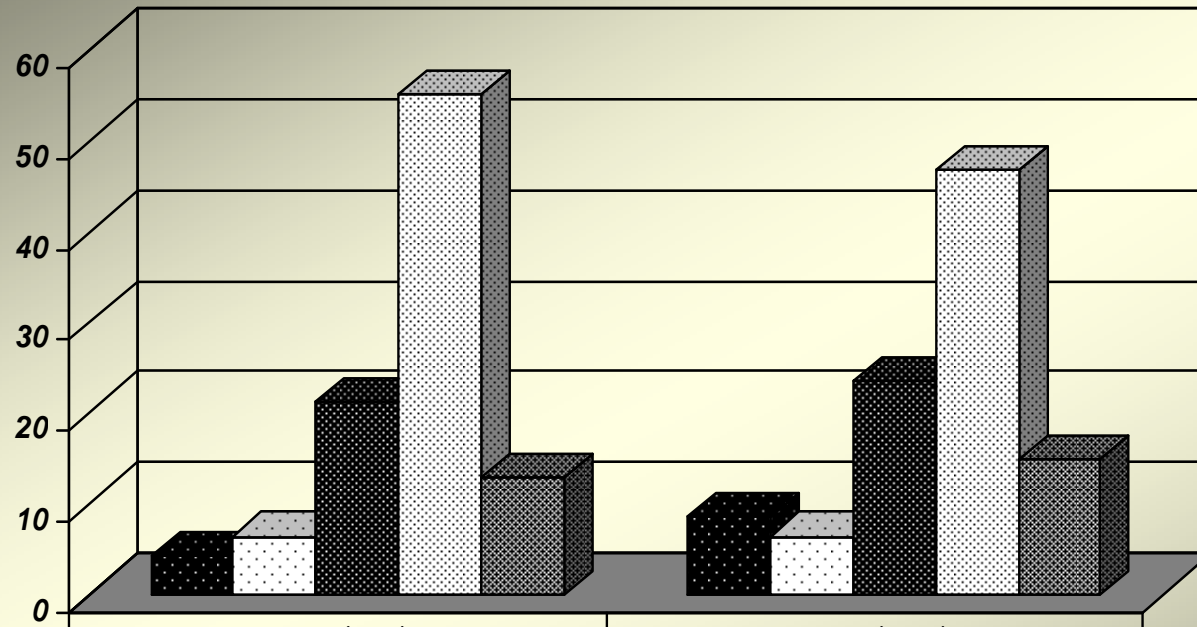


Longitudinal Performance Level Summary (Cohort Comparison Reading)



■ <i>Below Basic</i>	4.9	4.9
□ <i>Basic</i>	7.3	4.9
▣ <i>Proficient</i>	17.1	7.3
▤ <i>Goal</i>	46.3	51.2
▥ <i>Advanced</i>	24.4	31.7

Longitudinal Performance Level Summary (Cohort Comparison Writing)



	2008 (gr.3)	2009 (gr. 4)
■ <i>Below Basic</i>	4.3	8.5
□ <i>Basic</i>	6.4	6.4
■ <i>Proficient</i>	21.3	23.4
▣ <i>Goal</i>	55.3	46.8
■ <i>Advanced</i>	12.8	14.9

Goals for 2009-2010

- I. To decrease the number of students below grade level through the expansion of our SRBI initiative.
 1. Fully implement K-8 Assessment plan
 2. Identify areas of curricular weakness based on assessment results and utilize additional resources and techniques to supplement instruction
 3. Utilize all faculty resources during reduced time
 4. Create groups among grade level based on identified needs

Goals for 2009-2010

- II. For students to be successful writers as measured by school, district and state assessments.
 1. Map out grammar instruction over the course of the year
 2. Write daily in each class
 3. Professional development focused on writing instruction
 4. Expand pen-pals with partner school in China

Goals for 2009-2010

- III. To build better number sense by differentiating our mathematics lessons based on the learning needs of students.
 - 1. Utilize new district-specific on-line math assessments as a diagnostic tool
 - 2. Create differentiated math centers based on students' needs
 - 3. Expand the use of the *Investigations Consortium* supplemental math materials