

# Continuous Improvement

- The Continuous Improvement Plan is based on the following data:
  - 2007 AFL Reading Results
  - 2007 AFL Math Results
  - 2008 AFL Writing Results
  - 2008 CAT 4 Results
  - 2008 OSR (Grade Testing) Results
  - 2009 Math Midpoint Checkup Results
  - 2008/09 Teacher Assessments

# Continuous Improvement Literacy

## AREAS OF SUCCESS

- **Reading** – AFL Reading Assessments show that Reading Comprehension (Recognizing Author’s Message and Craft, Using Cueing Systems, Finding Key Ideas and Support, and Connecting to Prior Knowledge) is a strength at Marshall School. These findings are also supported with the CAT 4 Results that show reading and vocabulary as a strength. The OSR Testing shows an improvement in reading from 55% of students reading at or above grade level to 72% of students reading at or above grade level.
- **Writing** - The AFL Reading Assessments show that our reading comprehension written responses were above that of the Division and Province. Vocabulary, spelling and writing conventions showed significant growth.

# Continuous Improvement Math

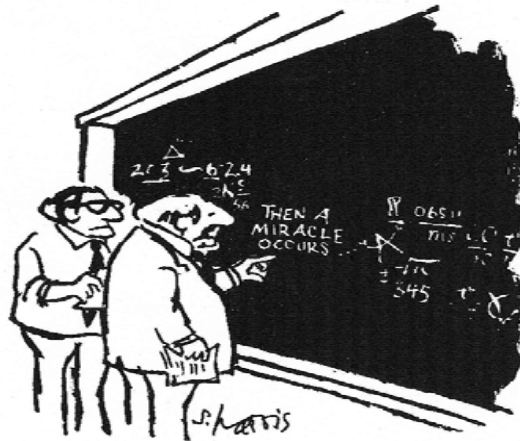
## AREAS OF SUCCESS

- The AFL Math Assessments illustrated that the grade 5 class was at par with the division and province on most strands, while the grade 8s were significantly higher than the Division and Province in all categories except estimation skills (at par).
- Midpoint Check-ups confirmed the findings in the AFL testing. Basic Skill and Computation was a strength across all grades.

# Continuous Improvement

## AREAS FOR GROWTH

- **Literacy** – Testing shows that sentence structure and paragraph structure are target areas (graphic organizers 3-4 options consistent throughout the jr. high end). Using backward design we will develop a scope and sequence for the elementary to use that will scaffold successful jr. high writers.
- **Math** – Testing shows that estimation and problem solving were our main areas of concern. Some students could get the answer, however, they were unable to explain how.



"I think you should be more explicit here in step two."

# *Continuous Improvement*

## *Maintaining Strengths*

- programs such as OSR, ERI and AR.
- using the Prime Kits, Nelson series, and manipulatives
- to organize assessment tools in accessible teacher friendly binders
- use the Math Catalyst
- have regular planned discussions on our target areas and effectiveness of our strengths as a result of monitoring successes.
- OSR – year end testing is in the end of May. Look at the results and see if areas aligns with other data or if there is conflict. Use this data to help solidify student needs.
- staff willingness to collaborate and adapt and/or change programs/strategies to meet the current needs of students

# ***Targets for Growth***

***-Writing***

***-Math - continue to implement Prime in classrooms and focus on our areas of concern (estimating and problem solving).***

***-Parental Engagement***

***-Caring environment school "family"***

# *Hitting Our Targets*

## **Writing**

- Collaborate with Lashburn High and LCHS to ensure that our essay format is aligned with their expectations.
- This year every student had to answer in complete sentences in written and oral format. This will continue to be the norm throughout the school. Insert student answers.
- Using backward design we will develop a scope and sequence for the elementary to use that will scaffold successful jr. high writers.
- Want to develop a consistent essay format that will be taught and used throughout the jr. high end.
- Teach this format in all content areas, including Language Arts.
- Create visual aids to help scaffold students' mastery of this skill.

# **Math**

- continue with the Math corner in the Monday Memo, however, focus on estimating and problem solving**
- estimation daily (every class works on one estimation problem a day)**
- teach straight grades**
- utilize the Catalyst more**
- math used cross curricular**
- Math nights**
- utilize Prime in all grades**
- continue to have regular discussions about math (professional sharing) in staff meetings**