

LANGFORD ELEMENTARY SCHOOL

| Areas in Need of Improvement | Current Strategies | Questions to Consider for Plan Revision |
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| <ul style="list-style-type: none"> • Students' achievement is not rising fast enough in reading. The school needs to: <ul style="list-style-type: none"> ○ Improve the range, quantity and quality of books for all students' use; ○ Improve book resources for English language learners; ○ Continue to develop parents' understanding of the importance of books and that regular reading is necessary for children to become fluent, avid readers; and ○ Provide more opportunities for students to take books home to read. | <ul style="list-style-type: none"> • Established EIP process to identify plans for at risk learners • Implemented District-wide language arts curriculum • Implemented District Reading plans across all grade levels • Adhered to District Assessment time line – on-going • Maintained Individual Reading plans for students meeting DRA criteria • Implemented Readers and Writers Workshop models – on-going • Implemented use of Soar to Success, Trailblazers, Linda Moode Bell , TLC (Teaching Learning Literacy) for students at risk • Established weekly data teams, grade level and faculty meetings to monitor student progress • Develop and implement Common Formative Assessments and scoring rubrics K-5 in area of reading comprehension • Continued use of Maranzo's Effective Teaching Strategies • Implemented effective co-teaching model K-5 • Posted standards, rubrics and data walls in each classroom • Established parent/teacher committee to establish family nights with focus on reading for 2007-2008 • Continued before school programs in area of reading | <p>What additional resources could be given to the school to support Readers' workshop to build our classrooms with leveled readers?</p> <p>How can the school in alignment with District select research based Tier 3 reading intervention program for all students?</p> <p>How can our parent/teacher committee access community resources to build our classroom libraries and to help parents embrace the importance of reading at home?</p> <p>If additional tutor support was available for small and individual group instruction, would reading scores within subgroups increase more rapidly?</p> |

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| <ul style="list-style-type: none"> • There are inconsistencies in some aspects of teaching. The school needs to further improve the quality and consistency of students' learning by: <ul style="list-style-type: none"> ○ Ensuring that higher achieving students always get work that challenges them to learn more. This includes tasks set for homework; ○ Matching teachers' strategies better to what they intend students to learn; and ○ Increasing the frequency of classroom observations and the depth and speed of feedback to teachers following the observation. | <ul style="list-style-type: none"> • Trained all staff on the RESC Alliance modules – ongoing. (Phonemic awareness, oral language, fluency). • Continue professional development on Effective Teaching Strategies, use of student protocols to effectively differentiate instruction • Continue co-teaching model K-5 to enhance general/special education communications • Bi-weekly lesson plans reviewed by principal • Trained staff through CALI Supports: Data Driven Decision Making, Effective Teaching Strategies, Common Formative Assessments. • Conducted on-going teacher observation evaluation cycle by principal | <p>How can the faculty regularly use student protocols to increase their knowledge base in differentiating instruction?</p> <p>If the classroom walk through model includes teachers, can we develop a more effective and expedient delivery of instructional feedback to improve student outcomes?</p> <p>How can the elementary principal effectively focus on instruction by delegating managerial responsibilities to veteran staff?</p> |
| <ul style="list-style-type: none"> • In conjunction with the district, improve: <ul style="list-style-type: none"> ○ Resources for technology in the curriculum; ○ Technology resources to enable more efficient and effective analysis of data to support student achievement and school planning; ○ Arrangements for financing transport for after-school activities, which needs to be in place at the beginning of the school year; and ○ The alignment of the district's professional development with the needs of the school, in particular for special education and some challenging behavior. | <ul style="list-style-type: none"> • Implemented SWIS Data System to effectively analyze Positive Behavior Support (PBS) Program. • Established before and after school programs for students identified at risk in reading • Established Early Intervention Team meetings to write collaborative plans on students with challenging behaviors. | <p>How can school/district improve data storage to allow for quick and precise data analysis of all subgroups?</p> <p>How can we evaluate our efforts in teaching and learning to effectively monitor, evaluate and modify our continuous school improvement plan with the help of technology?</p> <p>How can we expand our timeline for before and/or after school programs? How can we hire other than school personnel to facilitate the programs when staff is unavailable?</p> |