

Chapter 3 - Progress Report

The school welcomed a Visiting Committee in 2001 and 2003. Committees and staff agreed to these five key areas for follow-up to be integrated into our action plan which was structured around (1) improving students reading scores, (2) increasing students knowledge of and use of technology in their learning, and (3) increasing students problem solving skills in all curricular areas.

1. Focus professional development toward common goals established
2. Refine benchmark assessments to more closely reflect content academic standards
3. Increase technology integration into students' learning at all grade levels
4. Strengthen articulation among departments and grade levels
5. Something else

Significant Developments Since 2001

1. 17% change in staff due primarily to retirement. *Plus more information giving the big picture, remember you've got the basic data in Chapter 1.*
2. Move to five small learning communities around significant themes identified by faculty, students, and families. *Plus more information giving the big picture, remember you've got the basic data in Chapter 1.*
3. Redesign at district-level of curriculum review and textbook adoption cycle for the high school. *Plus more information if it's not in Chapter 4:Curriculum*

School Status on State/District Accountability Issues As identified in Chapter 1,

1. School Name has met its state-identified goals for student progress in all areas each year since 2001.
 - a. The school has met or exceeded its annual growth targets for the API both schoolwide and for all significant subgroups. For 2007 (most recent data) the school is now in state rank 7 and ranks 4 with similar schools.
 - b. The school has met or exceeded its requirements for both participation and proficiencies in mathematics and English-Language ARTs for the AYP.
2. The school is not under any federal, state, or district sanctions.

School/District Procedures for Plan Implementation and Monitoring

1. School leadership team composed of administration, department chairpersons, subject area coaches, and program coordinators meet monthly to review/plan
2. Principal reports monthly to supervisor on plan progress and scheduled activities
3. School leadership team formally reports four times a year to faculty including essential data elements update
4. Fall annual report developed for School Site Council, Governing Board, and constituents
5. Plan updated annually (fall) and presented to both School Site Council and Governing Board for approval

Report on Action Plan

Goal I: Improve reading scores of all students with particular attention to EL and low SES students

This incorporates key areas for follow-up 1, 2, 3, and 4.

Actions since the last full visit:

- Something
- Some more
- Other things

Evidence of Success:

1. Overall, reading scores improved by 37% between 2002 and 2005 for all students. In 2005, 70% of all students at all grade levels were reading at or above grade level.
2. For EL and low SES students, the growth was 85% during this time moving 90% of these students to grade level performance in 2005
3. For special education students, the improvement has been minimal. 67% of these students remain reading below grade level.

Goal 2: Increase students' knowledge of and use of technology in their learning

This incorporates key areas for follow-up 1, 3, and 5.

Actions since the last full visit:

- Something
- Some more
- Other things

Evidence of Success:

1. Number of computers has grown in six years from 100 to 500, with no computer less than three years old.
2. 5th through 8th grade students must complete a minimum of 7 assignments during the year using increasingly sophisticated and complex computer programs
3. 1st through 4th grade students spend a minimum of 10 hours a week in the computer lab and each classroom at these grade levels has at least 3 student-use computers
4. Plans are underway to clearly define our expectations for students in both knowledge of and use of technology to better assess progress

Goal 3: Increasing students' problem solving skills in all curricular areas.

No details presented