

STUDENT AND STAKEHOLDER FOCUS

Based on the analysis of the MSA and student survey data, this justifies the need for differentiated instruction.

Reading and math MSA data, the students demonstrated proficiency. This exhibits a need for differentiation of instruction.

Based on student survey data, we will increase the use of instruction in small groups, K – 5.

**Wood Acres ES 2008-2009 School Improvement Plan
Math and Reading Focus**

LEADERSHIP

Under revision.

Wood Acres' mission is to establish a learning community that promotes academic excellence, empowerment, collaboration and perseverance. We promote and communicate the successful academic, social and emotional and personal development of each student by:

- Setting high expectations for every learner
- Providing a safe and nurturing environment that promotes effective communication and collaboration
- Establishing accountability among all stakeholders by using data to measure success and attainment of goals
- Provide communication through routine class/school communication methods

FACULTY AND STAFF FOCUS

Based on our school goals and needs, professional development will be provided to increase teacher and staff knowledge.

Focus Areas:

- Creating and monitoring AIP's.
- In-service to further development techniques for small group instruction
- Continued training on instructional strategies and management to differentiate content process products, based on readiness, interest, and learning style.
- Providing time for peer visits/walk throughs.

STRATEGIC PLANNING

Improve student scores by one percentage point in the advanced and proficient categories of the MSA.
Increase awareness and implementation of small group instruction.

PROCESS MANAGEMENT

- Monitor individual student achievement in order to provide necessary interventions and accelerations.
- Provide opportunities for students to receive instruction that meets their needs in a small group setting.
- Provide staff with direct instruction modeling guided practice in reading and math. *
- *See attached action plans.
- Data chats on grade level formative assessment data

Organizational Performance Results

Grade Level Survey Data – 6/08

K-2 Survey results

Small Group	YES	NO
Reading	91%	9%
Math	72%	28%

Classwork

Too easy	Too hard	Just right
63%	8%	73%

*approximately 300 responses

3-5 Survey Results

Small Group	Everyday	Few times a week	Rarely
Reading	4%	47%	49%
Math	4%	24%	72%

Classwork Makes Me Think (challenge you)

Sometimes	Often	Rarely
54%	28%	18%

* approximately 248 responses

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Student survey on small group instruction
- 08-09 Math unit assessment data
- 08-09 MAP-R/mClass data
- 2008 MSA scores