

# Viers Mill Elementary (Updated 08/18/09)

**Mission Statement:** During the 2009-2010 school year, we will advance the level of achievement of all Viers Mill students reading comprehension in all content areas. All students will exceed the state guidelines for adequate yearly progress in reading as measured on the MSA tests. We will achieve our goal through high quality teaching, effective use of resources, and empowerment of students, parents and community members.

## STAKEHOLDER FOCUS

- Comprehensive Needs Assessment
- Standardized Test Results (MSA, mClass, MAP-R))
- Climate Survey Data
- Focus on ELL, SpEd, & African American students

## STAFF FOCUS

- Staff study groups: Wise Words and Quick Guide to Reaching Struggling Readers
- Baldrige “classroom data centers” and consistent use of Baldrige quality tools
- Cultural diversity training to ensure a Culturally Proficient School
- Strengthening capacity of PLC by increasing capacity of team leaders and sharing best practices
- Differentiation for students to allow inclusion for SpEd & ESOL students
- Integrating Promethean Technology into curricula to better prepare students
- Increasing use of equity strategies to consistently communicate high expectations
- Increase our integration of writing into our reading instruction

## LEADERSHIP

- The School Improvement Team will establish the direction of our school (Vision, mission, goals)
- Our goals will be communicated to all stakeholders at staff meetings, Parent meetings, PTA events, newsletters, etc.
- Our goals will be monitored quarterly using Baldrige processes

## STRATEGIC PLANNING

Viers Mill will closely monitor and support the learning of our special education, English Language Learners (ELL), and African American students to ensure that these sub-groups make measurable progress toward 100% proficiency rate as previously demonstrated by other sub-groups.

We will achieve this goal by:

- Effectively using strategies to increase skills in reading comprehension in all content areas
- Monitoring student achievement through reading monitoring tools
- Aligning resources (human and capital) with instruction
- Integrating staff training on instructional strategies for ESOL and SpEd students into daily instruction and team meetings throughout the year

## PROCESS MANAGEMENT

- Teams will utilize CAP process to allow students to access systematic & documented interventions (SOAR, Passageways, Clubs, Mentors, Reading Recovery, etc.)
- Family Learning Nights to train parents how to support our educational goals & motivate students to read in all content areas
- Formative assessments used to guide instruction & determine interventions
- Organizational Buddies will be used to support struggling students
- Grade level teams and Core team will utilize formative assessment data to meet the needs of all students
- Strong parent outreach with the use of Progress Reports, parent conferences, weekly Parent Bulletin, use of Language Line, Family Learning Nights, ESOL Community Parent Coordinator, and our Parent Involvement Committee.
- Extended day programs used to enrich and support the learning of students with targeted needs
- Establish & strengthen business partnerships with Coldwater Creek, Stoney Mill Plaza, Gazette, and Ruth Rales Comcast to enhance student achievement.

## ORGANIZATIONAL PERFORMANCE RESULTS

### MSA READING 2008 (AMO 71.8)

(Grades 3-5)	Rdg	Math
All Students	99.4	97.7
Asian	100	100
African American	100	94.4
White	100	100
Hispanic	99.0	97.1
FARMS	99.0	97.1
SpEd	100	96.7
504	NA	NA
LEP	100	96.4

## MEASUREMENT, ANALYSIS, & KNOWLEDGE MANAGEMENT

Students Progress & Growth Measured by:

- Reading Monitoring Tool
- CARS Data
- Quarterly Planning Meetings
- mClass Data
- MAP-R
- Progress Reports/Report Cards
- Attendance & Behavior data
- MSA
- Disaggregated Data SpEd & LEP
- Problem solving components of Math Unit Tests
- LAS scores

