
Middletown Early Childhood Center

**School Improvement Plan
2011-2012**

Presented to the Mahomet-Seymour Board of Education

September 6, 2011

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Middletown School Mission Statement:

Using research based strategies and interventions, Middletown teachers and staff are committed to providing instruction and support that is considered best practice. In utilizing such practices, we hope to provide a strong foundation by creating a community of life-long learners.

**School-Improvement Plan 2011-2012
Middletown Early Childhood Center**

Area of Concentration	Specific Goal # 1	Plan of Action	Data & Documentation
Assessments	Using the Kindergarten, Reading Pacing Guide, Middletown will begin to align its essential curriculum and assessments, during the 2011-2012 school year.	<p>Participate in assessment training</p> <p>Begin to develop common formative assessments aligned with the Pacing Guide, beginning with Quarter 3 Learning Targets.</p> <p>Administer assessments and gather data.</p> <p>Review data.</p>	<p>Common Formative Assessments</p> <p>Data</p>

**School-Improvement Plan 2011-2012
Middletown Early Childhood Center**

Area of Concentration	Specific Goal # 2	Plan of Action	Data & Documentation
Literacy	Middletown will utilize the Illinois Snapshot of Early Literacy (ISEL) to identify skill area deficits, in Alphabet Recognition, and set goals for students performing at or below the 10 th percentile.	<p>Administer ISEL (see assessment schedule)</p> <p>Identify students performing at or below the 10th percentile in Alphabet Recognition.</p> <p>Set individual student goals for students performing at or below the 10th percentile in Alphabet Recognition.</p>	<p>Assessment Schedule</p> <p>Data</p> <p>Individual Student Goals</p>

2010-2011 Goals: Progress Summary

Goal #1 Essential Curriculum: By the conclusion of the 2010-2011 school year, Power Standards and Learning Targets for Language Arts will be delineated.

- Power Standards and Learning Targets for Language Arts have been delineated.
- A Kindergarten Pacing Guide, in the area of Language Arts has been developed.

Goal #2 Writing: By the end of the 2010-2011 school year, 100% of all kindergarten students will advance one level on the writing rubric.

- 90 % or 186 students advanced at least one level
- 10 % or 22 students stayed at the same level
 - 11 of the 22 students were at level 4 or 5 at the beginning of the year
 - The remaining 11 students either received intervention or support in the classroom

**Elementary School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Grade: Kindergarten

Subject: Reading

Quarter 1

PS 11. With guidance and support, explore word relationships and meanings.

LT 11a. Put common objects into classification groups

LT 11b. Tell how objects are related.

PS 12. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LT 12a. Use age appropriate words and phrases.

Quarter 2

PS 1. With prompting and support, ask and answer questions about text and illustrations (literature).

LT 1b. Answers questions presented to them about the text and illustrations.

PS 2. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LT 2a. Tell or show how the illustrations support the text (literature).

PS 3. With prompting and support, students will actively engage, with purpose and understanding, in group reading activities.

LT 3a. Read appropriate text (predictable, pattern, picture or poetry) in one of three ways: read pictures, read text or retell stories.

PS 4. With prompting and support, ask and answer questions about text and illustrations (informational text).

LT 4b. Answers questions presented to them about the text and illustrations.

PS 5. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what information in a story an illustration depicts).

LT 5a. Tell or show how illustration is related to the text (informational text).

PS 6. Actively engage in group reading activities with purpose and understanding.

LT 6a. Discuss information related to text and illustrations.

PS 7. Demonstrate understanding of the organization and basic features of print.

LT 7a. Follow words from left to right, top to bottom, and page by page.

PSLT8. Demonstrate understanding of spoken words, syllables and sounds (phonemes).

LT 8c. Isolate and pronounce the initial sounds in words.

PS 9. Know and apply grade-level phonics and word analysis skills in decoding words.

LT 9a. Produce letter sounds for the most frequent sound for each consonant.

PS 10. Read, with purpose and understanding, emergent-reader texts.

LT 10a. Read in one of three ways: read the pictures, read the words, retell a previously read book.

Quarter 3

PS 1. With prompting and support, ask and answer questions about text and illustrations (literature).

LT 1b. Answers questions presented to them about the text and illustrations.

PS 2. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LT 2a. Tell or show how the illustrations support the text (literature).

PS 3. With prompting and support, students will actively engage, with purpose and understanding, in group reading activities.

LT 3a. Read appropriate text (predictable, pattern, picture or poetry) in one of three ways: read pictures, read text or retell stories.

PS 4. With prompting and support, ask and answer questions about text and illustrations (informational text).

LT 4b. Answers questions presented to them about the text and illustrations.

PS 5. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what information in a story an illustration depicts).

LT 5a. Tell or show how illustration is related to the text (informational text).

PS 6. Actively engage in group reading activities with purpose and understanding.

LT 6a. Discuss information related to text and illustrations.

PS 7. Demonstrate understanding of the organization and basic features of print.

LT 7c. Recognize and name all upper- and lowercase letters of the alphabet.

PS 8. Demonstrate understanding of spoken words, syllables and sounds (phonemes).

LT 8c. Isolate and pronounce the initial sounds in words.

PS 9. Know and apply grade-level phonics and word analysis skills in decoding words.

LT 9a. Produce letter sounds for the most frequent sound for each consonant.

PS 10. Read, with purpose and understanding, emergent-reader texts.

LT 10a. Read in one of three ways: read the pictures, read the words, retell a previously read book.

Quarter 4

PS 1. With prompting and support, ask and answer questions about text and illustrations (literature).

LT 1a. Ask questions about text and illustrations (for clarification).

LT 1b. Answers questions presented to them about the text and illustrations.

PS 2. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LT 2a. Tell or show how the illustrations support the text (literature).

PS 3. With prompting and support, students will actively engage, with purpose and understanding, in group reading activities.

LT 3a. Read appropriate text (predictable, pattern, picture or poetry) in one of three ways: read pictures, read text or retell stories.

PS 4. With prompting and support, ask and answer questions about text and illustrations (informational text).

LT 4a. Ask questions about text and illustrations (for clarification).

LT 4b. Answers questions presented to them about the text and illustrations.

PS 5. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what information in a story an illustration depicts).

LT 5a. Tell or show how illustration is related to the text (informational text).

PS 6. Actively engage in group reading activities with purpose and understanding.

LT 6a. Discuss information related to text and illustrations.

PS 7. Demonstrate understanding of the organization and basic features of print.

LT 7b. Understand that words are separated by spaces in print.

PS 8. Demonstrate understanding of spoken words, syllables and sounds (phonemes).

LT 8a. Blend onsets and rimes of single-syllable spoken words.

LT 8b. Segment onsets and rimes of single-syllable spoken words.

LT 8c. Isolate and pronounce the initial sounds in words.

LT 8d. Isolate and pronounce the final sounds in words.

PS 9. Know and apply grade-level phonics and word analysis skills in decoding words.

LT 9a. Produce letter sounds for the most frequent sound for each consonant.

LT 9b. Read common high frequency words by sight.

PS 10. Read, with purpose and understanding, emergent-reader texts.

LT10a. Read in one of three ways: read the pictures, read the words, retell a previously read book.

Kindergarten Assessment Schedule 2011-2012

ASSESSMENTS	Dibels and ISEL	Writing
ADMINISTRATION DATES	Aug 31, September 1, 2	August 22-26
RESULTS SUBMITTED BY	September 7	September 8
RtI MEETING	September 9 (1/2 day sub)	
INTERVENTION BEGINS	September 12	
ASSESSMENTS	January 4-6	January 9-11
RESULTS SUBMITTED BY	January 10	January 20
RtI MEETING	January 12 (1/2 day)	
ASSESSMENTS	May 7-9	May 14-18
RESULTS SUBMITTED BY	May 11	End of Year

K - 2 Writing Continuum 7.21.2011

Level 1 Emerging	Level 2 Pictorial (All descriptors)	Level 3 Precommunicative (All descriptors)	Level 4 Semi-Phonetic (All descriptors)	Level 5 Phonetic (All descriptors)	Level 6 Transitional (All descriptors)	Level 7 Conventional (All descriptors)	Level 8 Conventional (All descriptors)	Student Level Score
1.a __ Uncontrolled or unidentifiable scribbling	2.a __ Imitates writing 2.b __ Draws a somewhat recognizable picture	3.a __ Writes letter-like forms, letters, and/or random letter strings to convey a message; may be randomly placed on page 3.b__ Attempts to read message	4.a __ Writes one or more letters to represent every word 4.b__ Writes from left to right and top to bottom (may reverse some letters)	5.a __ Uses both upper and lower case letters 5.b __ Writes from left to right and top to bottom (may reverse some letters)	6.a __ Attempts to spell many high frequency words used in sentences 6.b __ Uses logical phonetic spelling including vowels in most syllables (may not be correct ones)	7.a __ Accurately spells high frequency words used in sentences 7.b __ Uses logical phonetic spelling (including logical choices of vowels) in most syllables	8.a __ Uses conventional spelling for words taught (May use phonetic spelling for advanced words) 8.b __ Accurately uses periods, question marks, exclamation marks, quotation marks, and apostrophes in contractions and possessives	Kindergarten
								Aug_____
								Jan_____
								May_____
								First Grade
								1Q_____
	2Q_____							
	3Q_____							
	4Q_____							
	Second Grade							
	1Q_____							
	2Q_____							
3Q_____								
4Q_____								

NOTES:

Scoring: Record student level (level at which evidence has been noted for all descriptors) and number of additional descriptors noted.
 Example: 3.2 would mean all descriptors have been met at level 3 and two additional descriptors have been noted in the higher levels.
 If child met a descriptor previously, it's OK if they don't show evidence on next writing sample; it will still be counted as mastered.