

SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT

School Year 2017-2018

Submit form one week prior to your appraisal conference with your supervisor

Name: Barbara L. Merrill	School/Department Improvement Status is due one week prior to your appraisal conference with your supervisor. (3 copies of all documents)
Date: September, 2018	

Improvement Goal: Work with teaches to enhance their understanding of using informational texts with their students.
Benchmark: All teachers worked with understanding and reviewing the new reading/language arts curriculum.
What intervention was implemented? Describe evidence of implementation during the 2017-2018 school year. Teachers worked intensely with Junior Great Books with their students. <ul style="list-style-type: none">• 2 teachers are formally trained as reading coaches to support the balanced literacy initiative.• All teachers were equipped with SRA kits that brought more non-fiction texts to the classroom.• Title teachers were equipped with LLI kits and BURST materials to use with the highest at-risk students. Intensive Literacy Training Continues to take place in the building. <ul style="list-style-type: none">• 2 Literacy coaches have been trained in the area of literacy• Continual professional development with in the building with all teachers. Literacy roundtable table discussions are held the first Friday of every month. Problem Solving Meetings/Instructional Planning Team Meeting: <ul style="list-style-type: none">• PST Meetings are held two times per month to discuss at-risk students and what tier of intervention is needed.• IPT Meetings are held on an as need basis to ensure that all support staff and classroom teachers work collaboratively on behalf of the student and his/her needs.

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• **Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)**

Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

The goal has been Achieved _____

The goal is Progressing X_____

The goal is Targeted for Future _____

The goal has been Abandoned _____