
PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Results from 2006 ISAT testing indicate that Prophetstown Elementary students achieved AYP in the targeted areas of Reading and Math with 71.4% of its students meeting or exceeding state standards in reading and 91.2% of its students meeting or exceeding state standards in math. Data for 2004-2005 can not be compared to data for 2005-2006 due to significant changes made to the state test in 2005-2006. However, areas of strength and weakness can be identified within the 2005-2006 testing cycle.

While the overall 2006 test results meet state requirements, the *No Child Left Behind* legislation requires schools to examine the achievement of specific subgroups of students. All subgroups met the required performance level in the area of math. However, in the area of reading “economically disadvantaged” students in fifth grade (37.6% met or exceeded) and “students with disabilities” in third grade (40% met or exceeded) did not meet the required performance level.

The Prophetstown Elementary School Improvement Plan outlines activities that address the need for improvement in the area of reading achievement among all students with a focus on providing progress monitoring and additional instruction for students who are not proficient in critical reading skills (i.e. alphabetics, fluency and comprehension). The following actions have been planned and are currently being implemented:

- 1) Universal screening will be utilized to track reading achievement/progress of K-2 students three times a year. This screening process will be facilitated through the use of AIMSweb, a data management system. Students who are not proficient in reading will be identified.
- 2) Identified students will receive additional and specific reading instruction. Progress monitoring will be utilized to track reading achievement and improvement over time after reading interventions have been implemented. DIBELS probes will monitor student progress and will be administered bi-weekly.
- 3) The assessment component of STI will be utilized in grades 3-5 to track student achievement in the areas of reading, math, science and social studies. This data management system is aligned with state standards and performance indicators. Data from these assessments will be used to guide instruction.
- 4) Ongoing staff development training will be provided in the use of AIMSweb, DIBELS and STI Assessment.