



Annual Report 2008-2009

School Improvement and Innovation Plan

Island Lake Elementary School's ISIP goals are created in a cooperative setting. Stakeholders involved in the creation of these goals include District and school administration, our Building Instructional Leadership Team and individual teachers who deliver instruction. Each grade level team creates goals for reading and mathematics. In each area there is one goal for growth and another for proficiency (due to the nature of our data collection and the fact that kindergarteners are new to school, both goals in reading and math are proficiency based).

Growth goals are measured using the Northwest Evaluation Association's computerized Measures of Academic Progress. Growth is primarily measured from our "Spring to Spring" data points. For new students, and those whom we have identified as needed more intense assessment, we will open a testing window in the fall and/or winter. Each student has an identified expected growth goal, when a student meets this goal or exceeds it is determined that the goal is met.

Proficiency goals are also measured using the NWEA MAP in its relation to the Minnesota Comprehensive Assessment II – which is the standard by which Adequate Yearly Progress is determined for NCLB.

For the 16 goals created for 2008-2009 second through fifth grade students at Island Lake, all targets were exceeded or missed by a small margin (either in percentage of expectation or one to three RIT points). Kindergarten teachers set their goals at 100 percent as we expect through strong academic programming all students will learn to identify lower and upper case letters and sequence and demonstrate number correspondence. Targets were missed by narrow margins in these areas. First grade goals were based on a formative assessment plan which included a program called AIMS WEB and were focused on targeted groups of students. These students demonstrated growth and an increase in proficiency; however, only one goal area was clearly met.

Principal's Perspective

During the 2008-2009 school year there were several programs implemented to increase the consistency of behavior management at Island Lake Elementary School. One program is called Wolf Pride – this is a program to recognize students when they demonstrate behavior which meets expectations we establish at the classroom and school-wide level. These expectations are based on C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) from Responsive Classroom. Responsive Classroom is a program in which most of our teachers have been trained – through this model teachers focus on teaching students about social norms and expectations as a way to support academic achievement. This correlation exists because students who know what is expected and behave in a way to meet these expectations are more engaged during instruction.

Another program started last year at Island Lake is called B.E.S.T. (Body Posture, Eye contact, Silence, hands To yourself). This is a program to increase student attention during large group assemblies and even in the classroom and hallways. When teaching and encouraging these four traits we focus on the fact that paying close attention to the speaker/presenter there is a better ability to access information. We also host a friendly competition at each assembly in which a chosen class gets to sit on chairs at the following whole-school gathering.

During the 2009-2010 school year we will continue these programs and others as we find innovative ways to increase our academic success.