

Introduction:

In November 2011, a committee of instructional leaders conducted a review of a Continuous Improvement Plan for Holloway Elementary. This review was conducted to determine how well the faculty was implementing the plan that was written by the CIP team and faculty. During the month of January, Holloway's CIP team completed a reflection of the plan to examine two primary sources of data:

- Information from past reviews that address how well teachers implemented strategies/action steps in the plan
- Academic/cultural data collected that shows that the plan has been effective in helping Holloway meet its academic and cultural goals

Upon analyzing this information, the team will be able to meet the federal requirements for evaluating the effectiveness of our Continuous Improvement Plan. We will also be able to make any changes and/or additions if necessary for the development of next year's plan. This process will enable the CIP team/faculty the ability to determine the following:

1. Effective strategies from the current CIP that will be continued in next year's plan
2. Revision of strategies/action steps if necessary
3. Deletion of ineffective strategies

Reflection Process: CIP Team

On March 5, 2012, the CIP team met to complete the CIP Reflection Tool. The purpose of this meeting was to review the CIP to ensure that Holloway was making progress toward reaching continuous improvement goals. Current data and other pertinent information as it related to the plan were used to determine the following:

1. Major concerns from the needs assessment
2. Areas of strengths and weaknesses

Strengths

Teacher:

- Teachers have been provided opportunities for professional development.
- Teachers are implementing the Cycle of Instruction with fidelity.

Student:

- 3rd Grade: 8% increase in Reading; 3% increase in Math.
- 4th Grade: 9% increase in Reading; 3% increase in Math; 2% increase in Science.
- 5th Grade: 35% increase in Reading; 14% increase in Math; 5% increase in Science.
- Students identified as non proficient received Tier II and Tier III instruction daily.

Areas Needing Improvement

- There is a decline in 5th grade Reading and Math.

Benchmarks

- Teachers will re-teach non-mastered skills.
- Teachers will identify intervention groups.

Summary of Progress in Benchmarks

- Holloway's overall scores are 86% proficient in Reading, 88% proficient in Math, 90% proficient in Science.

Next Steps

- Teachers will receive more professional development in the areas of content standards.
- Students will be identified for Extended Day and small group intervention based on current data.
- Extended day teachers will collaborate with regular teachers to plan teaching content standards needing to be addressed.

It was determined appropriate strategies were selected in order to meet the rigor of each goal. Based on a thorough examination of the information presented in the implementation and effectiveness column teachers will spiral skills that were not mastered. Teachers will also frontload skills based on areas of weakness. The level of implementation will be monitored by the Principal.

Projection Process

On May 21, 2012, the projection process was conducted with the faculty. The purpose of the Projection Process was explained to the faculty. The appropriate documents and instructions were distributed. After completing the projection tool, the results were submitted to the CIP committee.

After the team received the results, the CIP committee met to desegregate the data results submitted by the faculty. The information was compiled and presented back to the faculty. After a thorough discussion, specific changes to next year's plan were developed.