

SECTION II.

**ACHIEVEMENT OF
PERFORMANCE
LEVEL OBJECTIVES
2006-2007**

GRENLOCH TERRACE EARLY CHILDHOOD CENTER

Principal: Wendy Crawford

OBJECTIVE 1: *By June, 2007, 80% of our kindergarten students using the Every Day Math program will achieve a rating of 'developing' or 'secure' in the ten areas listed on the end of the year assessment (p. 37, assessment manual, shaded in developing and secure). (Inclusive of special education population).*

Benchmark Year 1 (June 2006):70% of Kindergarten students will master 8 of the areas assessed.

Benchmark Year 2 (June 2007):80% of the total population will achieve a proficiency 'D' or 'S' in 10 of the areas assessed

SUMMARY OF ACTION PLAN (STRATEGIES/ACTIVITIES):

1. American Sign Language will be utilized to support math instruction.
2. Math will be integrated in to every day activities, such as circle time (calendar, counting) and weather (graphing, data collection). Journal writing will be implemented and opportunities to include a math related prompt included.
3. Literacy staff will incorporate the above activities into their daily lessons, collaborative lessons, and will model and assist classroom teachers as needed. .
4. Information meetings will be held by our staff for the purpose of sharing successful strategies and lessons.
5. Parent workshop offered on assisting children with math at home and expectations of the new program

ANALYSIS OF RESULTS (DISCUSSION/CONCLUSION):

All kindergarten students will be individually assessed and results recorded on pupil data card. Sample work will be placed in an individual portfolio.

This goal proved to be rather lofty. We are pleased to report that our overall goal attainment was 86 %. However, two goals presented a challenge: counting by 2's to 50 had a success rate of 72% and counting by 5's was mastered by 77% of the children. As a result, we are revisiting our curriculum and discussing appropriate benchmarks with our first grade colleagues. To ensure that our goals are both appropriate and attainable, as well as that our instruction is optimal, we are targeting these two goals next year. We will begin by counting to 2's to 20 twenty and 5's to 50 to determine if the concept is mastered We will continue to monitor and discuss strategies, adding more opportunities for practice with songs, charts and games.

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GTECC

OBJECTIVE 2:

Kindergarten students will demonstrate proficiency in writing as a result of repeated opportunities for writing and increased time on task. By June, 2007, 80 % of the kindergarten children will write daily for an authentic purpose (journal, letter, list, shared pen, etc.) 80% of the time (144 of the 180 days). This will be noted in lesson plans, with the number of days writing included in the lesson plans in red and cumulative in the outside column, (ongoing weekly total). Journals/portfolios will also verify.

Benchmark Year 1 (June 2006):70% of the kindergarten students will write 70% of the time (126 of the 180 days).

Benchmark Year 2 (June 2007):80% of the kindergarten students will write daily for an authentic purpose (journal, letter, list, shared pen, etc.) 80% of the time (144 of the 180 days).

SUMMARY OF ACTION PLAN (STRATEGIES/ACTIVITIES):

1. American Sign Language will be utilized to support writing instruction.
2. Daily plans will reflect writing workshop. Weekly plans will summarize writing time.
3. Literacy teachers and collaborative teaching staff members will support writing initiative while in the classroom and with planning and modeling, as needed.
4. Mini workshops will support teachers efforts to achieve goal, including time management strategies shared by successful peers.
5. Grant from WTEA utilized to support motivation for writing for an authentic purpose; all children drafted, edited and published an original hard copy book.

ANALYSIS OF RESULTS (DISCUSSION/CONCLUSION):

All kindergarten students will be individually assessed and results recorded on pupil data card. Sample work will be placed in an individual portfolio.

Lesson plans were monitored through out the year to ensure that each class was on target in reaching our authentic writing goal. As a need for support was noted, the teacher and literacy staff were alerted by the principal. Most often, the need was to document the writing, not that the writing was not occurring. The receipt of a mini grant which supported the effort was highly motivating toward the goal! One classroom teacher and one literacy teacher wrote a successful mini grant which allowed every child to ‘publish’ a hard copy book. This provided a very exciting way to write for an authentic purpose. Other opportunities that teachers sought for authentic writing included: thank you notes to guests, holiday cards, Valentines, morning message and journals. We are proud that 100% of the classes met or exceeded the goal! This success is inclusive of our special education and English as a Second Language population as well as all other subgroups!