School Improvement Plan
Dahlgren Elementary School
2010-2011

After analyzing test data from both the SAT10 and the ISAT, staff and administration found that Dahlgren Elementary School met the requirements for Adequate Yearly Progress for 2009-2010. The following test results were taken from the above-mentioned achievement tests.

A. **First Grade**
   1. It was determined by district Administration that first grade students would only participate in AIMSWeb screening for the purpose of resolving deficiencies.
B. **Second Grade**
   1. Language Arts - Met or exceeded in all subtests. (SAT10)
   2. Mathematics - Met or exceeded in all subtests. (SAT10)
   3. Science - Met or exceeded in all areas. (SAT10)
   4. Social Studies - Met or exceeded in all areas. (SAT10)
C. **Third Grade**
   1. Language Arts – 69.2 % met or exceeded state standards as compared to 87.5% the previous year. (ISAT)
   2. Mathematics – 88.5% met or exceeded state standards as compared to 91.7% the previous year. (ISAT)
D. **Fourth Grade**
   1. Language Arts - 91.7 % met or exceeded state standards as compared to 89.5% the previous year. (ISAT)
   2. Mathematics – 83.3% met or exceeded state standards as compared to 94.7% the previous year. (ISAT)
   3. Science – 95.8 % met or exceeded state standards as compared to 100% the previous year.(ISAT)
E. **Fifth Grade**
   1. Language Arts – 80.0 % met or exceeded state standards, the same as the previous year. (ISAT)
   2. Mathematics – 85 % met or exceeded state standards as compared to 93.3% the previous year. (ISAT)
F. **Sixth Grade**
   1. Language Arts – 93.8 % met or exceeded state standards as compared to 83.3% the previous year. (ISAT)
   2. Mathematics – 81.3 % met or exceeded state standards as compared to 95.8% the previous year. (ISAT)

The following are suggestions for school improvement to insure that Dahlgren School continues to meet the requirements for Adequate Yearly Progress:

1. Provide all teachers with staff development aimed at improving reading and math scores for all students.
2. Make use of Illinois Interactive Report Card data to determine specific areas that are in need of improved instruction.
3. Provide more help for struggling learners through the use of RTI strategies within the school classrooms, in small group settings and after school programs.
4. Provide opportunities for staff to meet with other grade levels to map curriculum in order to assure instruction can be planned to build better foundations.
5. Hold on-going discussions within the learning community to talk about how curriculum can best be utilized. Look for gaps in curriculum that could result in unequal expectations at each level of instruction.
6. Math instruction in free and extended response problems should be built on to raise student achievement. This can be accomplished through the use of experiential problem-solving as well as authentic or real life examples.
7. Improve reading achievement by using options and resources in the existing curriculum, including extended reading time, read-alouds, research activities, and comprehension prompts.
8. Continue to provide highest level science instruction. The current science curriculum will provide the use of lab activities, cross-curricular options, writing for science topics, and role playing.
9. Provide the use of computer aided instruction through Accelerated Reader, Perfect Copy, Math Facts in a Flash and the Star Reading test.
10. Utilize parent involvement through the Partners in Education Program, Parent-Teacher conferences, newsletters, phone calls, notes, informal contacts, Purple and White Night, and the PTO.
11. Use community resources: University of Illinois Extension programs, Farm Bureau programs, Soil and Water Conservation, The Amy Center, and local business and industry programs.
12. Provide for more one-on-one instruction in the early elementary grades for reading and math, by utilizing community volunteers and Rend Lake Tutors.
13. Use instructional resources to improve math computation skills in all grades.
14. Use results from AIMSWeb screenings to establish student strengths and weaknesses. Plan instruction to remediate weaknesses.
15. Use current ISAT results and AIMSWeb scores to plan and find resolutions for instructional weaknesses.