

Results

Results of Action Plans 2002-2007

Action Plan 1

Students made a commitment to creating quality work and striving for excellence. An emphasis was placed on providing a variety of group activities. Incentives were provided for good grades, behavior, and responsibility through special programs and ribbons. Students' writing and work-samples were displayed in the halls and classrooms. Students cooperated with the teacher to create checklists, rubrics, and rules for participating in assignments or incentives. Students strived for 100% Math Master through weekly basic-facts drills. The implementation of the ACCEL Enrichment program for the high achieving was important in the meeting of this action plan.

Action Plan 2

Students used a variety of learning strategies, personal skills, and time management skills to enhance learning. An emphasis was placed on teacher-generated rubrics, timed assessments, open-ended questions, graphic organizers, journals, and cooperative group work. Portfolios were included; however, we have not reached this goal to its fullest. Therefore, we will continue to incorporate these into our curriculum. Teachers posted strategies for the writing process, grammar, mechanics, and math concepts in the classroom. We began providing an environment with few interruptions by using a visitor sign-in book, by making announcements at scheduled times, and by posting messages outside classrooms on cork strips. Students were provided with checklists to mark as tasks were completed, and were guided in making checklists for self-evaluation and monitoring.

Action Plan 3

Students reflected on and evaluated their learning for the purpose of improvement. Students and teachers worked together to generate rubrics that were used in evaluating their performance on assignments. An emphasis was placed on student/teacher conferences to improve on present and

future assignments. Pretests and Post-tests were administered to measure student improvement. Teachers displayed incentive charts in their classroom or in the hallway to document improvement. Although portfolios were used by teachers in their individual classrooms, they were not used to the fullest extent possible. We recommend extending this objective into our Action Plan for years 2007-2012.

Action Plan 4

Students participated in activities that required gathering information, using it effectively to gain new knowledge, classifying and organizing the information, supporting inferences, and justifying conclusions appropriate for the context and audience. Literature circles were incorporated into all reading-related subjects in order for students to discuss the written passage, share responses, and find support for inferences. Teachers guided students in completing story maps, book reports, KWL charts, journals, oral presentations, and hands-on subject area activities to show the utilization of knowledge and organizational skills. Teachers provided opportunities for students to dramatize, gather, and organize information through group activities.

Action Plan 5

Students utilized, evaluated, and refined the use of multiple strategies to solve a variety of types of problems. Multiple strategies were utilized through morning message and meeting boards, role playing real life situations, using checklists to make revisions in one's work, and group discussion and/or peer evaluation for editing. Reading Fair, research projects, creative writing, and story mapping were incorporated to utilize multi-tasking skills.

Action Plan 6

Students generated new and creative ideas by taking considered risks in a variety of contexts. The teacher emphasized Language Experience Stories, daily journals, and research reports using internet technology. Students created KWL Charts for unit studies and other subject areas. Interactive bulletin boards and file-folder games were provided to address curriculum objectives. Hands-on

activities were provided that required students to make predictions and draw conclusions. Students also began developing book reports.

Action Plan 7

Students were able to connect knowledge and experiences from different subject areas. Common planning time was provided for staff at each grade level. Writing/Language Arts was incorporated into all subjects by requiring students to answer open-ended questions, integrating computer technology into their class work, using Carbo Books with struggling students, and requiring students to participate in the Accelerated Reader Program. More hands-on activities, such as, drama, role playing, mobiles, shadow boxes, and posters were used to enhance student learning. Field trips were used as a connection from school to real-life experiences. Teachers provided hands-on activities and independent research to help students build on higher-order thinking skills, reading comprehension, reasoning, and performing skills.

Action Plan 8

Students used past experiences to acquire new knowledge, develop new skills, and expand knowledge. Teachers at Rienzi have guided students to use prior knowledge by creating KWL Charts and predictable charts. Opportunities for students to participate in small group and/or large group discussions and hands-on activities were provided to increase knowledge and expand understanding. Thematic Units are now being emphasized as a part of our curriculum and instruction.

Action Plan 9

Students demonstrated integrated knowledge and skills that applied multidisciplinary approaches to solve problems and complete tasks. Teachers have implemented more hands-on activities with folder games, interactive bulletin boards, rubrics, art, and science materials. Students have presented book report presentations using mobiles, shadow boxes, dioramas, and a variety of other techniques. During thematic units, students developed KWL and predictable charts and kept daily and/or weekly journals. Grades 4-6 were given opportunities to develop across content

independent research projects, as well as group projects. Math teachers in grades 4-6 provided opportunities for students to solve math problems that required reading skills and written explanations.

Recommendations from SACS Peer Review Team

- A. Students' reading and communication skills can improve by exposing them to a wide variety of literature. RES has met this criterion by expanding the books available in the library, by promoting the Accelerated Reader program to students with a rewards system, and by giving each classroom computer access to the Accelerated Reader tests.
- B. The school improvement plan should be revised as the focus for learning changes. RES did not establish a plan for collecting, managing, and revising the previous Action Plans. We did not meet this criterion; and are therefore extending this to our next set of Action Plans.
- C. Communication skills can improve by using technology. The RES website was not revamped to improve communication. We have decided to use this as an Action Plan for the new term.
- D. The library/media center should provide opportunities for growth in all areas of learning. RES has met this criterion by greatly increasing the number of books available to students and by allowing students more time to do research in the media center.
- E. Additional remedial instruction is needed for students not performing at grade level. RES met this criterion by providing an after school tutoring session for any child who needs extra help.
- F. The Action Plan must be continuously monitored with an annual assessment in measurable terms.

Action Plan #1

Desired Results for Student Learning: Learning-to-Learn Skills

Goal: Students will make a commitment to creating quality work and strive for excellence.

Action Steps	Work Toward Goal	Goal Progress
An emphasis placed on group activities	Group Projects, Circle Time, Peer Tutoring, Paired Reading,	Met
Incentives provided to award excellence	Honor Roll, B-Party, E-Party, Honor Society, HW Club, School-Wide Assembly, Charts and Stickers for Math Master and Objective Mastery	Met
Student work samples displayed	Student Writing/Quality Work, Bulletin Boards, Hallways, Wall Space	Met
Rubrics and checklists created by students	Rubrics and Checklists for Group Projects, Reading Fair, Hands-on Projects, Behavior, and Writing	Met
100% Math Master attempted through weekly facts drills	Charts, Stickers, Weekly Facts Drills, Timer	Met

Action Plan #2

Desired Results for Student Learning: Learning-to-Learn Skills

Goal: Students will use a variety of learning strategies, personal skills, and time management skills to enhance learning.

Action Steps	Work Toward Goal	Goal Progress
Variety of learning strategies	Rubrics, *Student Portfolios, Timed Assessments, Open-ended Questions, Graphic Organizers, Cooperative Groups	on-going
Post writing process, grammar, mechanics, & math concepts	Strategies Posted in Classroom	Met
Limit classroom interruptions	Announcements Made in Mornings, Visitors Report to Office, Messages Sent by Groupwise Messenger	Met
Teacher-made checklists to note completed tasks	Incentive Charts, Stickers, Checklists	Met
Student-made checklists for self-evaluation and monitoring	Checklists	Met

Action Plan #3

Desired Results for Student Learning: Learning-to-Learn Skills

Goal: Students will reflect on and evaluate their learning for the purpose of improvement.

Action Steps	Work Toward Goal	Goal Progress
Students generate rubrics & self-evaluate work	Rubrics	Met
Students develop portfolios for analyzing their work progress	Writing & Work Samples, Binders, Folders	on-going
Students and teachers conferred over student products	Individual Improvement Forms, Conferences	Met
Pre-tests and posttests used to measure progress	Pre-tests, Post-tests	Met
Incentive Charts used to document student improvement	Incentive Charts, Stickers	Met

Action Plan #4

Desired Results for Student Learning: Learning-to-Learn Skills

Goal: Students will gather and use information, support inferences, and justify conclusions appropriate to the context and audience.

Action Steps	Work Toward Goal	Goal Progress
Literature circles, where discussions took place, were used during reading related subjects	Books or Other Related Materials	Met
Peer groups were utilized to show knowledge and organization skills	Story Maps, KWL Charts, Journals, Oral Presentations, Book Reports, Hands-on Subject Area Activities	Met
Drama was utilized to gather and organize information	Video Cameras, Rubrics	Met

Action Plan #5

Desired Results for Student Learning: Thinking and Reasoning Skills

Goal: Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.

Action Steps	Work Toward Goal	Goal Progress
Multiple strategies were utilized to make revisions in one's work.	Message and Meeting Boards, Rubrics, Checklists, Role Playing, Real-life Situations	Met
Utilize multi-tasking skills.	Reading Fair, Research Projects, Writing Process, Story Mapping	Met

Action Plan #6

Desired Results for Student Learning: Thinking and Reasoning Skills

Goal: Students will generate new and creative ideas by taking considered risks in a variety of context.

Action Steps	Work Toward Goal	Goal Progress
Emphasize language experience stories	Creative Writing Activities	Met
Create KWL Charts	KWL Activities in Unit Studies	Met
Compile daily journals	Daily Journal Writings shared during journal time	Met
Emphasis placed on research reports	Thematic Units, Science Fair	Met
Provide hands-on activities that necessitate making predictions and drawing conclusions	Science Fair, Science Experiments, Real-Life Math Situations, Word Problems	Met
Engage in internet technology	Research topics during Thematic Units using teacher supplied websites	Met
Provide interactive bulletin boards and folder games to reinforce objectives	Folder Games, Bulletin Boards	Met
Develop book reports	Reading Fair, Book Presentations with various visuals ex. mobiles, shadow boxes, book jackets, puppets, etc.	Met

Action Plan #7

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal: Students will connect knowledge and experiences from different subject areas.

Action Steps	Work Toward Goal	Goal Progress
Teachers had adequate planning time	Rescheduling	Met
Teachers provided subject integration using writing/language arts	Computer Programs, Guest Speakers, Thematic Units	Met
Teachers provided opportunities for hands-on learning	Dramas, Artistic Presentations for Reports, Field Trips	Met
Field trips to connect different subject	Field Trips	Met
Teachers provided practice in comprehension, reasoning, and writing to promote higher order thinking skills	Independent Research Projects, Peer Tutoring, Reading Fair, Science Fair	on-going

Action Plan #8

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal: Students will use what they already know to acquire new knowledge, develop new skills, and expand knowledge.

Action Steps	Work Toward Goal	Goal Progress
Teacher guided KWL and Predictable Charts	Teacher guided activities where students created KWL & Predictable Charts	met
Teacher planned opportunities for students to participate in small/large group discussions to expand understanding of new subject matter	Students were provided with small and large group discussions during Thematic Units, introductions of new objectives, and subject related activities	met
Teacher utilized hands-on activities to increase knowledge and expand understanding	Field Trips, Science Activities, Habitat, ACCEL, Nature Hikes	met
Teacher emphasized Thematic Units	Mardi Gras, Insects, Olympics, Farms, Continents, Mississippi	met

Action Plan #9

Desired Results for Student Learning: Expanding and Integrating Knowledge

Goal: Students will demonstrate integrated knowledge and skills apply multidisciplinary approaches to solving problems or completing tasks.

Action Steps	Work Toward Goal	Goal Progress
Hand-on activities were implemented	File Folder Games, Interactive Bulletin Boards, Self-Check Games, Rubrics, Learning Styles	met
Book reports presented with a variety of visuals	Mobiles, Shadow Boxes, Diorama, Role Play, Rubrics, Story Boards, Video Camera	met
Students participated in journal writing and thematic studies	Journals, Posters, Butcher Paper, Rubrics, Thematic Units	met
Students did individual research projects (4-6)	Reference Books, Internet, Computers, Current Periodicals, Rubrics, Checklists, KWL Charts	met
Students solve reading problems and give explanations (4-6)	Math Word Problems	met

Recommendation by SACS Peer Review Team in April 2002

Recommendations	How Addressed	Progress
Improve reading and communication skills by exposing students to a wide variety of literature.	Expanded books available in the library, promoting AR program to students with a reward system, giving each teacher computer access to AR tests	Met
Revise school improvement plan as the focus for learning changes.	Rienzi did not establish a plan for collecting, managing, and revising the previous Action Plans.	on-going
Improve communication skills by using technology.	The RES website was not revised to improve communication.	on-going
Provide opportunities for growth in all areas of learning through the library/media center.	RES has met this criterion by greatly increasing the number of books available to students and by allowing students more time to do research in the media center.	Met
Additional remedial instruction is needed for students not performing at grade level.	After-school tutoring for any child who needs extra help, Title-I	Met
The Action Plan must continuously be monitored with an annual assessment in measurable terms.	RES did not establish a plan for collecting, managing, and revising the Action Plans.	on-going