

Mission Statement

Edgelea provides a structured, safe and consistent environment to maximize individual potential.

Value Statements

- Utilize data and assessment to drive instruction.
- Create a community of lifelong readers, writers and problem solvers.
- Inspire students by delivering a rich rigorous curriculum.

Goals

By the spring of 2017, 86% of all third and fourth grade students will pass ISTEP+ in Language Arts.

By the spring of 2017, 87% of all third and fourth grade students will pass ISTEP+ in Math.

Strategies

Language Arts

General-

Teachers will

- model and guide students to make connections daily by using multiple text strategies.
- apply the 5 step process for vocabulary instruction at least 2 x a week.
- select, administer, and score the same grade-level writing prompt 3 x a year.
- give opportunities to respond to literature (K-1 at least 1x/week and in gr.2-4 at least 2x/week).
- provide opportunities for close read 1x per week.

Low Achievers-

Teachers will

- model daily at least one comprehension strategy.
- model marking of text at least 2x/week.

High Achievers-

Teachers will

- use, at least two times a week, Junior Great Books' strategies and other ancillary support to model and practice skills such as questioning, rereading, discussion, marking or flagging text.

Strategies

Math

General

Teachers will

- explore and discuss mathematical relationships while solving real world problems, on a daily basis.
- utilize LSC vocabulary process at least weekly to teach math vocabulary.
- differentiate math instruction through flexible grouping.

. Low Achievers

Teachers will

- utilize instructional strategies daily to increase number sense such as:

- Math manipulatives/ games (e.g. number lines, charts, coins, base ten blocks, etc.)
- Touch Math
- Math Facts in a Flash
- Mental Math
- IXL
- Xtra Math

High Achievers

Teachers will

- allow students to experience mathematical processes through games (e.g. Everyday Math games, Math Pentathlon) weekly.

Data

ISTEP+ Language Arts

2014	2015	2016
80.3%	82%	84.8%

ISTEP Math

2014	2015	2016
76.7%	77.9%	85.7 %