



# Norwood Park Elementary School

## 2014-2015 Continuous School Improvement Abstract

### Mission

At Norwood Park Elementary School we promote continuous, active learning in a friendly, caring, and safe environment by:

- ◆ Keeping the learning needs of the children first;
- ◆ Striving for excellence;
- ◆ Working in partnerships with families and the community;
- ◆ Providing children with opportunities; and expecting success.

### 2014-2015 Continuous School Improvement Goal

Our goal is to increase the literacy skills of all students

Our goal is to improve the ability of all students to solve mathematical problems.

### Nebraska Achievement Data

<http://reportcard.education.ne.gov/Default.aspx?AgencyID=55-0001-033&AgencyName=NORWOOD%20PARK%20ELEMENTARY%20SCHOOL>

### School Improvement Most Important Points

- Staff meets regularly in Professional Learning Communities to collaborate, evaluate data and improve instruction using the Data Teams protocol.
- All staff are committed to using the school-wide improvement goal strategies to improve reading instruction including: guided reading and small group instruction, close reading using text evidence for accurate responses, collaborative conversations and vocabulary instruction.
- All staff are committed to using the school-wide improvement goal strategies to improve math instruction including: use math talk, proof drawings, multiple problem solving strategies and reteaching of identified learning targets.
- All certificated staff members participate in professional development that improves understanding and usage of high impact instructional strategies to increase student proficiency in reading comprehension and math problem solving.

### Celebrations from 2013-2014 Goals

- The number of students that met proficiency in math in 3<sup>rd</sup> Grade increased from 62% to 92%.
- The number of students that met proficiency in math in 4<sup>th</sup> Grade increased from 46% to 65%.
- Students in 3<sup>rd</sup> grade had high levels of proficiency in both reading (96%) and math (92%).
- Students in 4<sup>th</sup> grade showed increased proficiency in nearly all subgroups in math.

### Student Demographics

Enrollment	% of students of ethnic diversity	% of students Special Education	% of students who qualify for FRL	% of students gifted	% of students ELL
216	31%	20%	68%	5%	6%