

# Reed Custer Primary School State Report Card Narrative

The Academic Goal for Reed-Custer Primary School is to improve student achievement in reading, writing, and math. Student achievement will be monitored by teachers and administrators through our local district assessments, the Illinois Standards Achievement Test, and the Gates-MacGinitie Reading Test.

◇ **DISTRICT ASSESSMENTS**

Students at Reed-Custer Primary School will take district assessments in the areas of language arts and math.

◇ **ILLINOIS STANDARDS ACHIEVEMENT TESTS FOR SECOND GRADE**

The Second grade State Achievement Test is a nationally normed test that assesses achievement in language arts and math. Second grade students are administered this test annually.

◇ **GATES-MACGINITIE READING TEST**

Students in first and second grades will be administered the Gates-MacGinitie Reading Test in the spring of the school year.

### **Language Arts Curricular and Assessment Change**

The Reed-Custer Primary School staff will discuss rewriting the district K-2 language arts standards and assessments for 2005-2006. The Board of Education has approved the adoption of Harcourt Trophies Reading Series. The staff is going to work with state language arts standards, the scope and sequence of the new reading series, and district staff input in writing a new language arts curriculum for the 2005-2006 school year. Teachers will be able to use institute days, release time, and grade level meetings to accomplish the task of rewriting the language arts curriculum and assessment plan.

### **SCHOOL IMPROVEMENT INITIATIVE**

Our Title I staff has established two goals to affect second grade reading curriculum. These goals are to increase word analysis skills and comprehension skills. Title I services have been restructured for second grade. Three Title I teachers, the classroom teacher, and a Special Education teacher are working with each class of second graders for a half an hour each day. The class is divided into four groups with one teacher per group. An instructional framework has been developed that includes:

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|-------------|---|
| Day 1 and 2 | Guided reading with focus on comprehension strategies |
| Day 3       | Comprehension/Vocabulary                              |
| Day 4       | Phonemic awareness, word instruction and activities   |
| Day 5       | Team Planning   |

In addition, the reading staff is pulling Title I students in small groups.

