

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central eagle with spread wings, perched on a globe. The eagle is surrounded by a circular border containing the text "STATE OF LOUISIANA" at the top and "DEPARTMENT OF EDUCATION" at the bottom. Two stars are positioned on the left and right sides of the border. The words "UNION" and "CONFIDENCE" are also visible within the seal's design.

# **School Improvement Plan Vincent Settlement Elementary**

**Submission Date: *September 10, 2010***

**Vincent Settlement Elementary  
Prekindergarten – Fifth Grade  
1072 Vincent Settlement Road  
Sulphur, LA 70665  
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**Check where applicable:**

- Charter School
- Alternative School
- School in School Improvement
- Title I School    Schoolwide    Targeted Assistance
- Member of Southern Association of Colleges and Schools
- Teacher Advancement Program (TAP)
- Distinguished Educator
- Literacy and Numeracy
- Grant Application

**Name of Grant: Enter Name of the Grant**

**Contact Person: Enter Contact Person's Name**

**Phone: Enter Contact's Phone Number**

**E-mail: Enter Contact's Email Address**

## SCHOOL IMPROVEMENT PLAN CROSSWALK

### *Table of Contents for SIP*

[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

*Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.*

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1. A <b>comprehensive needs assessment</b> of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	23 – 25	1. An effective needs assessment	<b>NO CURRENT COMPREHENSIVE DATA IS AVAILABLE</b>
2. <b>Schoolwide Reform Strategies</b>	32 – 39	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization).  Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	<b>16-21</b>

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<p><b>3. Instruction by Highly Qualified Teachers</b></p>	<p><b>Rubric, Page 80</b></p>	<p>3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.</p>	<p><b>16-20</b></p>
<p><b>4. High quality and ongoing professional development for –</b></p> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul>	<p><b>45 – 49</b></p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> <li>• Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels</li> <li>• Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies</li> <li>• Provides opportunities for job-embedded professional development</li> <li>• Provides plans for follow-up and support to ensure teacher/student learning</li> <li>• Focuses on student needs</li> <li>• Prepares educators to demonstrate high expectations for all student learning</li> </ul>	<p><b>16-20</b></p>
<p><b>5. Strategies to attract high-quality highly qualified teachers to high-need schools</b></p>	<p><b>Attached to School Improvement Plans</b></p>	<p>5. Provide a <b><i>District plan</i></b> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p><b>See attachment</b></p>

School Improvement Plan

<p><b>6. Strategies to increase parent involvement</b> (Such as family literacy services)</p>	<p><b>50 – 55</b></p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>16-20</b></p>
<p><b>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</b> (Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</p>	<p><a href="http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf">http://www.ed.gov/policy/elsec/guid/preschoolguidance.pdf</a></p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Teacher classroom visits</li> <li>• Children portfolios</li> </ul>	<p><b>N/A</b></p>
<p><b>8. Measures to include teachers in the decisions regarding the use of academic assessments</b> in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p><b>Curriculum Section, pages 56 – 69</b> <b>Rubric, pages 78 – 81</b></p>	<p>8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	<p><b>16-20</b></p>
<p><b>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which</b> shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p><b>56 – 69</b></p>	<p><b>9. The Administration monitors the Taught Curriculum</b></p> <p><b>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</b></p>	<p><b>16-20</b></p>

School Improvement Plan

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<b>10. Coordination and integration of Federal, State, and local services and programs</b>	<b>70 – 72</b>	10. Effective coordination of resources	<b>16-20</b>
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### **Directions on What to Submit to the LDE and How to Complete the *SIP Template***

- ❑ For schools in School Improvement, submit the plan with the state’s *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.
- ❑ Submit the District Assurance via the eGrant.
- ❑ Follow each eGrant page for appropriate number of characters.
- ❑ Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.
- ❑ All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
  - ❑ Principal’s Signature
  - ❑ Superintendent’s Signature

*\*Schools submit SIPs to the district for evaluation using the state’s rubric*

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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<The page numbers for each component will change as information is added.>

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## DATA PORTFOLIO

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

## DISTRICT ASSURANCE

- ❑ For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.
- ❑ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ❑ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ❑ I hereby certify that this plan has all of the following components:
  - A statement of the school's mission
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
  - Plans for transitioning pre-school children to local elementary school programs
  - Family and community involvement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
  - An action plan with timelines and specific activities for implementing the above criteria
- ❑ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent's signature

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
District Assistance or School Support Team Leader

\_\_\_\_\_  
Chair, School Improvement Team

**FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES**

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
DARE	X	<u>21</u>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	<u>14</u>	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
K-3 Reading Initiative	<input checked="" type="checkbox"/>	<u>15</u>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input checked="" type="checkbox"/>	<u>8</u>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	<input type="checkbox"/>	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>
School-wide Positive Behavior Interventions and Support	X	<u>5</u>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	<input type="checkbox"/>	<u>0</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Educational Excellence Fund	X	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
TAP	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>

<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> <li>Click Here to Enter</li> </ul>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> <li>Click Here to Enter</li> </ul>

**SCHOOL POLICIES AND PARTNERSHIPS**

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	8/2010	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	McNeese State University
Technical Institute	Enter Partner name
Feeder School(s)	W.W. Lewis Middle School
Community	Recycling projects, Operation Christmas Child, CARE Help donations through 4-H
Business/Industry	Targa, Brookshire Brothers, Westlake Group, Cameron State Bank, Cameron Communications, Rain II Carbon
Private Grants	Enter Partner name
Other	Calcasieu Arts Council

**Data Triangulation – Strengths**

<b>Strength:</b>				
<b>Contributing Factors (200 characters)</b>	<b>Domains/Sub domains</b>	<b>Instrument (200 characters)</b>	<b>Data Type</b>	<b>Findings* (500 characters)</b>
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.
<b>Strength:</b>				
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.
<b>Strength:</b>				
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.

\*Must list at least three findings to justify Contributing Factors  
 Refer to Louisiana Needs Analysis (LANA) *page 50 Table 52* Domain and Sub domain codes

**Data Triangulation – Weaknesses**

<b>Weakness:</b>				
<b>Contributing Factors (200 characters)</b>	<b>Domains/Sub domains</b>	<b>Instrument (200 characters)</b>	<b>Data Type</b>	<b>Findings* (500 characters)</b>
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.
<b>Weakness:</b>				
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.
<b>Weakness:</b>				
Contributing Factor:	Domain: 100 Sub domain: 110 510		Attitudinal	1. 2. 3. 4.

\*Must list at least three findings to justify Contributing Factors  
 Refer to Louisiana Needs Analysis (LANA) *page 50 Table 52* Domain and Sub domain codes

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

**For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.**

**Part Ia:** Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE (100 characters per box)
1. For the past 3 years, Math index scores in either 3 <sup>rd</sup> grade or 4 <sup>th</sup> grade have been over 120 index points.	SPR
2. Economically disadvantaged students in ELA have increased their proficiency levels for the past 3 years.	SPR
3. Economically disadvantaged students in Math have increased their proficiency levels for the past 3 years.	SPR
4.	
5.	

**Part IIa.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE (100 characters per box)
1. Math index scores of LEAP and ILEAP are gradually rising above the 120 goal for 2014.	SPR
2. The proficiency level of economically disadvantage students in Math and ELA continues to grow.	SPR
3.	
4.	
5.	

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

**Part Ib:** Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE (100 characters per box)</b>
1. ELA: Students with disability has been the weakest subgroup for the past several years.	Trend Data Analysis of LEAP/ILEAP
2. Math: Students with disability has been the weakest subgroup for the past several years.	Trend Data Analysis of LEAP/ILEAP
3. ELA: 09-10 3 <sup>rd</sup> grade declined about 10 index points, while 5 <sup>th</sup> grade index has been flat within 2 to 3 index points from 2007 to 2010.	Trend Data Analysis of LEAP/ILEAP
4. Math: 09-10 3 <sup>rd</sup> grade declined about 10 index points, while 5 <sup>th</sup> grade index has been flat with 2 to 3 index points from 2008-2010.	Trend Data Analysis of LEAP/ILEAP
5.	

**Part IIb.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE (100 characters per box)</b>
1. Reading subtest has been flat for past 5 years in 3 <sup>rd</sup> and 5 <sup>th</sup> grade.	School Performance Report – Reading subtest
2. Math subtest of multiple choice has been flat for 3 <sup>rd</sup> and 4 <sup>th</sup> grades for past 3 years. The constructed response has either been flat or declined for 4 <sup>th</sup> and 5 <sup>th</sup> grades for past 3 years.	School Performance Report – Math subtest
3.	
4.	
5.	

**Action Plan - Activities indicated should address all subgroups**

<b>GOAL 1</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in ELA</b>	
<b>Research-Based Strategy 1:</b> <input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
<b>Provide an explanation for not selecting one of the three recommended strategies:</b>		
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>
1.1 Universal Screening		1.1 Examining the Performance Test of ScanTron will determine tier levels.
1.2. Benchmark Assessment		1.2 Examining the Achievement Test of ScanTron and DIBEL Assessment will determine tier updates.
1.3 Tiered Intervention Model		1.3 Examining the progress monitoring of reading fluency every 2 weeks will determine success of interventions.
<b>OBJECTIVES: Up to 3</b>		<b>DESIRED OUTCOMES:</b>
<b>1.1</b>	To increase 3 <sup>rd</sup> grade ELA score of 119.5 to 121.0 by 2011.	To improve student reading comprehension skills.
<b>1.2</b>	To increase 5 <sup>th</sup> grade ELA score of 110.2 to 112.2 by 2011.	To improve student reading comprehension skills.
<b>1.3</b>	To increase Students with disabilities ELA proficiency from 74.4 to 76% by 2010.	To improve student reading comprehension skills.

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<b>Activity (500 Characters)</b>	<b>Responsible Person (100 Characters)</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>The Principal and Curriculum Coordinator will conduct summertime day long Strategic Planning meetings on a grade level basis to collaboratively plan for the upcoming school year, revisit goals, mission statement, and vision for the school. Focus is to review data and set ELA goals and objectives. The SIT will meet monthly to continue to revisit mission and goals for the school and monitor action plan implementation to improve scores in ELA.</p>	<p>Principal  Curriculum Coordinator</p>	<p>July, 2010</p>	<p>May, 2011</p>	<p>\$2,700</p>	<p>Title I</p>
<p>The Principal will provide training for all instructional staff at Vincent Settlement to attend a one day training in October, 2010 on the use of Promethean boards, Active Votes, and Active Expressions. The focus will be to train teachers in methods of using digital visuals to organize, process, and communicate information for specific ELA learning experiences. Subs will be placed in classrooms in order for teachers to attend. Title I money will pay for subs.</p>	<p>Principal</p>	<p>October, 2010</p>	<p>May, 2011</p>	<p>\$2,700</p>	<p>Title I</p>

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<p>The Curriculum Coordinator and Literacy Coach will conduct on-going job embedded professional development during weekly Professional Learning Communities (PLCs). The focus will be to assist teachers in incorporating the use of Active Votes and Active Expressions in the teaching of a variety of literacy skills as well as to analyze student work samples, student/class data, and to improve writing skills, comprehension, and constructed responses. Administrators will conduct snapshot and formal observations on a weekly basis and provide feedback to teachers. Curriculum Coordinator salary is paid using Title I funds. CAI Lab Manager and Reading Tutor salaries are paid using Title I funds. Materials needed to complete and conduct these activities include the following: document cameras, site license for Ticket to Read, Redcat sound systems, educational software, other technology equipment, stipends for LEAP tutoring, etc.</p> <p>In January, 2011, the school will host a Family Reading Night for all students in grades PreK-5<sup>th</sup>. Focus of the activities will be to demonstrate best practices in ELA. These activities will help families become active participants in student learning information and materials will be shared with all parents on the school website and through handouts. A parent survey will be distributed to evaluate effectiveness of Family Reading Night. Materials and supplies needed for this event will include materials for games, copies for parent distribution, and refreshments and related materials in order to feed families.</p>	Principal Asst. Principal Curriculum Coordinator Literacy Coach Teachers	September 2010	May, 2011	\$68,818  \$37,014  \$24,825	Title I
	Principal Asst. Principal Leadership Team	October, 2010	January, 2011	\$1,039	Title 1

**Summative Evaluation (250 Characters): DIBELS, STAR, Scantron, LEAP, iLEAP**

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
Lack of alignment with instructional strategies, particularly related to writing	July, 2010	Curriculum Coordinator and Literacy Coach will model the approved instructional strategies and will provide necessary materials to implement.	

School Improvement Plan

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**FCI-Indicates Family Community Involvement Activities**  
**D-Indicates Discipline Support Activities**

**C-Indicates Curriculum Activities**  
**L-Indicates Literacy Activities**

**N-Indicates Numeracy Activities**

**Action Plan - Activities indicated should address all subgroups**

<b>GOAL 2</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics.</b>	
Research-Based Strategy 1: <input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input checked="" type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
<b>Indicator of Implementation (250 Characters): Up to 6</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6</b>
2.1 Universal Screening		2.1 Examining the Performance Test of ScanTron will determine tier levels.
2.2 Benchmark testing		2.2 Examining the Achievement Test of ScanTron will determine tier updates.
2.3		.
<b>OBJECTIVES: Up to 3</b>		<b>DESIRED OUTCOMES:</b>
2.1	To increase 5 <sup>th</sup> grade Math scores of 110.1 to 112.0 by 2011.	To improve math skills.
2.2	To increase the Students with Disabilities Math percent proficiency from 83.7% to 85%.	To improve math skills.

School Improvement Plan

<b>Activity (500 Characters)</b>	<b>Responsible Person (100 Characters)</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Curriculum Coordinator and Literacy Coach will provide training during weekly PLC meetings in the use of Exemplars to strengthen constructed response instruction in Math. The focus will be to reinforce training for teachers already trained and provide initial training for new teachers in methods of writing constructed response answers in Math. Materials needed to complete this activity as well as the following includes manipulatives for student activities, technology equipment, and professional to Math conferences including LCTM, TNT, etc.</p>	<p>Principal Assistant Principal Curriculum Coordinator Literacy Coach</p>	<p>September, 2010</p>	<p>May, 2011</p>	<p>\$27,463</p>	<p>Title I</p>
<p>Principles of using Exemplars strategies will be delivered during weekly Professional Learning Community meetings from November, 2010 to May, 2011. The focus of these PLC meetings will be to assist teachers in incorporating methods of using Exemplars in math problem solving with a focus on the writing of constructed response answers.</p>	<p>Principal Assistant Principal Curriculum Coordinator Literacy Coach</p>	<p>November, 2010</p>	<p>May, 2011</p>		<p>Title I</p>

School Improvement Plan

<p>Teachers will be trained to read and interpret Scan Tron test scores to adjust the teaching of specific Grade Level Expectations. The adjustments to teaching will take place on a daily basis.</p> <p>In April, 2011, the school will host a Family Math Night for students in grades PreK-5. Focus of the activities will be best practices in Math. These activities will help parents become active participants in student learning information and materials will be shared with all parents on the school website and throughout handouts. A parent survey will be distributed to evaluate effectiveness of Family Math Night. Materials needed to complete this activity include math manipulatives, learning games, and refreshments/related items.</p> <p><b>DISCIPLINE:</b> The PBIS Team will add three school wide behavior incentives:</p> <ol style="list-style-type: none"> <li>1. A PBIS store at which students will be allowed to shop at the end of each 6 weeks.</li> <li>2. A mid year and end of year school wide celebration for all students making all "O's" on their report cards in conduct.</li> <li>3. A PBIS Teacher focus each month. The featured teacher will receive a "Peace, Love, and PBIS" school t-shirt.</li> </ol>	<p>Principal Assistant Principal Curriculum Coordinator</p> <p>Principal Assistant Principal Leadership <u>Team</u></p> <p>Principal Assistant Principal PBIS Team</p>	<p>September, 2010</p> <p>February, 2011</p> <p>August 2010</p>	<p>May, 2011</p> <p>April, 2011</p> <p>May, 2011</p>	<p>\$1,039</p>	<p>Title I</p>
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**Summative Evaluation (250 Characters):** Scantron, LEAP, iLEAP

Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
Lack of alignment with instructional strategies	September, 2010	Curriculum Coordinator will model the approved instructional strategies and will provide necessary materials to implement.	

School Improvement Plan

	date		date
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**FCI-Indicates Family Community Involvement Activities**  
**D-Indicates Discipline Support Activities**

**C-Indicates Curriculum Activities**  
**L-Indicates Literacy Activities**

**N-Indicates Numeracy Activities**