

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?

Time

Our current time allocation in the area of instruction involves a number of objectives. Administrators and instructional coaches perform classroom observations, teacher evaluations, and professional development opportunities in the areas of content, classroom management, teaching strategies, lesson planning, technology integration, and special education. Also, time is spent implementing programs such as Reading in the Content and Differentiated Instruction. Review and evaluation of national and international curriculums also took place to identify gaps in our own program.

Money

Funds are currently used for classroom instructional equipment, materials and personnel including software, online resources, textbooks, and technology equipment. Funds are allocated to provide practice material to help prepare students for state-mandated achievement tests. Funding is also provided for purchasing research-based instructional materials for students with disabilities. Funds are used to purchase new instructional technology tools (e.g. Smart Boards, eBeam) and provide professional development to teacher in their use and implementation. Moreover, funding is used to send teachers and administrators to several local, state and national conferences and workshops.

Personnel

Personnel are currently available for technology support. Our school has a CTT and an STS. Teacher's Assistants are being used in each classroom daily for tutoring. Special Education classes and STEP class are provided assistants. Assistants provide valuable support to the teachers and students, but more help is still needed.

Other Resources

Other resources include the PTA, parent volunteers and room parents.

How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?

Additional time should be given to conducting more professional development opportunities for teachers. Areas to be specifically targeted would include areas of instructional strategies, classroom management, equipment training, technology integration, and classroom pedagogy. Each of these areas are constantly evolving and providing new tools. Also additional time should be given to coordinating workshops that assist parents in helping their children with learning and achievement. Other resources that would benefit our school are having a partnership with local universities to enhance the areas of tutoring, professional development, and student programs.

Equity and Adequacy

Are we providing equity and adequacy to all of our teachers?

Yes, all staff including Pre-kindergarten, Kindergarten, and ESL programs have access to curriculum guidelines assigned to each grade level, therefore similar instruction is occurring in each classroom. Instructional support and staff development opportunities are provided for all teachers in all content areas, as well as special education, ESL, and technology. Funding allocations provide equity and adequacy to all students in meeting their individual needs. The teaching stage is aligned to class size as mandated by the state.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Yes, our funds are used to update technology (e.g. eBeams, new computers for the computer lab). Funds are used to increase library resources.

Based on the data, are we accurately meeting the needs of all students in our school?

In most instances, student needs are met. Nevertheless, there is an ongoing need to challenge the highest performing students and decrease the number of Students with Disabilities, Economically Disadvantaged, African American, and Hispanic students scoring below proficient. Each teacher was allocated \$200 to assist with classroom materials according to BEP 2.0. These funds allowed teachers to obtain resources that would better facilitate students needing enrichment as well as remediation.

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

There are a number of instructional strengths in our school. Certified, highly qualified teachers are present in all areas of instruction based on evaluation files. A number of teachers possess degrees beyond the undergraduate diploma. Curriculum guides, containing extensive resources and professional development opportunities are consistently and readily available to all instructional, administrative and support staff. An increased number of professional development opportunities have been made available that focused on instructional approaches that have been proven effective in promoting student learning. Additional initiatives, aimed to enhance student achievement in literacy have been introduced including the Three-Tier Reading model. Also, additional technology tools (e.g. smartboards, eBeam systems) have also been introduced and implemented.

Instructional Summary Questions- Narrative Response Required

*What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)*

The major challenges identified are maintaining reading and language arts progress through implementation of differentiated instruction through the three tiered reading program. We also need to increase the gains in Math, especially for the fourth grade. This requires additional teacher planning time to produce high quality instruction. The lack of parent involvement and support needed to enhance their child's achievement in school also needs to be addressed and improved.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue using the Three-tiered approach to reading and language arts in Kindergarten and First Grade and extend this differentiated reading instruction to the next grade level(s). We will provide time, resources, and professional development to focus on math instruction. We will interact with parents frequently regarding their child's progress by providing workshops to assist them in helping their child achieve.

Part III. Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	STAR Reading	Accelerated Reader	Istation	T-CAP (2-5)	T-CAP Writing (5)	ThinkLink Learning	Study Island
Evidence of Practice (State in definitive/tangible terms)	Parent report sent home after testing	Monthly point report given to teachers	Testing reports filed	Test report filed	Test report filed	On-line data/ Teacher reports	Web-based on-line/ Teacher and Administrative Reports
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student progress report	T-CAP achievement & STAR scores	Testing reports	School report card & Testing reports	School report card & Testing reports	T-CAP achievement	Student progress report & Testing reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	1% increase in Reading/ Language Arts T-CAP scores	1% increase in Reading/ Language Arts T-CAP scores	Baseline year-benchmark data collected in the fall, winter, and	1% increase in Reading/ Language Arts and a 4% increase in Math	81% of 5 th grade students scored competent or above	1 % increase in Reading/ Language Arts and 4% increase in Math	1% increase in Reading/ Language Arts and 4% increase in Math

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Evidence of equitable school support for this practice	Professional training offered	Professional training offered	Laptop carts provided Professional development	Professional development	Professional development	Professional development Paper copy of test	Professional development Laptop carts provided
Next Step (changes or continuations)	Continue to utilize Star Reading school wide	Continue to utilize Star Reading school wide	Continue to use istation in grades K-1 and begin supplementing in grades 2-3	Continue using federally mandated assessment tool to show AYP	Continue using federally mandated assessment to illustrate student ability	Continue to use this tool to prepare for TCAP	Continue to reiterate skills based on state standards

Part III. Assessment Practices Continued

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	<u>Math Unit Tests</u>	<u>Reading Unit Tests</u>	<u>T-CAP Alt. Portfolios</u>	<u>Individual Education Plan (IEP) meeting</u>	<u>S-Team</u>
Evidence of Practice (State in definitive/tangible terms)	Reports sent home to parents	Reports sent home to parents Filed in cumulative file	Portfolio is stored at the school. Report placed in cumulative file.	Annual meeting held with intermediate meetings held as needed. SPED file kept in office.	Three meetings held with teachers before referral for testing. Teacher documents progress.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Annual growth measured on student report	Annual growth measured on student report	Annual growth measured on student report	Progress reports, IEP, T-CAP scores	Data collected by teachers, report card, modification report, Think Link, STAR
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	4% increase in Math T-CAP scores	Increase in Reading/ Language	Baseline year-scores will need to be compared	Increase in T-CAP scores for Students with Disabilities.	Percentage of students who were referred for testing who qualified for SPED services

		Arts T-CAP scores- 90% of students tested scored Advanced/Proficient	next year	25% increase in Reading/ Language Arts and 18% increase in Math	increased
Evidence of equitable school support for this practice	Kits provided to all general education teachers	Kits provided to all general education teachers	Qualified based on state standards	Students referred for testing/placement by S-Team and parent requests	Teachers, parents, and administrators participate in this referral process
Next Step (changes or continuations)	Continue to use Math unit tests to help drive curriculum	Continue to utilize Reading unit tests to help drive curriculum	Continue to use in order to meet state mandates	Continue to use IEPs to help students with disabilities achieve academic goals	Continue to utilize this process to qualify students for Special Educational Services

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?

Time

In order to ensure quality instruction and optimal academic progress, numerous assessment and monitoring instruments are in place. ThinkLink is administered to students in grades 2-5 three times during the school year. This assessment tool is used to assess the students' knowledge of skills tested on the state performance test (T-CAP) in the areas of reading/language arts, mathematics, and science. The Imagination Station (Istation) is currently being used as an assessment tool for grades K-1. This program is used to help to identify at-risk students. The assessments are conducted three times per year, in the fall, winter, and spring. The STAR Reading assessments, which are correlated with the Accelerated Reader (AR) program, are also conducted three times per year. The librarian conducts the first assessment at the beginning of the school year in order to get a baseline for the AR program. The classroom teacher administers the STAR test to their class, once in the winter and once in the spring, to chart the progress of the students' reading levels. Study Island is an on-going assessment tool. The classroom teachers utilize this program to assess whether the students have mastered various state-assessed skills and concepts. Math and Reading Unit tests are administered at the end of each unit.

Money

Money is used to provide teachers with instruments and training that will aid in providing reinforcement tools to improve areas that have been deemed deficient. The district provided money to pay for Istation. Title 1 funds were used to pay for ThinkLink, Study Island, and various staff development opportunities to learn about these and other assessment tools. New tests are bought for the STAR/ AR program with money at the school-level. The reading and math programs and assessments were purchased by the local school board. T-CAP and T-CAP writing materials are not funded at the local level, they are provided by the state.

Personnel

The principal and assistant principal continuously observe classrooms and provide helpful feedback for teachers to improve and/or to continue quality-teaching practices. All classroom teachers have been trained to administer ThinkLink (2-5), STAR, and Istation (K-1). Special education teachers have been trained to construct and implement an IEP. The assistant principal oversees the S-Team process and refers students for Special

Education testing. All personnel have been trained on how to utilize Study Island in their classroom. Classroom teachers are required to note the assessment methods in their weekly lesson plans.

Other Resources

Exemplary teachers chosen by the local school district provide guidance and support for new and struggling teachers. One area in which they help is in the understanding of test data and how to utilize the results in the classroom setting. Professional development has been conducted by members of the local school district as to how to interpret and utilize data for implementation in the classroom.

How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?

As a school, we need to focus more time on analyzing the results of the assessments in order to meet the needs of every learner. This would lead to more differentiation in instruction, which would allow all students the ability to achieve.

Teacher confidence in assessment tools and practices must also increase. Teachers need to have confidence in the tests in order for them to feel confident that they can utilize the results. In order for assessment tools and practices to benefit the students, they must be administered at the assigned times and the students must be prepared for the assessments. More professional development in the assessment tools and practices could help to increase confidence.

Getting our community involved could also help with the implementation of assessment practices and tools. Community volunteers could be not only positive role models to the students, but they could help the teachers with timing issues.

Equity and Adequacy

Are we providing equity and adequacy to all of our teachers?

We are providing equity and adequacy to all of our teachers in the area of assessment. In the event that a teacher is lacking in an area, every means available is used to ensure that the teacher receives the needed support. The school, district, and state provide materials and professional development to all teachers.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

We are targeting funds and resources effectively to meet the needs of all of our teachers in effectively assessing students. Any additional resources from our district, community, and state department of education are allocated based on equity and need. Every effort is made to make sure the students and teachers have what they need.

Based on the data, are we accurately meeting the needs of all students in our school?

Based on the data, in the area of assessment we are making good progress toward meeting the needs of students in our school. The measures that we have put into place have proven to be beneficial at meeting the needs of our students. There is always room for improvement and we will continue to strive for assessment tools, practices, and methods that will make a significant impact on our entire student population and help close the achievement gap.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The school, district, and state provide us with multiple assessment tools including STAR/ Accelerated Reader, Istation, T-CAP, T-CAP Writing, ThinkLink, Study Island, Math and Reading Unit Tests, T-CAP Alternative (Portfolio), IEPs, and S-Teams. The data provided by these assessment tools and practices is a strength for our school in planning for school improvement.

Assessment Summary Questions- Narrative Response Required

*What are our major challenges and how do we know. (These should be stated as **assessment** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)*

More time is needed to analyze the data from assessments in order to provide data-driven instruction. Teacher confidence in assessment tools and practices is also a challenge our school faces. Although our T-CAP data shows increases in every category, we need to continue to utilize assessment tools and practices in order to make instruction productive for all students.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

More professional development on assessment tools, practices, and data analysis will be provided. Community volunteers could also be valuable assets to help with the timing aspects of assessments.

Part IV. Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Educational Agenda	Professional Development	School Collaboration	Communication	Community Involvement	Curriculum Nights	Safety Intervention
Evidence of Practice (State in definitive/tangible terms)	School mission, beliefs, vision statements	School-wide in-service, Professional Development logs, Flex hour transcripts	Faculty Meetings, School Calendar, Principals Advisory Committee, Grade Level meetings, Administrator Meetings	Webb Mail, School Website, Powerschool Parental Portal, Newsletters, Agenda Books, Teacher telephone logs, Teacher conferences, Interim progress	Parent Teacher Association, Volunteer Logs, Career Day, Kids Can, Jump Rope For Heart, Math-a-thon, Spelling Bee	Language Arts, Math, Technology, TCAP, Bowden Parenting Meetings, Flyers, Agendas, & Visitor Logs	Crisis Management Response Team, Staff Development Rosters

				reports	and Science Fair		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	School Report Card, System accomplishments	Staff Development Logs Teacher Survey	School Improvement Plan Minutes, Meeting Agendas, Minutes of Grade Level Meetings	Stakeholder Surveys	PTA Rosters, Stakeholder Surveys, Donation Reports	Sign-in Sheets	Self Evaluation on Drills and Procedures
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Met AYP status and TCAP achievement	According to SCS survey 84% of stakeholders believe Professional Development enhances instruction	Majority of teachers and administrators attend faculty meetings	According to SCS survey 85% regard communication as a system priority	78% of stakeholders believe that system actively seeks their involvement and stakeholders participate	Significant staff and parental involvement	Meet safety standards

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Met AYP status and TCAP achievement	According to SCS survey 84% of stakeholders believe Professional Development enhances instruction	Majority of teachers and administrators attend faculty meetings	According to SCS survey 85% regard communication as a system priority	78% of stakeholders believe that system actively seeks their involvement and stakeholders participate in community programs, PTA	Significant staff and parental involvement	Meet safety standards
Evidence of equitable school support for this practice	New Teacher Orientation	Professional development opportunities are available to all teachers	Meeting is for all teachers. Administrator meetings are open to all	Email is available to all system stakeholders	PTA	Available to all parents and students	All teachers have crisis response manuals and bags

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?

Time

The administration places a high emphasis on organizing the master schedule to ensure that optimal learning opportunities take place. Teachers have approximately 250 minutes of planning time each week. The administrators strive to provide teachers with common planning time for each grade level to facilitate collaboration. E-mail is an effective means of communicating information regarding activities and events in a timely manner.

Money

Budget expenditures are supported by the school improvement plan. Needs are identified and prioritized in an effort to make effective spending decisions to ensure that student and staff needs are being met.

Personnel

Administrators, faculty and staff work together collaboratively in creating an environment conducive to student progress and success. Communication within the school, with parents and the community is one way we work to achieve this goal. Daily planning times are offered to teachers. Teachers often conduct grade level meetings to assist each other in planning for quality instruction. Administrators perform walk-through observations in order to offer feedback to teachers and staff.

Other Resources

Lucy Elementary receives donations from local businesses that help supplement the school budget in order to accomplish our organizational practices discussed above.

How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?

There is a need for more communication across grade levels to allow teachers to know what students should know from previous grades and what will be expected in the following grades. Additional time designated for teachers to collaborate would benefit the school as a whole. Funds should continue to be used to improve technology, provide resources for students, training opportunities for teachers and intervention programs for students. Our school would benefit from increased support personnel to assist students who are not making adequate yearly progress.

Equity and Adequacy

Are we providing equity and adequacy to all of our teachers?

Equity and adequacy is provided to all of our teachers. Regular homeroom teachers are provided an adequate amount of time for planning and professional development on a weekly basis. All teachers receive all district programs and materials and Lucy provided additional resources and materials to help with the implementation of effective instruction and organizational practices.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Yes, Title I funds are used to purchase educational materials which are distributed equally to teachers. Surveys, data, teachers, students and parent-led discussions are used to determine how the funds are to be used.

Based on the data, are we accurately meeting the needs of all students in our school?

Yes, the increase in T-CAP scores indicates that we are meeting the needs of all students in our school. However, there is always room for improvement and we must continue to have professional development opportunities and school collaboration in order to continue to be successful.

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The principals, teachers, assistants and parents worked together to define our purpose through our Mission Statement and Beliefs. This sets the stage for the implementation of organizational structures that meet our goal for learning. Our priority for building relationships through communication and collaboration is a major strength for our school.

One example of our desire to increase collaboration and working relationships is for grade level members to work together during a common planning time. Our administrators and teachers discuss curriculum issues, help each other define strategies, and plan instruction.

Parent interaction and communication are improved by Powerschool accessibility, weekly newsletters from the classroom, and a monthly school newsletter.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know?

A major challenge for our school is building community through increasing cooperation between home, school and community. Another challenge is to increase participation in school activities and parental conferences. Although we have a school-wide discipline policy, Lucy is still faced with a major need for effective behavior intervention.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

Lucy will look at ways to improve communication and involvement with parents. Incentives could be offered to students whose parents use Powerschool. Treats can be provided to students whose parents become actively involved in school activities. Establishing a Family Center in the school could help in educating the parents about what their child is learning in the classroom. Workshops could be held to teach the parents how to help their children at home.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Maintain and/or improve the total number of Economically Disadvantaged students who are proficient/advanced in Reading/Language Arts. The total number of Economically Disadvantaged students who are proficient and/or advanced will increase from 87% to 89 %.

Which need(s) does this Goal address?

Increase achievement in Reading/Language Arts for all subgroups in order to meet the current benchmarks or AYP on TCAP.
Increase the number of students moving from proficient scores to advanced scores in all academic areas.

How is this Goal linked to the system’s Five-Year Plan?

Improve core subject test results in Reading/Language Arts and Math so that 100% of students will score Proficient or Advanced in these areas by Summer, 2014.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Language Curriculum Night for Parents and Students	8/08 – 5/09	Language Chair	Laptops, Classrooms, and Instructors for demonstrating these instructional strategies.	\$50	Administrators will analyze Parent evaluation forms and Parent Surveys.	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	ThinkLink Learning Assessments	3 times a year	Teachers, Principal	Bubble Sheets, Test Booklets	\$7.00/student paid for with Title I funds.	Teachers and Principal will analyze longitudinal results of improved rates of proficiency.	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	STAR Reading and AR Testing	STAR 9/08, 2/09, 5/08 AR each 9 week period	Librarian Teachers Administrator	Software	No cost	Analyze test scores	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	Imagination Station	8/08 -5/09	Teachers	I-carts	No cost to students	Teachers will analyze data generated	There will be an increase in the number of students with Proficient/Advanced scores.

Section B – Goal 1: Gains in Reading/Language Arts for Economically Disadvantaged Students

In order to execute and plan Language Curriculum Night, committee meetings will be held regularly. Title I funds will be used for supplies and program implementation. ThinkLinkLearning Assessments will be administered to students 3 times a year. The paper tests are purchased with Title I monies. STAR Reading will be given three times a year to discern students’ reading levels. Accelerated Reader will be given throughout the course of the year to increase students’ reading comprehension. Accelerated Reader will be purchased with Title I funds. Imagination Station will be employed in order to identify and track progress of at-risk students. Teachers will attend staff development opportunities that will be provided as needed in order to teach new teachers and allow for a review for veteran teachers on programs utilized by the school.

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Maintain and/or improve the total number of Economically Disadvantaged students, Students with Disabilities, and African American students who are proficient/advanced in Math. The total number of Economically Disadvantaged students that are proficient and/or advanced will increase from 80% to 82%. Students with Disabilities that are proficient and/or advanced will improve from 69% to 71%. African American students that are proficient and/or advanced will increase from 81% to 83%.
Which need(s) does this Goal address?	Increase achievement in Math for all subgroups in order to meet the current benchmarks or AYP on TCAP. Increase the number of students moving from proficient scores to advanced scores in all academic areas.
How is this Goal linked to the system’s Five-Year Plan?	Improve core subject test results in Reading/Language Arts and Math so that 100% of students will score Proficient or Advanced in these areas by Summer, 2014.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Math Curriculum Night for Parents and Students	10/08	Math Chair	Classrooms, Instructors, Manipulatives	\$50.00	Administrators will analyze Parent evaluation forms and Parent Surveys	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	ThinkLink Learning Assessments	9/08, 12/08, 2/09	Teachers, Principal	Bubble Sheets, Test Booklets	\$7.00/student paid for with Title I funds.	Teachers and Principal will analyze longitudinal results of improved rates of proficiency.	There will be an increase in the number of students with Proficient/Advanced

							d scores.
Action Step	Students will use calculators and math manipulatives in classroom learning and at work stations to help the understand basic math and higher order mathematical thinking.	8/08 – 5/09	Teachers, Principal	Calculators, and manipulative kits	No cost	Administrators will monitor lesson plans and grade level meetings and vertical articulation.	Teachers will use this technology and manipulatives to increase standard based teaching.

Section B – Goal 2: Gains in Math for students who are Economically Disadvantaged, African American, and have Disabilities

In order to carry out Math Curriculum Night, recurrent committee meetings will be held. Title I funds will be used to cover costs. ThinkLinkLearning Assessments will be administered three times a year. Test booklets and bubble sheets will be purchased with Title I monies. Teachers will employ math manipulatives and calculators bought with Title funds. Teachers will attend staff development opportunities that will be provided as needed in order to teach new teachers and allow for a review for veteran teachers on programs utilized by the school.

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: _____					
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	Maintain and/or improve the total number of students who are proficient and/or advanced in Science. The total percent of proficient/advanced students will increase by 2 percentage points in each category.						
Which need(s) does this Goal address?	Increase the value-added in the identified subject, grade level, and subgroup by 5% each year through 2010.						
How is this Goal linked to the system’s Five-Year Plan?	Use assessment data to set challenging curricular goals and objectives for all students.						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)	IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)						
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)						
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes	

Action Step	Involve students in hands-on science activities, allowing them to problem solve and make decisions upon evidence gathered.	8/08 -5/09	Science Chair	Science Lab	No cost	Classroom Observations, Analysis of TCAP data, Lesson Plans, Grade Level Meetings	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	Learn and use scientific method	8/08 -5/09	Teachers	Instructional Materials	No cost	Classroom Observations, Analysis of TCAP data, Lesson Plans, Grade Level Meetings	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	Hold annual school science fair – K-3 classes contribute class projects 4,5 do individual student projects. Parents and community members invited to attend Fair.	Start: Dec. 2008 Fair scheduled Jan. 2009 Shelby County Fair scheduled Feb. 2009	Science Chair	Display materials for science projects.	\$650.00	Assessment of science projects Observations of science fair projects with check-list Student Interviews	There will be an increase in the number of students with Proficient/Advanced scores.
Action Step	Teachers will use Curriculum Maps and Blueprint for Learning to implement grade level scope and sequence	8/08 – 5/09	Teachers	Curriculum Guides and Blueprint for Learning	No cost	Administrators will monitor lesson plans and grade level meetings and vertical articulation.	There will be an increase in the number of students with Proficient/Advanced scores.

Section B – Goal 3: Gains in Science for All Students

The teachers will utilize the Science lab for hands-on Science implementation. Participation in the school-wide Science fair is optional for all students preschool – 5. Classroom teachers can opt to make Science fair participation mandatory. Curriculum guides and Blueprint for Learning book are provided by the local school board as a guide to state standards. Teachers will attend staff development opportunities that will be provided as needed in order to teach new teachers and allow for a review for veteran teachers on programs utilized by the school.

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Maintain and/or improve the total number of students who are proficient/advanced in Social Studies. The total percent of proficient/advanced students will increase by 2 percentage points in each category.
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Which need(s) does this Goal address?	Increase the value-added in the identified subject, grade level, and subgroup by 5% each year through 2010.
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How is this Goal linked to the system’s Five-Year Plan?	Use assessment data to set challenging curricular goals and objectives for all students.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	8/08 – 5/09	Teachers	Curriculum Guides, Pacing Schedules and Blueprint for Learning	No cost	Administrators will monitor lesson plans and grade level meetings and vertical articulation.	There will be an increase in the number of students with Proficient/Advanced scores.

Action Step	Engage students in activities that require reading, labeling, recognizing, and using information on all types of maps, projections, graphs, and tables.	8/09 -5/09	Teachers	Instructional materials provided with the newly adopted Social Studies and Reading materials.	No cost	Administrators will monitor lesson plans and grade level meetings and vertical articulation.	There will be an increase in the number of students with Proficient/Advanced scores.
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Section B – Goal 4: Gains in Social Studies for All Students

The local school board provides curriculum guides and pacing schedules to help teachers with planning Social Studies lessons. A new Social Studies series will be implemented for grades 3-5 by the local district for the 2008-2009 school year. Teachers will attend staff development opportunities that will be provided as needed in order to teach new teachers and allow for a review for veteran teachers on programs utilized by the school.

GOAL 5 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: _____					
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	Increase parental involvement in school activities. The total number of families involved in school activities will increase by 5 %.						
Which need(s) does this Goal address?	Our areas in need of improvement from the Family Friendly Survey are the lack of home communication and the degree to which families are involved in their child’s learning.						
How is this Goal linked to the system’s Five-Year Plan?	To actively seek parental involvement and community support.						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step	Organize new parent breakfast	8/08	Administrators, PTA, and School Leadership Team	Cafeteria and staff	\$100	Parent sign in logs and Family Friendly Survey	To actively seek parental involvement and community support.
Action Step	The school will use TransAct and translation website to provide bi-lingual communications.	8/08 – 5/09	Teachers and Office Staff	Software	No cost	Family Friendly Survey	To actively seek parental involvement and community support.
Action Step	Advertise events and volunteer opportunities through a school newsletter, monthly calendar , district and local media.	8/08 – 5/09	Faculty, Administrators, and PTA Board	Paper for advertisement	\$100	Family Friendly Survey and informal teacher surveys	To actively seek parental involvement and community support.
Action Step	Increase PTA membership	8/08 – 5/09	Assistant Principal and PTA President	Paper for Advertisement	\$100	PTA sign-in logs and Family Friendly Survey	To actively seek parental involvement and community support.

Section B – Goal 5: Increase Parent Involvement

The administration, PTA, and school leadership team will meet prior to the beginning of the school year in order to organize the new parent breakfast. The supplies needed for this breakfast will be funded through Title I. The local school board has purchased the license for the TransAct translation software. Teachers and staff will be encouraged to utilize this tool. Individual teacher and PTA newsletters will be employed to promote better communication. The PTA, as well as individual teachers, will offer various incentives in order to increase PTA membership and participation. Parent participation increases with student participation. Teachers will attend staff development opportunities that will be provided as needed in order to teach new teachers and allow for a review for veteran teachers on programs utilized by the school.

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation
(*Rubric Indicator 5.1*)

Evidence of Collaborative Process – Narrative response required

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

Collaboration is a necessary component of the school environment at Lucy Elementary. This collaboration of all stakeholders is imperative for a successful atmosphere. The faculty is presented with components of the School Improvement Plan at faculty meetings to form a collective opinion of the material given. The Leadership Committee, which consists of various members of the faculty, has met three different times this year to discuss and review the plan and all of its components. In each committee meeting, with each component, someone takes notes or minutes from the meeting. Everyone who attends the meeting signs in to note those in attendance at the meeting. Agendas are also formed to hand out to the committee members with topics to discuss at the meeting. These agendas, minutes, and sign in sheets are submitted to the administrators, to committee five, and a copy is kept within the committee. Faculty members are not the only members on these committees. There are parents and community members on each committee. Here at Lucy, we want to make sure to include everyone from our surrounding environment to improve this school to its fullest potential.

Evidence of Alignment of Data and Goals – Narrative response required

What evidence do we have that proves alignment between our data and our goals?

Lucy Elementary is dedicated to its widely diverse population of students. Our belief is every child can learn and become productive citizens in our society. Our vision is to prepare our students to face the twenty-first century. To see our vision come to life it will take a collaboration between teachers, parents, and the students themselves, each accepting their role in the educational process. It is important to continually reevaluate our goals.

School Improvement Plan making changes as needed to reach the changing population of our school.

Evidence of Alignment of Data and Goals – Narrative response required

Various kinds of data are used in the examination process to determine what adjustments and changes need to be made. By examining the student enrollment totals we see that our population of students is rapidly changing. The 2007/2008 enrollment shows the population of our students who are economically disadvantaged has grown to 59% or 344 students, clearly showing our largest subgroup. While helping the students who struggle in academic areas, at Lucy, we believe that further advancing the proficient and advanced students is as equally important. A review of the 2007 TCAP Criterion referenced data, which is used for AYP, in addition to the 2007 report card data desegregation indicates that this group is Proficient and Advanced in Reading and Math. Since this subgroup is the largest group of our population, one of our goals in the Lucy Improvement Plan is to maintain and /or improve their scores by 5% in Reading/Language Arts and Math. In addition, it is the goal of Lucy Elementary School, for all of the students to maintain or improve in the subjects of Science and Social Studies.

We at Lucy Elementary feel students whose parents take an active role in the educational process, take their education more seriously and perform better. As a result, we listed as one of the goals for our School Improvement Plan to increase parental involvement. Although the school currently provides opportunities for the parents here at school, we want to see an even larger number of our parents participating in their child's education. Presently, parental involvement opportunities include, meet the teacher night, open house, Language Arts Night, Math Night, and Science Night. We also encourage parents to read to the students and be a part of other volunteer positions in the school.

According to a parent survey taken, most parents are satisfied with the education their children are receiving at Lucy, but feel they are not able to help their children with homework and believe it would be very helpful to have after school workshops to teach them some of the skills they are lacking.

Lucy Elementary wants to continue to help all students become successful. Making sure students receive the assistance needed is the central focus of our school. That along with striving to push students, who are already at proficient and advanced skill levels, a little further as well as implementing activities and / or programs to entice more parents to become active participants in their child's education.

Evidence of Communication with All Stakeholders – Narrative response required

Lucy Elementary School strives to ensure that every child receives a quality education in a safe and loving environment. We understand and believe that in order to reach this goal, we must not only create and foster to a family environment within the school, but we must reach out to the community and become an active participant. There are many stakeholders in the education of a child. Whether it is the students, parents, teachers and / or administrators, we must all keep in open communication with each other.

The administration at Lucy Elementary urges all teachers to communicate to the parents of their students regularly, and keep them informed as to what is going on in the classroom. The relationship that is built between teachers, students, and parents is crucial for a successful year. Positive

Evidence of Communication with All Stakeholders – Narrative response required

notifications of classroom events help create a unified relationship between the parent, teacher, and student. This relationship is essential in order to solve pragmatic behaviors the children may engage in. The teachers at Lucy use various means of communicating with their parents such as, classroom newsletters, letters, telephone calls, communication using the student agenda books, or e-mail and / notes. The school strives to be an active part of the community by using the local newspapers, The Commercial Appeal and The Millington Star, to announce and promote some of the positive things that are happening in the school, such as special projects students have done and are participating in. Every month, The Millington Star prints the names of all students in the school who have made honor rolls or other special awards. Also, Lucy uses the newspaper to inform the community of the many wonderful service projects and charitable events the students participate in, such as The American Heart Association's Jump Rope for Heart.

The doors at Lucy are always open to parents who want to actively participate in their child's education. Many come to the school to read to their child's class, or eat lunch with students. Parents also attend programs and assemblies, or to help out in various capacities at the school. In addition, Lucy also likes to emphasize to parents how very important they are. We have annual events, which actively engage the parents in their child's education. The first formal school event that involves our parents is held shortly after school begins each year. This is a "get to know the teacher" meeting. This meeting can set the tone for the entire year. Some of the other events that help build a positive environment at Lucy include a Language Arts Night, Math Night, Technology Night, Science Night, and Book Fair. Two formal Parent Conference Nights are held, as well as Open House where parents get to see first hand where their child spends his or her day. The school has an active PTA which parents are encouraged to join, and to actively participate in. The PTA sponsors programs at the school as well as monthly meetings where parents can hear about needs of the school and how they can help. One of the biggest events of the school year is the PTA School Carnival for the entire community. This event in May has been very successful over the years. It is an opportunity where parents, teachers, students, and administrators work and play arm in arm. This demonstrates that Lucy Elementary has met its goal of family and friends working together.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

Goals one through four state that Lucy Elementary will maintain and/or improve the total number of Economically Disadvantaged students that are proficient/advanced in Reading/Language Arts and show an increase of proficient and/or advanced by 5%. That as a school we will maintain and/or improve the total number of Economically Disadvantaged students, Students with disabilities, and African Americans that are proficient/advanced in Math and show an increase in proficient and/or advanced by 5%, and that Lucy Elementary will maintain and/or improve the

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

total number of students that are proficient and/or advanced in Science and Social Studies and show an increase of proficient/advanced by 5%. These goals are aligned directly with Lucy Elementary’s mission and beliefs. Our Mission states that the faculty and staff of Lucy Elementary School is to provide a continuum of learning for our ethnically diverse student population in grades Pre K-5, and a content-rich, differentiated education with a well-defined curriculum in a safe, orderly, disciplined, and caring environment. By providing a continuum of learning for our ethnically diverse students as well as using differentiated instruction, in a safe, orderly, disciplined, and caring environment we are allowing our students at Lucy Elementary to succeed and meet goals one through four. One of our Beliefs state that we believe in offering a flexible variety of opportunities to enable the student to become a well-rounded person academically, physically, socially, and emotionally. This belief is in direct alignment with goals one through four, which are based on maintaining and/or improving our proficiency in the curriculum areas of Language Arts, Math, Science, and Social Studies. Allowing our students the opportunity to improve upon themselves will only make them a stronger, more focused learners and in return allow them to focus on their academic areas.

Goal five, which states that Lucy Elementary will increase parental involvement in school activities is directly aligned with our Beliefs and Vision. Lucy Elementary’s Vision is to collaborate with students, parents, and the community by encouraging and producing cooperative and responsible citizens. We facilitate the development of creative thinking, problem solving, respect for individual differences, and high ethical standards. Our goal is to prepare our students to be fully participating citizens and leaders in the twenty-first century by producing successful competent learners. Allowing and encouraging our parents to take an active role in their child’s learning will create a bond between the school, families, and the community. This would allow the students to see support from all realms and therefore become participating citizens in our community and take ownership over their learning. Goal five is also a key component of our school beliefs.

Lucy Elementary believes that cooperation and collaboration among faculty, students, and parents to be of the utmost importance for the well being of the school and the community. We also believe that decision-making is achieved through the partnership of all stakeholders who share the responsibility for the advancement of student learning. Lucy Elementary’s beliefs show that we place an emphasis on parent involvement within the school setting and realize the importance of having parents help with decision making as well as being a known factor in their child’s education. This shows a direct connection to goal five in increasing parent involvement.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

Lucy Elementary employs a comprehensive method of analyzing assessment data to ensure that the needs of all students are met so that no child is left behind. The comprehensive procedures include collaboration between the teachers and administrators during grade levels meetings, faculty meetings, and in-service training. Information from the District is distributed, utilized, analyzed, and implemented. The procedures used to analyze the data are:

- ∞ Administrators monitor lesson plans and the use of curriculum standards by teachers. Formal and informal observations are made to give feedback and support. Best teaching strategies, district information, and testing strategies are used to help improve teaching and motivation of students. Administrators provide staff development opportunities, materials for classrooms, and research-based materials on classroom instruction and effectiveness.
- ∞ District-wide information and data is used to interpret and explain standardized test scores, Tennessee Value-Added Assessment System (TVAAS) data, and NCLB information.
- ∞ Teachers scrutinize data to study and plan learning strategies for individualized instruction. Benchmarks are used to identify students' mastery of academic standards.
- ∞ Teachers and administrators analyze data to determine mastery of skills for promotion. The faculty meets to use the data to gather information to determine continual growth for individual students.
- ∞ Grade levels collaborate on data to determine pacing of standards. Teachers share ideas, methods, techniques, and common educational practices. Grade Levels discuss and analyze data to close the achievement gap.

In addition Lucy Elementary uses intervention strategies for remediation and enrichment for the needs revealed by the data from formative assessments. The following strategies will be used:

- ∞ After-school tutoring/remediation will be used to improve scores in Reading, Language Arts, and Math to reach NCLB benchmarks.
- ∞ The Study Island program will be used to provide enrichment and remediation in Math, Language Arts, and Reading.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

- ∞ English Language Instructors will be used to assist English Language Learners to achieve proficiency in the classroom by focusing on all subject areas.
- ∞ Gifted and talented opportunities are available for students who will benefit from challenging tasks in the instructional program.

Lucy Elementary, will strive to close achievement gaps by comparing our formative assessment data with student success. By examining our tutoring and enrichment programs, ThinkLink data, STAR Reading data, TCAP data, and the use of English Language Instructors, we will analyze and monitor the correlation between effort, results, and future outcomes as we strive to achieve and maintain NCLB and TCAP benchmarks.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Lucy Elementary will schedule meetings and curriculum nights on various days and at various times to allow more parents the opportunity to participate and become involved. Our staff will keep to a more rigorous timeline for writing and implementing our School Improvement Plan document.

TEMPLATE 5.2: Implementation Evaluation
(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

What is our plan to begin implementation of the action steps?

Lucy Elementary and all stakeholders are committed to implementing our Action Plan by using the following methods. The School Leadership Team (SLT) will meet and review monthly. In order to monitor and adjust the Action Plan if required. The SLT will inform the Teachers and Stakeholders of plans that are on target as well as any adjustments that need to be made by School Websites, PowerSchool, Lucy Eagle Newsletter, and mailings. There will also be report cards, interims, Parent/ Teacher Conferences, along with phone calls and teacher notes to parents.

There will be special times set aside for parents and their children to be involved by coming to the school to participate in Family Nights, including Reading, Math, Homework session, Book Fair, and Open House. Sign in sheets will be collected in order to monitor parent involvement.

Teachers will be involved in on-going professional development. Professional development will include, among many, System-wide In-service, Professional Workshops, and Technology Workshops.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Administrators and teachers will examine the findings and present the results from of various tests, such as TCAP, ThinkLinkLearning, Star Reading test, and Imagination Station to the faculty, parents, and other stakeholders. Formative assessments ThinkLinkLearning and Imagination Station are given three times a year in order to determine areas of growth and areas that need to be re-taught. Star Reading is given at various times through the year in order to observe and document improvement in students' reading abilities. The principal will inform stakeholders of the findings during PTA meetings, or individual conferences. The teachers will analyze individual data to better collaborate during grade level meetings and plan how to best how to meet students' needs. The teachers will also determine which SPIs need to be used to intervene to meet individual student's need to be re-taught or placed in special groups within a classroom. Teachers will share individual student's data with parents or guardian during parent- conferences.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation
(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

The Leadership team will meet once a month.

∞ The week of August 1, 2008

- ∞ The week of September 1, 2008
- ∞ The week of October 1, 2008
- ∞ The week of November 1, 2008
- ∞ The week of December 1, 2008
- ∞ The week of January 1, 2008
- ∞ The week of February 1, 2008
- ∞ The week of March 1, 2008
- ∞ The week of April 1, 2008
- ∞ The week of May 1, 2008

The Leadership committee consists of a chair and members representing all stake-holder groups; certified teachers, classified personnel, parents, community members, and students as appropriate.

Chair

Responsibilities to include, but are not limited to:

- ∞ Attending informational, regional meetings
- ∞ Disseminating information to the various groups
- ∞ Attending sectional meetings as needed
- ∞ Formulating and maintaining a time-line
- ∞ Ensure that all stakeholders are actively participating
- ∞ Providing clarification and direction
- ∞ Complete locator document
- ∞ Assure that Title standards are embedded in document
- ∞ Share the School Improvement Plan via meeting, school website, and by making the document available in the media center

Leadership Team Members

Responsibilities to include, but are not limited to:

- ∞ Facilitate sectional committees
- ∞ Disseminating information to the stakeholders
- ∞ Holding and attending committee meetings
- ∞ Maintaining a time-line
- ∞ Ensure that all stakeholders are actively participating
- ∞ Provide clarification and direction
- ∞ Complete locator document
- ∞ Assure that Title standards are embedded in the document

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

The School Leadership Team will schedule and hold monthly meetings to review data including TCAP scores, STAR reading scores, Imagination Station data, Think Link data, and 5th grade writing assessments. Concerns and attitudes of all stakeholders will be included in the review as they have been expressed via community surveys, feedback from grade level chairpersons, and meetings with administrators. Based on the compiled data the team will determine if the strategies being implemented are effective. Suggestions will be made and feedback will be shared with all stakeholders.

Evidence of a Process for Adjusting Plan – Narrative response required

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

The School Leadership Team, L. Rosser, R. Payne, E. Ticer, K. Henley, W. Strevel, C. Marshall, T. Sanders, J. Michael, S. Person, L. Dozier, S. Carson, and C. Echols, will initially review Lucy Elementary's School Improvement Plan in May. Additional reviews will be made each month. As the leadership team reviews the plan, close attention will be paid to student academic performance as it relates to the actions steps. The team will review TCAP scores, STAR reading scores, Imagination Station data, Think Link data, 5th grade writing assessments and classroom assessments to come to a consensus regarding Lucy's current needs. Recommendations to strengthen Lucy's School Improvement Plan will be evaluated and implemented as appropriate.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

Lucy Elementary's School Leadership Team plans to communicate on a regular and ongoing basis with the stakeholders. During the year, Lucy Elementary's School Leadership Team will conduct meetings during which they will analyze the results of all assessments and survey stakeholders to gather input. All information will be communicated via monthly newsletters (classroom and school wide) and our school website. Stakeholders will also be able to stay informed of success and adjustments with PowerSchool, progress reports, interim reports and report cards. TCAP scores, ThinkLink, STAR Reading results, Imagination Station data and writing assessments will also provide needed feedback. Family involvement workshops such as Literacy Night, Technology Night, Math Night, Science night, Homework Night and The TCAP Tea Party will be an ongoing means of both providing and gathering information from stakeholders. Open House, parent/teacher/student conferences, grade level orientations and PTA meetings are additional opportunities for all stakeholders to stay informed as well as providing the needed feedback to ensure that Lucy's student and school goals are being met.

