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| **SCHOOL IMPROVEMENT PLAN For Implementation in 2010-2013****Year 1 of Implementation** |  |

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| **MEMBERS OF THE SCHOOL PLANNING TEAM** |
| **Position - Name** | **Position - Name** |
| Principal - Holly Lepisto | Parent – Michelle Wright |
| Special Education Teacher -Michelle Bolton |  |
| First Grade Teacher- Kathleen Eisner |  |
| Second Grade Teacher- Nora Nygaard |  |
| Third Grade Teacher- Vicki Benizio |  |
| Fourth Grade Teacher- Linda Wogee |  |
| Fifth Grade Teacher- Lori Odegard |  |
| Technology Teacher- Mika Greenwald |  |
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| **Reviewer(s):** |

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| **VISION FOR LEARNING** |
| **School Vision or Mission Statement** Our mission is to provide each student with the necessary educational tools to reach his or her full academic potential, become lifelong learners and be prepared to continue a positive educational career beyond the elementary school level.  |
| **INQUIRY PROCESS** |
| **Section A: Comprehensive Needs Assessment** |
| **Key Strengths** |
| **1.** We have a staff that is highly qualified and dedicated to providing a quality education to all students. Education is given through many learning modalities through the use of differentiated instruction. We have a cohesive school staff. Our teachers go the extra mile to provide the best opportunity for all students to enhance their learning. We have implemented Reading Intervention programs such as: Read 180 and System 44.  |
| **2.** Third through fifth grade students performed well on the math CRT. Our school has new technology tools to use for instructional purposes. With the use of many different computer programs, we have the ability to gather information on our students. |
| **3.** We have had many successful Literacy nights, and a successful after school tutoring program. We hold successful fund raising activities each year that have enabled our students to have field trips, supplies, and other instructional materials. We have a strong character education program that limits the behavioral issues of the students. We provide a wide variety of communication with the parents such as weekly newsletters and an automated calling system. We offer many activities to create parental involvement opportunities throughout the school year. |

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| **INQUIRY PROCESS** |
| **Section B: Root Cause Analysis** |
| **Priority Concerns** | **Root Causes** | **Solutions (Tied to Action Plan)** |
| **1.** Our students are not scoring well on the Nevada Writing Proficiency. | * Lack of use of conventions
* Low Spelling ability
* Attendance
* Instructional Time
* Transiency of Teachers/Students
* Inconsistency of teaching writing
* Socio-economic status
* Low parental support
* Subjective Scoring
* Attitude toward writing
 | * Identified students in 5th grade will participate in weekly tutorial sessions on their areas of weakness based on interim writing assessments.
* Students in K-5 grade levels will write a constructive response in any given core subject area at least once a week. The teachers will review with students the evaluation of the responses and share with them examples of good responses.
* Students in K-5 grade levels will participate in a monthly writing prompt competition.
* Students in K-5 grade level will practice writing daily to gain a better understanding of conventions, grammar, and penmanship.
* Students in K-5 will participate in differentiated Instructional activities to help bridge the gap of socio-economical status.
* Students in K will learn to spell the first 25 high frequency writing words.
* Students in first grade will learn to spell the first 100 high frequency writing words.

 Students in second grade will learn to spell the  first 300 high frequency writing words. * Students in third grade will learn to spell the first

 500 high frequency writing words.* Students in fourth grade will learn the first 800

 high frequency writing words.* Students in fifth grade will learn to spell the first

 1000 high frequency writing words.* Students in K-5 grade levels will learn to dictionary skills to enhance their spelling and writing abilities.
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| **2.** Our CRT reading scores at third and fifth grade levels were below average on the 2010 CRTs. | * Lack of vocabulary skills/knowledge
* Not reading books at their reading level, and lack of interesting books at their level.
* Unmotivated readers
* Lack of time set aside for guided reading groups
* Lack of exposure to fluent readers
 | * Students in K-5 will participate in differentiated instructional vocabulary/comprehension activities through the use of centers structured on student levels.
* Students in K-5 will be given opportunities to check out interesting books at their reading level.
* Students in K-5 will participate in a classroom and school wide reading reward program/challenges.
* Students in K-5 will participate in guided reading.
* Students in K-5 will listen to fluent readers and respond through the use of writing, answering questions, and oral discussions.
* Identified students in grades 1-5 will participate in an after school reading tutorial program
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| **MASTER PLAN DESIGN** |
| **Section A: Action Steps and Monitoring Plan** |
| **Goal 1: Students in fifth grade will increase achievement in writing as measured by the 2011 Nevada writing proficiency.** |
| **Measurable Objective 1:** **Fifty percent (65%) of the fifth graders will pass the 2011 Nevada Writing Proficiency with a score of 12 or better.**  |
| **Measurable Objective 2:** **All staff will be held accountable for implementing writing thirty (30) minutes a day as measured in lesson plans, and monthly student writing samples as well as observations from the principal.** |

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| **GOAL 1** | **ACTION PLAN** | **MONITORING PLAN** | **EVALUATION PLAN** |
| **Action Steps****(Tied to Solutions)** | **Resources** | **Timeline/Position** | **Evidence of Implementation** | **Timeline/Position** | **Evidence of Results** |
| **1.** Identified students in 5th grade will participate in weekly tutorial sessions on their areas of weakness based on interim writing assessments.  | Principal and volunteer teachers will donate time to work with writing groups. | September 2010 to June 2011 | Writing Samples | Fifth Grade Teachers/PLC Teams, Principal | Nevada Writing Proficiency, Monthly Samples of Writing, Writing Portfolios, Principal Observations, Teacher Lesson Plans, Report Card Grades |
| **2.** Students in K-5 grade levels will write a constructive response in any given core subject area at least once a week. The teachers will review with students the evaluation of the responses and share with them examples of good responses.  | Three Point Writing rubrics, Writing Standards, Teacher Knowledge, Step-Up To Writing, Monthly Writing Prompts, Professional Development from fifth grade staff at Hafen Elementary, Books to enhance the Six Traits of Writing, Lucy Caulkin, Spelling City.com, and Writingfix.com. | September 2010 to June 2011 | Lesson plans, and student work samples. | K-5 Teachers, Principal, PLC Teams | CRT Assessments, Monthly Samples of Writing, Writing Portfolios, Principal Observations, Teacher Lesson Plans, Report Card Grades  |

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| **GOAL 1** | **ACTION PLAN** | **MONITORING PLAN** | **EVALUATION PLAN** |
| **Action Steps****(Tied to Solutions)** | **Resources** | **Timeline/Position** | **Evidence of Implementation** | **Timeline/Position** | **Evidence of Results** |
| **3.** Students in K-5 grade levels will participate in a monthly writing prompt competition.  | Writing Prompts, Writing Awards, Writing Bulletin Board, Writing Rubric Writing Standards, Teacher Knowledge, Step-Up To Writing, Monthly Writing Prompts, Professional Development from fifth grade staff at Hafen Elementary, Books to enhance the Six Traits of Writing, Lucy Caulkin, Spelling City.com, and Writingfix.com, Title 1 Funds, Writing Folders for Grades 3-5. | September 2010 to June 2011 | Display of Writing SamplesAll teachers will be observed by principal during one evaluation on writing. | K-5 Teachers, Principal, PLC Teams | Monthly Samples of Writing, Writing Portfolios, Principal Observations, Teacher Lesson Plans, Report Card Grades |
| **4** Students in K-5 grade level will practice writing daily to gain a better understanding of conventions, grammar, and penmanship.**4a.** Students in K-5 will participate in differentiated Instructional activities to help bridge the gap of socio-economical status.  | Daily Oral Practice ProgramMaps/Organizers, Thinking Maps, Step-Up To Writing, Brain Pop, Brain Pop Jr., Internet, RPDP | September 2010 to June 2011September 2010 to June 2011 | Student work samples.Student work samples. | K-5 Teachers, Principal, PLC TeamsK-5 Teachers, Principal, PLC Teams | Monthly Samples of Writing, Writing Portfolios, Principal Observations, Teacher Lesson Plans, Report Card Grades |
| **5.** Students in K will learn to spell the first 25 high frequency writing words.Students in first grade will learn to spell the first 100 high frequency writing words.Students in second grade will learn to spell the first 300 high frequency writing words. Students in third grade will learn to spell the first 500 high frequency writing words.Students in fourth grade will learn the first 800 high frequency writing words.Students in fifth grade will learn to spell the first 1000 high frequency writing words.**5a.** Students in K-5 grade levels will learn dictionary skills to enhance their spelling and writing abilities.  | Fry’s Word Bank of 1000 High Frequency Writing Words, Dictionaries, ThesaurusFry’s Word Bank of 1000 High Frequency Writing Words, Dictionaries, Thesaurus  | September 2010 to June 2011September 2010 to June 2011 | Spelling tests, using the words in their writing samples | K-5 Teachers, Principal, PLC Teams | Nevada Writing Proficiency Monthly Samples of Writing, Writing Portfolios, Principal Observations, Teacher Lesson Plans, Report Card Grades |
| **MASTER PLAN DESIGN** |
| **Section A: Action Steps and Monitoring Plan** |
| **Goal 2:** **Students in grades 3, 4, and 5 will increase achievement in Reading as measured by the 2011 Nevada CRT Assessment.** |
| **Measurable Objective 1:** **Students in 3rd-5th grade will show a 10% increase in their scores on the Nevada CRT Assessment.**  |
| **Measurable Objective 2:** **60 % of students in K-5 will increase their NWEA RIT Score to meet Tier One Status.**  |

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| **GOAL 2** | **ACTION PLAN** | **MONITORING PLAN** | **EVALUATION PLAN** |
| **Action Steps****(Tied to Solutions)** | **Resources** | **Timeline/Position** | **Evidence of Implementation** | **Timeline/Position** | **Evidence of Results** |
| **1.** Students in K-5 will participate in differentiated instructional vocabulary/comprehension activities through the use of centers structured on student levels. | Vocabulary Journals, Words Their Way, Center Activities, Study Island, Brain Pop Jr., Brain Pop, Reading A-Z, Razz Kids, Internet, Guided Reading, Personal Dictionaries, Dictionaries, Thesaurus, Action Vocabulary, Reading Street, Genres of Reading, Step Up To Writing, AR Program  | September 2010- June 2011 | Star Test, NWEA, Increase RIT Score, CRT Scores, Lesson Plans, Reading Level Increase, Principal Observation, Short Cycle Assessments.  | K-5 Teachers, Principal, PLC Teams | NWEA, CRT Scores, AR Scores, Star Test Scores, Report Card Grades. |
| **2.** Students in K-5 will be given opportunities to choose interesting books at their reading level.  | Librarian, Reading Street, Classroom Teacher, Star Test, AR Testing and Rewards, Book Fairs, Book Sharing, and Author Assemblies, Step Up To Writing.  | September 2010- June 2011 | AR Test, Star Test Scores, Short Cycle Assessments.  | K-5 Teachers, Librarian, Principal, PLC Teams | AR & Star Test, Short Cycle Assessments, Report Card Grades.  |

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| **GOAL 2** | **ACTION PLAN** | **MONITORING PLAN** | **EVALUATION PLAN** |
| **Action Steps****(Tied to Solutions)** | **Resources** | **Timeline/Position** | **Evidence of Implementation** | **Timeline/Position** | **Evidence of Results** |
| **3.** Students in K-5 will participate in a classroom and school wide reading reward program/challenges. | AR, Community Members, Study Island, Title 1 Funding | September 2010- June 2011 | AR Scores | K-5 Teachers, Principal, PLC Teams | AR Scores, NWEA, CRT Scores, Report Card Grades |
| **4.** Students in K-5 will participate in guided reading.  | Reading A-Z, Reading Street Leveled Readers, Library, Read 180, Leveled Books, RPDP Training, Step Up To Writing.  | September 2010- June 2011 | Lesson Plans, Principal Observation, Student Folders with assessments | K-5 Teachers, Principal, PLC Teams | AR Scores, NWEA, CRT Scores, Report Card Grades |
| **5.** Students in K-5 will listen to fluent readers and respond through the use of writing, answering questions, and oral discussions.**5a.** Identified students in grades 1-5 will participate in an after school reading tutorial program**.** | Step Up To Writing, Reading Journals, Writing Journals, Books on Tape, CD’s, Guest Readers, Guest Authors, Class Buddies.Teachers, Study Island, Leveled Readers, AR, Razz Kids, Reading A-Z, Brain Pop, Brain Pop Jr. | Sept. 2010- June 2011 | Lesson Plans, Student Journals, NWEA Scores, CRT Scores, ARAttendance Records, Student Scores, Classroom Growth, Report Card, Study Island Reports  | K-5 Teachers, Principal, PLC Teams | AR Scores, NWEA, CRT Scores, Report Card Grades |

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| **COMPLETING THE PLAN** |
| **Section A:  Required Elements for ALL Schools** |
| 1. What are the policies and practices in place that promote proficiency of each subgroup in the core academic subjects?  |
| We provide an ESL instructor and Resource teachers to help these subgroups to become more proficient. We also have an intervention team that helps struggling students through remediation and intervention ideas and practices. We provide an after school tutoring program to help struggling students in reading and math. |
| 2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year. |
| We have implemented an after school tutoring program for an additional hour at the end of the school day three times a week. This program will begin in September and continue until April of next year. This year we hope to provide transportation for students so more may participate in this program. |
| 3. Describe the resources available to the school to carry out the plan. |
| The tutoring program is totally funded through Title 1 monies. Teachers from our school are paid to do the instruction. |
| 4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. |
| Without Title 1 funding, we would not be able to offer an after school tutoring program. We also would not be able to purchase the necessary leveled readers and other materials and Internet programs that provide remediation and intervention for our students. Title 1 funds are helpful, but even those funds are not enough to provide all that our students need to succeed. Our budgets have been cut so much that we can barely provide the bare necessities for all of our students. |
| 5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. |
| The Educational Involvement Accords and the Honor Code are included in our student handbook that is sent home with every student at the beginning of the school year. There is a page that is signed by both parents and students that states that they have reviewed the accord and the Honor Code. We try to involve parents with many activities all throughout the school year. We also have established a PTA and we hold monthly meetings. |
| 6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). |
| N/A |
| **BUDGET FOR THE OVERALL COST OF CARRYING OUT THE PLAN** |
| **Goals** | **Total Amount Needed** | **Funds Available** | **Funds Still Needed** |
| **1** | **$48,836.00** | Title 1 Funds | **-0-** |
| **2** | **$33555.50** | Title 1 Funds | **-0-** |

| **COMPLETING THE PLAN** |
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| **Section B: Required Elements for ALL Title 1 Schools ONLY** |
| 1. Identify the AYP status of the school and describe the required services the school provides.

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| **X AYP/W** | **Year 1/H**: School Choice | **Year 2/H**: Supplemental Services  | **Year 3/H**: Corrective Action  | **Year 4/H**: Restructuring Yr 1 Planning  |

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| AYP/W for ELA for 2010-2011. We provide after school tutoring, differentiated instruction, and Reading 180 and System 44 reading programs. |
| 2. Specify how Title I funds will be used to continue making improvement or to remove school from "Needs Improvement" status. |
| We will use the funds to provide after school tutoring, It will also be used to provide Accelerated Reader, Brain Pop, Star Reading, Study Island, Raz Kids, Reading A-Z, additional leveled reading materials and Writing folders for Grades 3-5 Students. |
| 3. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives. |
| All of the teachers are highly qualified. The RPDP does come and model lessons for teachers to help improve instruction. The teachers also meet weekly as professional learning community to help each other with their weaknesses. The principal is also very willing to help improve instruction by professional development on in-service days. |
| 4. Describe the school's strategies to attract high quality highly qualified teachers to your school. |
| We already have all highly qualified teachers. |
| 5. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. |
| We will hold at least two literacy nights this year. We will provide leveled reading materials for students to take home. We will have a home reading program in grades 1-5. We will provide challenges and rewards when students complete reading a book and an assessment at 80% accuracy at their designated reading level. |
| 6. Describe the school's plans for transitions between school programs. (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to elementary school, fifth grade students to middle school, eighth grade students to high school, etc.) |
| Preschool students who are entering kindergarten are monitored by the special education teacher to provide extra instruction if needed. Fifth graders who are struggling are provided after school tutoring and the Read 180 instructional program. Fifth grade students visit the middle school at the end of the school year for an orientation. |
| 7. Identify the measures that include teachers in decisions regarding the use of academic assessments. |
| Teachers develop short-cycle assessments for ELA and for math. They also receive data from the NWEA evaluations three times a year. This data helps the teachers to make instructional decisions for each student. |
| 8. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.  |
| Our SIP is reviewed at both the local and state levels. We work with the district and state RPDP services to provide professional development and instructional models for our teachers. |
| **Questions 9 & 10 are ONLY for Title I schools in "Needs Improvement" or "Needs Improvement Hold" status. All others may respond N/A.** |
| 9.Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.  |
| N/A |
| 10. Describe how the school will provide written notice to parents on the school’s "Needs Improvement" status. |
| We are on watch for ELA only. If necessary, a letter will be sent to parents explaining our status. |

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| **COMPLETING THE PLAN** |
| **Section C: Required Elements for NON-Title 1 Schools Identified as “Needs Improvement” or “Needs Improvement Hold”** |
| 1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status. |
| We are on watch for ELA only. If necessary, a letter will be sent to parents at the beginning of the school year explaining our status. |
| 2. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives. |
| Teachers are provided with professional development on our in-service days throughout the year. RPDP provides mentoring and modeling for the teachers all throughout the year. Teachers meet in professional learning communities on a weekly basis to discuss strengths and weaknesses. The principal provides written evaluations based on observations of both a reading and writing lesson. The principal is also willing to model instruction for any teacher. |