

LAURELVILLE ELEMENTARY SCHOOL ACTION PLAN – October 2007

Need: *No Child Left Behind* and SB 1 emphasize the need to increase academic performance in all test areas as determined by data supplied by the State.

Goal #1: To increase student academic performance within the next 3 years in order to meet accountability standards.

This correlates to new Federal Goal #1: All students will read high standards at a minimum attaining proficiency in reading and math by 2013-2014; Federal Goal #2: By 2013-2014, all students will be proficient in reading by the end of grade 3; Federal Goal #4: By 2005-2006, all students will be taught by highly qualified teachers; Federal Goal #5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

CIP Team Members: Administrators, Teacher Representatives, Parents, Board Members

Data Bases: School Report Cards (1998-Present).

Performance Results Indicators: All indicators noted on the School Report Card will increase incrementally in order to meet accountability standards as determined by state and federal law. The data source will be the proficiency/achievement test passage rates. We will address the new state tests as they are phased in and replace the proficiency tests. Acceptable increases will be the “Adequate Yearly Progress” as determined by the Federal Government and/or the required indicator benchmarks set by the State.

	1997-98 (1998 School Report Card) Actual	1998-99 (2000 School Report Card) Actual	1999-00 (2001 School Report Card) Actual	2000-01 (2002 School Report Card) Actual	2001-02 (2003 School Report Card) Actual	2002-03 August Report Card Actual	2003-04 August Report Card Actual	2004-05 August Report Card Actual	2005-06 August Report Card Actual	2006-2007 August Report Card Actual
3rd										
Reading							82.7%	63%	62.2%	85.2%
Math								60.3%	35.6%	88.9%
4th										
Reading	37%	41%	49.0%	67.8%	77.6%	63.0%	73.6%	83.7%	64.7%	81.8%
Math	32%	54%	52.9%	64.4%	66.0%	50.0%	64.2%	64%	69.1%	75.0%
Writing	56%	63%	68.6%	88.1%	89.4%	67.4%	81.1%	79.2%	79.4%	81.8%
Citizenship	54%	73%	69.5%	69.5%	74.5%	56.5%	69.8%	82%		
Science	50%	57%	45.1%	57.6%	83.3%	56.5%	69.8%	92%		
5th										
Reading								81.8%	80.8%	66.7%
Math									63.5%	55.6%
Science										65.1%
Social St.										49.2%
6th										
Reading	52%	59%	64.2%	59.1%	53.1%	72.9%	67.8%	88.4%	88.2%	83.0%
Math	38%	52%	52.0%	45.5%	68.6%	52.9%	57.6%	76.7%	68.6%	84.9%
Writing	95%	93%	84.0%	86.4%	85.7%	87.1%	88.1%	81.4%		
Citizenship	52%	80%	80.0%	75.0%	81.6%	70.0%	62.7%	81.4%		
Science	43%	59%	80.4%	70.5%	65.3%	84.3%	75.9%	95.3%		

Improvement Strategy #1: In order to raise academic achievement, we will target areas of academic weaknesses by using available data.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
1. Rank and analyze subscale data achievement tests, and OGT. (ON-GOING)	1. Curriculum Director; Teachers; Special Education Director; Principals.	1. ESC; General Fund; Title Funds; State Department of Education.	1. Each year during the plan, available data will be analyzed and ranked.	1. We will compare annually the data from all testing.
2. Use individual student progress reports, grade cards, IEP's, WEP's over time to determine improvement or decline in each student's classroom performance. (ON-GOING)	2. Teachers; Special Education Teachers & Dir.; Principals; Guidance Counselors; Students; Parents; Technology Director; Gifted Coordinator; Gifted Educators.	2. Time; General Fund.	2. Every nine weeks during the plan, student progress reports will be closely examined; IEP's will be reviewed every nine weeks; WEP's will be reviewed annually.	2. Regular local data will be used to target areas of academic weaknesses.
3. Use Developmental Reading Assessment (K-3) and Qualitative Reading Inventory (4-6) to determine a student's strengths and weaknesses in reading. (ON-GOING)	3. Teachers; Special Education Teachers & Dir.; Principals; Reading Specialists.	3. Title I; General Fund; Time; Developmental Reading Assessment Kits; Qualitative Reading Inventory III; Reading Recovery Personnel.	3. At beginning of each year, pre-assessment will be completed to determine reading level; each quarter, reading level will be determined; at the end of the year, DRA & QRI levels will be ranked & analyzed.	3. Reading levels will be shared annually among K-6 grade levels.
4. Use assessment data to guide instruction.	4. Teachers; Principals; Guidance Counselors; Special Education Teachers & Dir..	4. Locally developed assessments; purchased assessments; General Fund; Title Funds.	4. Regularly, assessment data will be used to inform instruction.	4. Assessment results will be shared within and across grade levels.
5. Continue to use technology focus to	5. Teachers; Principal; students; Title	5. Title Funds; General Fund; Assigned time for	5. Monitor the instructional results for computer	5. Data will be compared and analyzed to target

<p>supplement instructional strategies.</p> <p>6. Develop a School Wide Title Program. (see Addendum on next page that outlines the sub-goals/tasks identified by Laurelville Staff, September 2006, for the 2006-07 School Year).</p>	<p>Coordinator; Technology Coordinator.</p> <p>6. Entire faculty; Staff; Parents; Community.</p>	<p>research.</p> <p>6. Title Funds; General Fund; Inclusion; Reading Recovery; Language Arts Block Scheduling.</p>	<p>programs.</p> <p>6. Every year, we will evaluate the program's success by using DRA, QRI, and state testing data.</p>	<p>area of need.</p> <p>6. Annual data will be shared to target any areas of academic weakness.</p>
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ACTIVITIES/TASKS FOR LAURELVILLE CONTINUOUS IMPROVEMENT
“Think Board”

Information Collected at August 2007 Staff Retreat That Directs the Work for 2007-2008

1. Student Academic Performance (all relate to Goal #1 of CIP: Student Academic Achievement)
 - Math Focus: Meet or Exceed 75% proficiency (K = Number Sense; 1st = On Track Status on Diagnostic; 2nd = Fluency in Number Sense; 3rd = 80% on Achievement; 4th = 90% Achievement; 5th/6th = 4 of 6 indicators).
 - Reading Focus: Meet or exceed 75% proficiency (K & 1st = 75%+ Prof. Levels 3-4 for K and 14-16 for 1st; 2nd = Word Wall Usage, 80%+ Prof., Level 28; 3rd = 80%+ Achievement; 4th = 90% Achievement; 5th/6th = 4 of 6 indicators).
 - Writing Focus: K = Proper spacing; 1st = Incorporate prior knowledge; use conventions 75% of the time; 4th = 85%+ proficiency and improve short answer and extended response on achievement.
2. Serving At-Risk
 - Maximize on-going intervention; meet IEP needs; redefine all staff roles to maximize capacity (all students are everyone's students).
3. Parental Involvement: Encourage support in educational process.
4. Building increase in Indicators/Value Added: Increase number of indicators met; maximize potential of value-added.
5. Other: Intrinsic motivation to learn; build on strengths; set realistic, reachable academic/behavior goals; increase understanding of cultural impact on learning; study poverty & effectiveness literature; instruct about life skills (organization, teaming, collaboration); follow multi-step directions.

Improvement Strategy #2: Curriculum alignment and instructional alignment to the Academic Content Standards the Ohio Achievement Tests will be in place in all subject areas addressed by the State's Standards Books.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
<p>1. Correlate the Grade Level Indicators in the Academic Content Standards to the Benchmarks for the achievement tests in language arts, math, social studies, & science; fill in gaps and remove unnecessary repetition of content.</p>	<p>1. Classroom Teachers; Principals; Special Education Director.</p>	<p>1. Time for grade level meetings and department meetings during the school year and scheduled work days during the summer; Title Funds; General Fund; Pickaway County ESC; Courses of study; Academic Content Standards; Achievement Tests; Diagnostic Tests; State Department.</p>	<p>1. During 2003-2004, language arts & math standards will be aligned; during 2004-2005, science and social studies will be aligned.</p>	<p>1. A completed curriculum and instructional alignment report for each subject will be distributed and implemented.</p>
<p>2. Provide staff development for teachers about curriculum and instructional alignment that will help improve academic performance on achievement & diagnostic tests. (ON-GOING)</p>	<p>2. Teachers (Regular and Special Education); Consultants; Technology Director; Gifted Coordinator; Special Education Director; Principals.</p>	<p>2. Time for grade level meetings and departmental meetings; General Fund; ESC; LPDC and Service Providers; Title Funds; Technology Funds.</p>	<p>2. For the 1st year of the plan, 50% of teachers at elementary, junior high, and high school will be involved in at least 1 professional development activity related to meeting the achievement indicators and benchmarks; for each year after, there should be a 15% gain.</p>	<p>2. We will document professional development participation.</p>
<p>3. Determine that the goals of the inservice sessions and the goals of the school are aligned.</p>	<p>3. School-Wide Commitment.</p>	<p>3. Commit to time and resources needed for strong inservice professional development programs.</p>	<p>3. Monitor annually.</p>	<p>3. Documentation of entire staff will be documented.</p>

Strategy #3: Following our courses of study based on Academic Content Standards, we will implement a student-centered, comprehensive, integrated PreK-12 curriculum that engages the students in active learning. As new standards become operational, they will guide the curriculum development.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By When?	Evaluation Process
1. Provide on-going staff development: A. Grades PreK-2: Comprehensive Balanced Literacy Program/content areas. B. Grades 3-6: Language Arts and content areas (science, math, and social studies). C. Grades Prek-12: Technology training. D. Curriculum for the exceptional student. (ON-GOING)	1. Teachers; Principals; Special Education Teachers; Title I Teachers; Technology Director; Superintendent; Special Education Director; Parents; Gifted Educators.	1. Time; General Fund; Title Funds; Pickaway Co. ESC; Universities (Ohio State, Ashland, Ohio University); LPDC; Service Providers; Consultants.	1. A. During the plan, primary teachers will continue training in Balanced Literacy and content areas. 1. B. During Year One, 50% of teachers will be trained in content standards. Each year following, another 10% will be trained. 1. C. During Year One, 50% of staff will complete technology training. During rest of plan, all additional teachers will be trained to reach 100%. 1. D. During each year of plan, staff will complete training about gifted education.	1. Principals and LPDC will document professional development participation.
2. Visit other schools that have successfully implemented content standards and do quality work.	2. Teachers; Principals; Superintendent; Board Members; Parents; Technology Director; Special Education Teachers & Dir.; Gifted Coor.	2. Time; other districts; Title Funds; LPDC; North Carolina Schools; Muriel Summers.	2. During Year One, a representative team from each building will complete visits; each year following, successive teams will complete visits.	2. Teachers' self-reports about the implementation of the new techniques they're using will be completed; principals and LPDC will document professional development participation.
3. Analyze the Title One Schedule and establish best plan based on	3. Teachers; Principals; Technology Director; Special Education	3. Time; Professional Library General Fund.	3. Each year, principal and teachers will analyze in an on-going manner the	3. Collaborative planning

resources. (ON-GOING)	Teachers; Gifted Coordinator		need for services and best plan for assigning teachers based on staffing.	will be documented.
4. Use previous training from literacy coordinators to establish a Balanced Literacy Framework.	4. Teachers; Local Universities; Superintendent; Board Members.	4. Time; General Fund; Title Funds; professional library; ESC.	4. Individual needs for professional development offerings will refine the work.	4. Principal and teachers will identify the need and monitor the needs for professional development.
5. Design and implement across the curriculum conflict resolution strategies.	5. All staff members.	5. Grant Award; PTO support.	5. Regularly monitor discipline reports and teacher referrals.	5. Compile a year-end report of annual data.
6. Purchase appropriate leveled texts for reading instruction in all content areas and appropriate texts for math and other tested areas. (ON-GOING)	6. Superintendent; Board members; Teachers; Principals; Reading Specialists; Special Education Teachers.	6. General Fund; Title Funds; Competitive Grants; Publishers' Representatives.	6. Every year during the plan, leveled texts will be added to classroom resource libraries; every year, regular reviews of math needs/texts.	6. Classroom books will be leveled to support a student-centered learning center. Documentation of use will be recorded.
7. Provide a mentor for each entry-year teacher. (ON-GOING)	7. Teachers; Superintendent; Pathwise Trainer; LPDC; Pickaway Co. ESC.	7. Mentor Support Group; General Fund; Educational Testing Service; Entry-Year Funds.	7. Each year of the plan, all entry-year teachers will be assigned a mentor.	7. A large pool of trained mentors will exist to accommodate new licensure requirements and meet the needs of all grade levels/subject areas; documentation of completed mentor training will be compiled.
8. Select appropriate computer software. (ON-GOING)	8. Technology Director; Teachers; Students; School Net; Gifted Coordinator	8. Technology Funds; General Fund; School Net Plus.	8. Every year of the plan, appropriate computer software will be added to the classrooms.	8. Documentation of software use will be collected and monitored.
9. Assess in order to plan instruction.	9. Teachers Principals; Special Education Director.	9. General Fund; Time; Publishers; Academic	9. Regularly, appropriate pre- and post-assessment and on-going assessment	9. Assessments (based on

<p>10. Continue using the kindergarten screening process for a more complete evaluation/updating when necessary.</p>	<p>10. All staff members involved in spring screening.</p>	<p>Resources.</p> <p>10. Title Funds; General Fund;</p>	<p>will occur.</p> <p>10. Complete in spring of school year.</p>	<p>content standards) will be shared among teachers and with parents and administrators as appropriate.</p> <p>10. Use testing data to advise parents of the appropriate placement, i.e., Head Start; Pre-School; Kindergarten.</p>
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Improvement Strategy #4: We will provide intervention for academically at-risk students.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
1. Provide summer intervention for academically at-risk students. (ON-GOING)	1. Students; Teachers; Principals; Transportation Director; Special Education Teachers Reading Specialists; Parents; Special Education Director; Technology Director.	1. Materials; Staffing; General Fund; Title Funds; Facility Use; Transportation Funds.	1. Within Year One, 50% of targeted students (who have the summer school option), Grades K-12, will attend summer school; each following year of the plan, attendance will increase 10%.	1. Performance data at the conclusion of summer school will be documented.
2. Identify at-risk Pre-kindergarten and kindergarten students and provide intervention. (ON-GOING)	2. Teachers; Superintendent; Principals; Head Start Personnel; Volunteers; Guidance Counselor;; At-Risk Program Coordinators; Special Education Teachers; Special Education Director; IAT members; Parents	2. General Fund; Pickaway County ESC; Title Funds.	2. During Year One, 50% of targeted Pre-K and K students will receive appropriate intervention; each following year of the plan, participation will increase 10%.	2. Participation data for identified students will be collected.
3. Provide intervention at school for students not proficient in any tested area on achievement, and diagnostic tests. (ON-GOING)	3. Teachers; Principals; Guidance Counselor; Special Education Teachers; Tutors; Volunteers; Parents; Students; IAT members; Technology Director; Gifted Coordinator	3. Time; General Fund; Title Funds; Competitive Grants; Texts and materials.	3. All targeted students will receive appropriate intervention annually.	3. Teachers will identify and document intervention.

Improvement Strategy #5: We will create a variety of volunteer opportunities that will contribute to district student achievement increases.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
<p>1. Involve numerous stakeholders in district CIP monitoring team, including students and business representatives. (ON-GOING)</p> <p>2. Review a directory of volunteer opportunities, business partnership opportunities, and community expertise to be used in the district continuous improvement plan. (ON-GOING)</p>	<p>1. Superintendent Certified and Noncertified Staff; Business Representatives; Parents; Students; Members of Civic and Volunteer Organizations.</p> <p>2. District CIP Improvement Members; Support Staff; Teachers; Principals; Technology Director; Technology Teachers; Parents; Gifted Coordinator.</p>	<p>1. Time; Mailing resources; Sample Existing Volunteer Programs; General Fund; Grants.</p> <p>2. Mailing materials; Office supplies; Secretarial Services; Principals; Computer Labs.</p>	<p>1. Each year of the plan, involve business people, students, and community members who will critique and discuss components of the school district; each year, this advisory will monitor the district plan.</p> <p>2. By the end of Year One, directory will be completed. Each year of the plan, it will be reviewed.</p>	<p>1. CIP Monitoring Team participation will be documented.</p> <p>2. Directory of volunteer opportunities, business partnership opportunities, and community expertise will be completed and made available for both regular school day and extracurricular events.</p>

Improvement Strategy #6: Explore best kindergarten schedule and environment as academically beneficial, considering district finances and facilities.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
1. Maintain kindergarten aide in each kindergarten classroom .	1. Superintendent; Treasurer; Board Members; Principals.	1. General Fund; Title Funds.	1. On-going.	1. Annual budget/staffing meeting.
2. Maintain ½ day, everyday kindergarten schedule while exploring other options in tandem with facility planning and finances. (ON-GOING)	2. Superintendent; Treasurer; Board of Education; Teachers; Principals; Parents; Curriculum Director; Gifted Coordinator.	2. General Fund; Title Funds; Local Universities; Consultants.	2. All kindergarten teachers will participate in on-going planning and exploration of kindergarten schedules.	2. Documentation of training will be kept and monitored.
3. Provide literacy training for parents of kindergartners. (ON-GOING)	3. Parents; Teachers; Principals; Students.	3. General Fund; Trainers; Consultants; Teachers; Literacy grants.	3. During each year of the plan, on-going training for parents of kindergartners will be offered.	3. Documentation of training that is offered and participation in the training will be kept.

Improvement Strategy #7: We will serve all special needs students (including exceptional children) in the regular academic and vocational classrooms to the fullest extent possible with curriculum modified as necessary.

Tasks What will be done?	Responsibilities Who will do it?	Resources How will we support?	Timeline/Process Indicators By when?	Evaluation Process
<p>1. Use planning time for modifying the curriculum. (ON-GOING)</p>	<p>1. Parents; Teachers; Special Education Teachers; IAT members; Consultants; Psychologist; Speech Pathologist; Special Education Director; Principals; Guidance Counselor; Gifted Coordinator; Aides; Gifted Educators.</p>	<p>1. Time; General Fund; COSERRC; Special Education Competitive Grants.</p>	<p>1. During Year One, special education teachers and administrators will meet to plan for inclusive classrooms, along with regular education teachers; each year of the plan, the program will be assessed to insure that individual needs are being met on a continuous basis. Yearly, Gifted Coordinator will provide WEP's for regular classroom teachers. WEP's will be reviewed to insure that individual needs are being met.</p>	<p>1. Service plan that document modified curriculum will be available that reflect active, integrated learning.</p>
<p>2. Regularly review IEP's and WEP's. (ON-GOING)</p>	<p>2. Teachers; Special Education Teachers; Principals; Psychologist; Speech Pathologist; Parents; Students; Gifted Coordinator; IAT members; Gifted Educators; Special Education Director.</p>	<p>2. Time; General Fund.</p>	<p>2. Each year of the plan, all IEP's and WEP's will be reviewed.</p>	<p>2. Documentation of IEP review will be kept. Documentation of monthly building special education department meetings will be kept.</p>

Improvement Strategy #8: We will provide technology in the learning environment for students, staff, and community.

Tasks	Responsibilities	Resources	Timeline/Process Indicators	Evaluation Process
<p>What will be done?</p> <p>1. Create a systematic method of evaluating the status of current technology. (ON-GOING)</p>	<p>Who will do it?</p> <p>1. Technology Director; Teachers; Media Specialists; Administrators; Gifted Coordinator; Community members</p>	<p>How will we support?</p> <p>1. General Fund; Time; E-Tech Ohio; Grants.</p>	<p>By when?</p> <p>1. Twice during each year of the plan, inventories of technology status will be completed; BETA surveys will be completed every 2 years.</p>	<p>1. Records of current available technology will be available in each building. SMS server will inventory computer equipment.</p>
<p>2. Determine how new and emerging technologies will be integrated into current holdings. (ON-GOING)</p>	<p>2. Technology Director; Consultants; Administrators; Teachers; Parents; Students; Media Specialists; Gifted Coordinator</p>	<p>2. General Fund; Time; E-tech OHio; Grants</p>	<p>2. During Year One, needs assessments will be completed to determine what new technologies to add. Each year of the plan, needs assessments will be completed.</p>	<p>2. Evidence of the use of new technologies will exist in each building.</p>
<p>3. Integrate technology in the K-12 curriculum. (ON-GOING)</p>	<p>3. Technology Director; Teachers; Media Specialists; Administrators; Gifted Coordinator; Students; Parents; Community</p>	<p>3. General Fund; Technology Fund; E-tech Ohio; Competitive Grants.</p>	<p>3. Each year of the plan, use of technology will be seen in project-based learning. By the end of the plan, 75% of student work will show evidence of the use of technology.</p>	<p>3. Project-based learning with evidence of technology use will be available in all buildings.</p>
<p>4. Provide access to technology for the community. (ON-GOING)</p>	<p>4. Administrators; Media Specialists; Volunteers; Community; Technology Director</p>	<p>4. Facilities; General Fund; Grants</p>	<p>4. Annual review and report..</p>	<p>4. Participation of community in school technology sites will be documented.</p>
<p>5. Provide information for parents, students, and teachers on district website.</p>	<p>5. Administration; Media Specialists; Volunteers; Tech. Director; Tec. Technician.</p>	<p>5. Time; General Fund.</p>	<p>5. Each year of the plan, current information will be housed on the district website. The site will be updated daily.</p>	<p>5. Number of hits to the website will be recorded and feedback through website will be available.</p>