



School Improvement Plan 2008-2009

System and School Name: Hall County Schools- Mount Vernon Elementary School **School Year:** 2008-2009

System Goals:

Elementary

- 90% of students will read on or above grade level by the end of the 3rd grade **96.85%**

School level Goals: Reading/Language Arts- Balanced Literacy

Measurable Objectives:

- Students will increase achievement in Reading in grades 1-5 with an average of 93% or higher meeting and exceeding standards as measured by the CRCT. (AYP 94.3%)
- Students will raise or maintain achievement in overall Reading scores to at least 94 % (95.5%) of students in 1st grade, 96% (98.98%) of students in 2nd grade, 92% (96.85%) of students in 3rd grade, 92% (91.5%) of students in 4th grade, and 90% (95.4%) of students in 5th grade to meeting or exceeding expectations on CRCT by 2008.
- Students will raise achievement in overall Language Arts to at least 90% (92.8%) of students in 1st grade, 91% (97%) of students in 2nd grade, 90% (95.3%) of students in 3rd grade, 88% (90.8%) of students in 4th grade, and 90% (96.2%) of students in 5th grade to meeting or exceeding expectations on CRCT by 2009.

Specific Academic Areas with Content (i.e. domains) and Subgroups (i.e. special education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

- Students with Disabilities-74% or higher will meet and exceed standards as measured by the CRCT in reading (formerly 69.7%) **92.9%**
- Economically Disadvantaged students- 80% or higher will meet and exceed standards as measured by the CRCT in reading (formerly 75.7%) **85.4%**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 1.2	Teachers and students analyze student test data as well as student work and set goals based upon this information	2008-2009 Teachers review every six weeks, Administrators review quarterly	Data obtained from RESA and GA OSA websites. Collaborative planning meetings, meetings with administrators	Classroom teachers, Leadership Team, School Improvement Team, Administrators	Data and instruction progress documented at grade level meetings, DRAII results, CRCT and ITBS results, portfolio assessments	All instructional personnel collaborate to use assessment data to inform instruction.
I 1.3	Ensure the best practices regarding the teaching of reading using leveled reading, flexible grouping, differentiation, direct instruction as well as shared and guided reading.	2008-2009	Collaborative planning time, planned release time, professional development from Instructional Coach	Instructional Coach, Administrators all teachers	Minutes from collaborative planning, professional development schedule from Instructional Coach	Classroom observations, teachers articulate and demonstrate knowledge of differentiation, progress monitoring. Students demonstrate independent reading skills
I 2.2	The computer lab will be equipped and scheduled for remediation/enrichment on GPS reading skills using Renzulli learning and Lexia.	2008-2009	Technology upgrades, professional development on Renzulli and Lexia	Technology lab instructor, administrators, classroom teachers	Technology lab schedule, skills reports, on-line reports, teacher feedback	Teacher observation, CRCT reports, students can easily use and learn from Renzulli and Lexia in the technology lab.
I S1 I S2	Implement Lucy Calkins Units of Study for Teaching Writing	2008-2009	Refresher Training on these units by grade level	Instructional Coach, grade reps, and administrators	Student writing samples, minutes from grade level trainings	Georgia Writing Assessment for 3 rd & 5 th grade students. Collaborative scoring sessions with teachers on school-wide writings.

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CS 2 CS 3	Establishing Writing Committee, school-wide writings, and collaborative scoring of school-wide writings	Quarterly sessions (one for each genre)	Professional learning by collaborative sharing sessions, writing workshops	Instructional Coach, writing committee	Writing samples, observations of sharing sessions	CRCT scores, Georgia Writing Assessment for 3 rd & 5 th grades, collaborative scoring sessions with teachers on school-wide writings.
CS 1 IS 1 IS 2	Language Arts skills reviewed daily	Daily beginning August 2008	Daily Grammar Practice, Daily Oral Language, Mountain Language, Drops in a Bucket, Morning Message, Modeled Writing	Instructional Coach, Administrators grade reps	Lesson plans, Classroom observations	CRCT scores, Writing Exam reports
I 1.3 I 2.1	Co-teaching will be used daily in designated classrooms for Tier II and SWD to give intense, differentiated instruction through small groups or one-on-one during regular instruction in reading and language arts.	Daily beginning August 2008	Professional Learning for co-teaching and RTI	Classroom teachers, EIP teachers, Spec. Ed. teachers	Lesson plans, Progress monitoring reports	CRCT subgroup scores, teachers readily identifying Tier II students and progress
PL 1.1	Book studies will be conducted to address classroom instruction: <u>Writing Workshop: The Essential Guide</u> , and <u>Teach Like Your Hair is on Fire</u>	Fall 2008 Spring 2009	Cost of books Professional Development time scheduled during staff meetings	All certified staff, administrators	Agendas and sign-in sheets from Professional Development	Teachers can articulate improvements in writing instruction, students can demonstrate writing in the various genres. Teachers can share success stories in the classroom from new approaches.
I S3 A S1 A S2 A S3	DIBELS, DRA2, GKIDS, Running Records will be used for progress monitoring for students who are not meeting grade level expectations or benchmarks.	2008-2009	Refresher professional development,	All certified staff, Instructional Coach	Progress monitoring reports for students below grade level	DIBELS, DRAII, GKIDS summary reports and running records from each classroom



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System and School Name: Hall County Schools- Mount Vernon Elementary School **School Year:** 2008-2009

System Goals: (delete levels that do not apply)

Elementary

- 90% of students will meet or exceed math AMO standards as indicated on AYP 87.3%

School level Goals: Math

Measurable Objectives:

Students will increase achievement in Math in grades 1-5 with an average of 84% or higher meeting and exceeding standards as measured by the CRCT (formerly 80.5%) 87.3%

Students will increase percentage of students exceeding expectations to 37% (formerly 33.6%) 45% AYP (44.07 grades 1-5)

Specific Academic Areas with Content (i.e. domains) and Subgroups (i.e. special education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Students With Disabilities: 61% or higher will meet and exceed standards as measured by the CRCT in math (formerly 57.9%) 67.9%

Students who are Economically Disadvantaged: 61% or higher will meet and exceed standards as measured by the CRCT in math (formerly 51.9%) 69.6%

3rd grade students will increase achievement in Math to an average of 82% (formerly 74.4%) 85.9%

4th grade students will increase achievement in Math to an average of 82% (formerly 75.7%) 89.3%

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C 1.3 C 2.2	Singapore Math will be implemented with fidelity in grades K-4. Calendar Math will be implemented K-5.	August 2008 to May 2009	Collaborative planning, grade level meetings	Grade reps, Administrators	Schedule & minutes from collaborative meetings; Singapore Math Assessments	Students and teachers will be able to articulate the content and methods of Singapore Math. CRCT math scores will improve
I 2.1 I 2.2	Students will develop problem solving skills by solving Math Exemplars twice a month.	October 2008 to May 2009	\$535.00 for Math Exemplars Basic set (from NH Community Education Foundation)	Classroom teachers, grade reps	Lesson plans, student work	CRCT math scores, problem solving domain
A 1.2	Teachers and students will analyze test data as well as student work to set goals based upon this information.	August, November, February, May	Data obtained from RESA and GA OSA websites. Collaborative planning meetings, meetings with administrators	Classroom teachers, Leadership Team, School Improvement Team, Administrators	Goal sheets, minutes from meetings, Data and instruction progress documented at grade level meetings, DRAII results, CRCT and ITBS results, portfolio assessments	CRCT reports, progress monitoring data, All instructional personnel collaborate to use assessment data to inform instruction.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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I 2.2	The computer lab will be equipped and scheduled for remediation/enrichment on math skills using various software and internet resources.	weekly	Software and training	Administrators Tech rep Homeroom teachers	Lesson plans, computer lab schedule	CRCT reports, summary reports from software or internet programs
I 1.1 I 1.2 I 2.1	Co-teaching will be used in designated classrooms to group students for intense, differentiated instruction	daily	Professional Learning for co-teaching and RTI	Classroom teachers, SpEd teachers	Classroom observations, progress monitoring	Subgroup CRCT reports, assessments for progress monitoring