

**School Improvement Plan (K-5)
2009-2010**

School: Mount Vernon Elementary

Hall Co: System Competency and Rigor Indicators (Measurable Goals)

C1: 90% at or above grade level by the end of third grade (95%)

C2: 90% or more will make AYP (95.9%)

C5: 2% increase in grades implementing Singapore Math on CRCT (4th & 5th grade)

C7: 2% minimum improvement goal per year in CRCT in every content area (see attached, 9 out 21)

R1: 2% minimum improvement in meets to exceeds in all content areas (see attached, 9 out of 16)

R3: 5% increase in MS students taking Carnegie unit HS courses (n/a)

Individualized School Measurable Goals

READING AYP Goal:

The percentage of students in grades 3-5 meeting and exceeding standards in reading as measured by the CRCT will increase from 95% in 2008-09 to 97% in 2009-10 with a minimum of 100% participation. (95.9%)

Students will raise achievement in reading with a minimum of 100% participation for all subgroups:

1st grade-from 95% meeting or exceeding standard at the end of SY2009 to 96% meeting or exceeding standard at the end of SY2010 (91%)

2nd grade-from 98% meeting or exceeding standard at the end of SY2009 to 98% meeting or exceeding standard at the end of SY2010 (95%)

3rd grade- from 96% meeting or exceeding standard at the end of SY2009 to 99% meeting or exceeding standard at the end of SY2010 (95%)

4th grade- from 96% meeting or exceeding standard at the end of SY2009 to 98% meeting or exceeding standard at the end of SY2010 (94.7%)

5th grade- from 96% meeting or exceeding standard at the end of SY2009 to 97% meeting or exceeding standard at the end of SY2010 (97%)

Focused subgroup goals (bubble, high risk): (to be completed later)

--Students with Disabilities- from 92.9% in SY2009 to 88% or higher will meet and exceed standards at the end of SY2010 (84%)

--Economically Disadvantaged Students- from 85% in SY2009 to 88% or higher will meet and exceed standards at the end of SY2010 (89.8%)

Focused Domain Goals:

Grade	Domain	Growth From	Growth To
2 nd grade	Vocabulary	1.69% (3.24)	3.0% (5.92)
3 rd grade	Literary Comp.	6.29% (5.82)	7.0% (2.69)
4 th grade	Literary Comp	4.4% (6.42)	5.0% (5.97)
5 th grade	Literary Comp	3.3% (5.03)	4.5% (8.21)

ELA AYP Goal:

The percentage of students in grades 3-5 meeting and exceeding standards in ELA as measured by the CRCT will increase from 94.6% in 2008-09 to 96% in 2009-10 with a minimum of 100% participation.

Students will raise achievement in ELA with a minimum of 100% participation for all subgroups:

- 1st grade-from 92% meeting or exceeding standard at the end of SY2009 to 94% meeting or exceeding standard at the end of SY2010
- 2nd grade-from 97% meeting or exceeding standard at the end of SY2009 to 95% meeting or exceeding standard at the end of SY2010
- 3rd grade-from 96% meeting or exceeding standard at the end of SY2009 to 98% meeting or exceeding standard at the end of SY2010
- 4th grade-from 90% meeting or exceeding standard at the end of SY2009 to 95% meeting or exceeding standard at the end of SY2010
- 5th grade-from 96% meeting or exceeding standard at the end of SY2009 to 98% meeting or exceeding standard at the end of SY2010

Focused subgroup goals (bubble, high risk): to be completed later

Students with Disabilities- 87.6% in SY2009 to 89% or higher will meet and exceed standards at the end of SY2010

Focused Domain Goals:

Grade	Domain	Growth From	Growth To
2 nd grade	Grammar/Phonics	3.73% (7.49)	5.0% (8.44)
3 rd grade	Grammar	7.5% (3.77)	8.5% (4.03)
4 th grade	Writing Process	4.6% (7.88)	6.0% (7.92)
5 th grade	Writing Process	3.87% (4.77)	5.7% (6.01)

Math AYP Goal:

The percentage of students in grades 3-5 meeting and exceeding standards in reading as measured by the CRCT will increase from 87.3% in 2008-09 to 91% in 2009-10 with a minimum of 100% participation. (90.2%)

Students will raise achievement in reading with a minimum of 100% participation for all subgroups:

- 1st grade-from 96% meeting or exceeding standard at the end of SY2009 to 97% meeting or exceeding standard at the end of SY2010 (90%)
- 2nd grade-from 96% meeting or exceeding standard at the end of SY2009 to 97% meeting or exceeding standard at the end of SY2010 (94%)
- 3rd grade-from 85% meeting or exceeding standard at the end of SY2009 to 90% meeting or exceeding standard at the end of SY2010 (84%)
- 4th grade-from 86% meeting or exceeding standard at the end of SY2009 to 92% meeting or exceeding standard at the end of SY2010 (88.8%)
- 5th grade-from 89% meeting or exceeding standard at the end of SY2009 to 93% meeting or exceeding standard at the end of SY2010 (95.8%)

Focused subgroup goals (bubble, high risk):

Students with Disabilities- from 67% meeting or exceeding standards in SY09 to 72% meeting or exceeding standards at the end of SY2010. (52%)
 Students who are Economically Disadvantaged- 69% meeting or exceeding standards in SY09 to 75% meeting or exceeding standards at the end of SY2010. (77.8%)

Focused Domain Goals:

Grade	Domain	Growth From	Growth To
2 nd grade	Geometry	0.69% (3.13)	2.5% (4.04)
3 rd grade	Geometry	1.96% (-.99)	3.5% (1.72)
4 th grade	Geometry	5.16% (2.35)	8.0% (4.85)
5 th grade	Measurement	3.1% (4.42)	5.0% (13.24)

Writing Goals:

Students will raise achievement in writing in grade 5 from 93% meeting or exceeding standard at the end of SY2009 to 95% meeting or exceeding standard at the end of SY2010 **(91%, highest in system)**

2% of students will move from DNM to meets

15% of students will move from meets to exceeds (SY09 15% exceeds) **(17% exceeds)**

Attendance Goals (if applicable):

Improve attendance from 3% missing 15 or more days to 3% missing 15 or more days (maintain) **(6.2%)**

Other Goals:

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	Pre-planning then teachers review every six weeks,	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.	2009-2010	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, Lexia, and other software.	2009-2010	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.
CS 2 CS 3	Continue Writing Committee, school-wide writings, and collaborative scoring of school-wide writings	Quarterly sessions (one for each genre) October 2007	Professional learning Georgia Department of Education, Kathy Cox, State Superintendent of Schools, October 2007. Page 5 of 7 All Rights Reserved	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 2009	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 grade-levels 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 2009	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>Making Classroom Assessment Work</u> for Fall, the other chosen by SI committee for spring.	Fall 2009 Spring 2010	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.	2009-2010	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
C 1.3 C 2.2	Singapore Math will be implemented with fidelity in grades K-5. Calendar Math will be implemented K-5.	August 2009 to May 2010	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.	September 2009 to May 2010	\$535.00 for Math Exemplars Basic set (from NH Community Education	Classroom teachers, grade reps	Lesson plans, student work	CRCT math scores, problem solving domain

			Foundation)			
I 2.2	The computer lab will be equipped and scheduled for remediation/enrichment on math skills using Symphony Math, 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 in math.	daily	Professional Learning for co-teaching and RTI	Classroom teachers, SpEd teachers	Classroom observations, progress monitoring	Subgroup CRCT reports, assessments for progress monitoring
AL2.1	School-wide Math Days Morning Math-Problem of the Day Math Competition to accumulate points	Quarterly Weekly Yearly				