

# School Improvement Plan – Livingston Elementary School

**School:** Livingston Elementary School

*SY 2007-2008*

**Principal:** Wendy Hughes

**System:** Newton County

**Title I:** School-Wide Program  Targeted Assistance

**Sanctions Implementing**      **2007 - 2008: None**

- School Improvement Plan
- Choice
- Supplemental Services
- Corrective Action
- Plan for Restructuring

**Principal Signature:** \_\_\_\_\_

**Title I Director Signature:** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Action Plan for Reading

### Annual, Measurable Objective(s):

#### Increase student achievement in Reading:

Specific Academic Areas within 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):

- Grade 1 maintain or increase 91% to 93% meeting/exceeding standards.
- Grade 2 increase from 91% to 93% meeting/exceeding standards.
- Grade 3 increase from 86% to 90% meeting/exceeding standards.
- Grade 4 increase from 86% to 90% meeting/exceeding standards.
- Grade 5 increase from 89% to 92% meeting/exceeding standards.

Literary Comprehension (1, 3 & 5); Functional & Media Literacy (4 & 5th),  
Disadvantaged  
Reading for Information (3, 4 & 5)

Students with Disabilities, Economically

Factors Affecting Student Achievement to Address:  
transient population, vocabulary, motivation  
parent involvement

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>• Utilize results of DIBELS assessments across grade levels to provide reading instruction at students' levels of need.</li> </ul>	August 2007– On-going	DIBELS Assessment Materials – Est. Cost: \$2,000	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title I Teachers</li> <li>• EIP Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Review of Lesson Plans</li> <li>• Review of Class and Individual DIBELS Results</li> </ul>
<ul style="list-style-type: none"> <li>• Fully implement the Georgia Performance Standards in the area of reading.</li> </ul>	August 2007– On-going	Grade Level Collaborative Planning	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title I Teachers</li> <li>• EIP Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Review of Lesson Plans</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize supplemental support services including EIP, Title I, ESOL and Special Education to address reading needs of selected student population groups.</li> </ul>	August 2007– On-going	None	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• EIP Teachers</li> <li>• Title I Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Review Lesson Plans</li> <li>• CRCT Reading Scores</li> </ul>

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Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>Increase the effective use of Content readers at grades 3 – 5 to improve non-fiction reading skills</li> </ul>	August 2007 – On-going	\$ 6,000 – PTO Funds	<ul style="list-style-type: none"> <li>Reg. Ed. Teachers</li> <li>Special Ed. Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Review</li> <li>Classroom Observations</li> <li>CRCT Scores in all content areas</li> </ul>
<ul style="list-style-type: none"> <li>Utilize teacher planning sessions for student data analysis and IEP review sessions to identify effective grouping and placement for increased achievement</li> </ul>	October 2007 & January 2008	Substitute Teachers - \$6,000	<ul style="list-style-type: none"> <li>Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>Benchmark Test Scores</li> <li>Flexibility of student grouping</li> </ul>
<ul style="list-style-type: none"> <li>Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations.</li> </ul>	August 2007 – On-going	None	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>Benchmark Test Scores</li> </ul>
<ul style="list-style-type: none"> <li>Offer Reading support during extended school and summer school programs for selected students.</li> </ul>	August 2007 – On-going	Extended Learning Staff and Materials – Est. Cost: \$26,000	Selected Teachers	<ul style="list-style-type: none"> <li>Weekly Progress Reports</li> <li>Classroom Observations</li> </ul>
<ul style="list-style-type: none"> <li>Provide parents with regular updates of their children's performance through newsletters, meetings, student agenda planners, etc.</li> </ul>	August 2007 – On-going	None	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Parent Survey</li> <li>Copies of Newsletters/ Correspondence</li> </ul>

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## Action Plan for English Language Arts

### Annual, Measurable Objective(s):

Increase student achievement in Language Arts:

Specific Academic Areas within 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):

- Grade 1 increase from 82% to 84% meeting/exceeding standards.
- Grade 2 increase from 73% to 82% meeting/exceeding standards.
- Grade 3 increase from 89% to 91% meeting/exceeding standards.
- Grade 4 increase from 82% to 84% meeting/exceeding standards.
- Grade 5 increase from 90% to 92% meeting/exceeding standards.

Grammar & Sentence Construction (1, 2, 3, & 4<sup>th</sup>);  
Writing Process (1-5)

Students with Disabilities; Economically Disadvantaged

Factors Affecting Student Achievement to Address:

Vocabulary, home and cultural language versus  
academic language, writing across the curriculum

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>• Utilize county's prioritized and aligned curriculum to guide Language Arts instruction.</li> </ul>	August 2007-On-going	None	<ul style="list-style-type: none"> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Lesson Plan Review</li> </ul>
<ul style="list-style-type: none"> <li>• Fully implement the Georgia Performance Standards in the area of language arts.</li> </ul>	August 2007-On-going	Grade Level Collaborative Planning	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title I Teachers</li> <li>• EIP Teachers</li> <li>• Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Lesson Plan Review</li> </ul>

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Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>Utilize selected Learning Focused School Strategies such as graphic organizers to reinforce grammar, paragraph content, and research process skills.</li> </ul>	August 2007 – On-going	None	Teachers	<ul style="list-style-type: none"> <li>Lesson Plan Review</li> <li>Classroom Observations</li> </ul>
<ul style="list-style-type: none"> <li>Begin development of a school wide Writing Across the Curriculum program with rubrics for consistent expectations across grade levels and throughout the school.</li> </ul>	March 2008 - ongoing	Est. Cost \$500 for substitutes during focus group planning; Professional Development Funds	<ul style="list-style-type: none"> <li>APs</li> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student work</li> <li>Increased writing scores in FY09</li> </ul>
<ul style="list-style-type: none"> <li>Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations.</li> </ul>	August 2007 – On-going	Substitute Teachers – Est. Cost: \$3,000	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>CRCT Scores</li> </ul>
<ul style="list-style-type: none"> <li>Utilize wireless computer lab to practice language and writing skills.</li> </ul>	January 2008 - On-going	none	<ul style="list-style-type: none"> <li>Computer Lab Specialist</li> <li>* Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observation schedule</li> </ul>

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## Action Plan for Mathematics

### Annual, Measurable Objective(s):

#### Increase student achievement in Math:

- Grade 1 increase 83% to 87% meeting/exceeding standards.
- Grade 2 increase from 83% to 87% meeting/exceeding standards.
- Grade 3 increase from 73% to 82% meeting/exceeding standards.
- Grade 4 increase from 85% to 89% meeting/exceeding standards.
- Grade 5 increase from 85% to 89% meeting/exceeding standards.

Specific Academic Areas within 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):

Problem-solving (2 - 5<sup>th</sup>); Patterns & Relationships/Algebra (3)      Students with Disabilities, Economically Disadvantaged; EIP  
Geometry(2, 4 & 5)

#### Factors Affecting Student Achievement to Address:

Reading and Problem Solving, Understanding Mathematical Concepts

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>• Fully implement GPS Math standards</li> </ul>	August 2007 - ongoing	None	<ul style="list-style-type: none"> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Lesson Plan Review</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize Georgia Frameworks learning and assessment tasks to increase student engagement with math concepts</li> </ul>	October 2007- On-going	None	<ul style="list-style-type: none"> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Lesson Plan Review</li> <li>• Analysis of Student Work</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize supplemental support services including EIP, Title I, and special education to address Math needs of selected student population groups.</li> </ul>	August 2007 – On-going	None	<ul style="list-style-type: none"> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Review Lesson Plans</li> <li>• CRCT Scores</li> </ul>

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<b>Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Professional Development Resources/Est. Costs</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
<ul style="list-style-type: none"> <li>Utilize selected Learning Focused School Strategies such as graphic organizers to reinforce vocabulary, meaning and critical analysis skills.</li> </ul>	August 2007- On-going	None	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Review</li> <li>Classroom Observations</li> <li>Walk-Through Reflections</li> </ul>
<ul style="list-style-type: none"> <li>Offer Math support during extended school and summer school programs for selected students.</li> </ul>	August 2007 – On-going	Extended Learning Staff and Materials – Est. Cost: \$26,000	<ul style="list-style-type: none"> <li>Selected Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Progress Reports</li> <li>Classroom Observations</li> </ul>
<ul style="list-style-type: none"> <li>Provide parents with regular updates of their children’s performance through newsletters, meetings, student agenda planners, etc.</li> </ul>	August 2007 – On-going	None	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Parent Survey</li> <li>Copies of Newsletters/ Correspondence</li> </ul>
<ul style="list-style-type: none"> <li>Analyze benchmarks and shared assessments for mathematics to assess student learning across grade levels</li> </ul>	August 2007 – ongoing	Substitute Teachers - Est. Cost: \$3,000	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Planning Meetings</li> </ul>
<ul style="list-style-type: none"> <li>Utilize teacher planning sessions for student data analysis and IEP review sessions to identify effective grouping and placement for increased achievement</li> </ul>	October 2007 & January 2008	Substitute Teachers - \$6,000	<ul style="list-style-type: none"> <li>Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>Benchmark Test Scores</li> <li>Flexibility of student grouping</li> </ul>
<ul style="list-style-type: none"> <li>Provide Professional Development in Math instructional strategies</li> </ul>	October 2007 - ongoing	\$500 - \$1,000	<ul style="list-style-type: none"> <li>Administrator selection</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> </ul>
<ul style="list-style-type: none"> <li>Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations.</li> </ul>	August 2007 – On-going		<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Planning Meetings</li> </ul>

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## Action Plan for Special Education Inclusion and Co-Teaching

### Annual, Measurable Objective:

Students with disabilities will raise achievement and become more proficient in general education academic curriculum areas. This will be measured by IEP goals, G-KAP-R, ITBS, GCRCT, and DIBELS.

General Education teachers will continue to work along side the special education teacher to ensure an environment conducive to learning is provided to meet the educational needs and IEP goals of the special needs children and the regular education children.

Actions/Strategies/Interventions	Timeline	Professional Development	Person Responsible	Means of Evaluation
<ul style="list-style-type: none"> <li>Establish co-teaching classes with Special Education, EIP and Title I teachers in grades 2 – 5</li> </ul>	August 2007- ongoing	Faculty and collegial planning meetings	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>IEP evaluations</li> <li>GLRS teacher observations</li> <li>DIBELS</li> <li>GCRCT</li> </ul>
<ul style="list-style-type: none"> <li>Conduct Staff Development and classroom coaching for Co-teaching and models for success</li> </ul>	August 2007 – ongoing	Faculty and collegial planning meetings	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Walk Throughs</li> <li>DIBELS</li> <li>GCRCT</li> <li>Benchmark testing</li> </ul>
<ul style="list-style-type: none"> <li>Utilize teacher planning sessions for student data analysis and IEP review sessions to identify effective grouping and placement for increased achievement</li> </ul>	October 2007 & January 2008	Substitute Teachers - \$6,000	<ul style="list-style-type: none"> <li>Teachers</li> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>Benchmark Test Scores</li> <li>Flexibility of student grouping</li> </ul>
<ul style="list-style-type: none"> <li>Utilize supplemental support services including EIP, Title I, and special education to address Math needs of selected student population groups.</li> </ul>	August 2007 –On-going	None	<ul style="list-style-type: none"> <li>EIP Teachers</li> <li>Title I Teachers</li> <li>Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Review Lesson Plans</li> <li>CRCT Scores</li> </ul>
<ul style="list-style-type: none"> <li>Expand a mentoring program which includes</li> </ul>	September 2007 - ongoing	Est. Cost: \$360 Principal's Fund to pay for substitutes	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	Attendance Records Surveys

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components for students, parents, teachers, and stakeholders		and/or materials and supplies	<ul style="list-style-type: none"> <li>• Committee Chair</li> <li>• Committee Members</li> </ul>	
<ul style="list-style-type: none"> <li>• Encourage parental involvement, especially for parents of underachieving students</li> </ul>	August 2007 - ongoing	500 Title I funds for material, supplies, speakers	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Committee Chair</li> <li>• Committee Members</li> </ul>	Attendance Records Surveys GCRCT Scores