

**Lakeview Elementary School
School Improvement Plan
2009-2010**

School Name Lakeview Elementary School
School Street Address 9090 Strain Ridge Road City Bloomington State Zip Indiana, 47401
School Telephone Number 812-824-6132
School Fax Number 812-824-9280
School Number 6134
School Corporation Number 5740

Mr. Tommy Richardson
Principal

Dr. John T. Coopman
Superintendent

Dr. Jeannine Butler
School Board President

**Lakeview Elementary School
School Improvement Plan
2009-2010**

School Improvement Committee Members

Member's Name	Affiliation
Mr. Tommy Richardson	Principal
Ms. Lisa Harvey	Teacher
Mrs. Kari Rickerby	Teacher
Mrs. Lisa Roberts	Teacher
Mr. Chris Straw	Teacher/Building Rep.
Butch LeJeune	Business Community Rep.
Kellan Way	Parent Rep.
Kara Eurton	Parent Rep.
John Shassberger	Parent Rep.

Part I – Mission Statement and Belief Statements

Purpose Statement:

“By understanding that they are unique and special, each Lakeview Student will be encouraged and challenged by the entire school community to put forth the effort essential for the opportunities of life’s choices.”

Guiding Principles:

1. Have fun!
2. All members of our school community must exhibit the positive qualities of respect and kindness.
3. Rigorous curriculum and instruction guided by student work.
4. A collaborative community of quality teachers, leaders and staff who pursue professional growth opportunities.
5. A climate and respect for diversity.
6. A school climate where all feel respected and safe.
7. The expectation for families to get their children to school every day and see that their homework is completed.

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Part II – Board of School Trustee Goals

1. Fiscal Accountability
2. A Community of Quality Teachers, Leaders and Support Staff
3. Rigorous Curriculum and Instruction
4. Engaged Family and Community
5. A climate of Respect for Diversity and Equal Access

Part III – Unique Local Insights

A-1. School Profile-

In the early 1960's the United States Army Corp of Engineers built Lake Monroe. It was the largest man-made lake in Indiana. The people living around the lake thought it would be a wonderful setting to start a community, including a school. Thus, in the fall of 1976, Lakeview Elementary opened her doors to children living in the rural country area south of Bloomington. Lakeview children came from four small schools around the lake: Harrodsburg, Smithville, Kirksville, and Sanders. Lakeview sits on 63 acres close to Lake Monroe. This property has a stream, farmland, nature trail, and even a waterfall that lend to many outdoor education opportunities. Lakeview maintains a K-6 student population of approximately 489 students. Student attendance percentages are annually higher than the state average and student mobility is fairly consistent. Lakeview School boasts a computer lab, literacy lab, and science lab. Lakeview's atmosphere is very welcoming and friendly and the members of the school community are viewed as part of the Lakeview Family. We have a teaching staff of over 30 teachers, aides, and paraprofessionals at Lakeview, which includes a mixture of veteran teachers who have been at Lakeview since the school doors first opened as well as teachers who are new to the school community. The staff members at Lakeview are very energetic, positive, and focused on encouraging students to do their best!

Lakeview Elementary School is proud of the following educational programs:

- Literacy Groups (K-2)
- Literature Groups (3-6)
- Parent/Student Book Share
- Lakeview Breakfast Club – A before school enrichment and remediation tutoring program.
- Book Quest
- President's Physical Fitness
- Curriculum Musical Programs
- Common Math Times for Flexible Grouping

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- Book – It Reading Program (primary)
- Read Across America Day
- Volleyball Tournament
- Study Buddies
- Choir – Honor Choir
- Lakeview Orchestra

A-2. Monroe County Community School Corporation Profile-

The Monroe County Community School Corporation (MCCSC) is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. This diversity and the school community's commitment to quality education have made the MCCSC an educational leader in Indiana for the past thirty-eight years. The district encompasses 360 square miles and operates two comprehensive high schools, three middle schools, 14 elementary schools and one alternative high school. The MCCSC is the 20th largest school system in the state of Indiana and the current Broadview Learning Center, Hoosier Hills Career Center and MCCSC enrollment is 10,990. MCCSC employs 753 teachers, 56 certified administrators and a support staff of some 973 people to the MCCSC education process.

A-3. Community Profile-

Lakeview maintains a K-6 student population of approximately 480 students. We recently have added a Pre-K Program called Ready, Set, Grow which serves 17 four and five year-olds. Student attendance percentages are annually higher than the state average and student mobility is fairly consistent. Lakeview School boasts a computer lab, literacy lab, and science lab. Free and/or reduced lunch is served to 31% of Lakeview students. 95% of our students are white, 3% multiracial, 1% Hispanic, and 1% black. Our school community is a diverse mix of the social traditions of rural Southern Indiana with an annual influx of families affiliated with Indiana University and other organizations/companies that are at the high end of the socioeconomic scale for our geographic area.

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B. Description and Location of the Curriculum-

We have district-wide content area committees of teachers and administrators that have written curriculum guides for consistency among schools within the district. In our school, each teacher has a copy of the Indiana Academic Standards for Math, Language Arts, Science, and Social Studies. Teachers use these when writing weekly lesson plans. Ongoing teacher collaboration is used within grade levels and across grade levels to ensure coverage of the academic standards. Copies of the Indiana Academic Standards are available in the school office in order to provide easy access to community stakeholders.

C. Parental Participation in the School-

Parents continue to be a viable part of Lakeview and help in numerous ways. Monthly meetings of our Lakeview Parent Advisory Council provide a platform for shared ideas and concerns that ensure the value of parent involvement. Parent involvement in our school community include but are not limited to literature groups, teacher-aide positions, classroom volunteers, playground supervisors, PTO officers, scout leaders, athletic leagues with parent coaches, and broad-based school committee members. Our volunteer sign-in sheets show an active involvement in these programs.

- Literature Groups
- Library Assistance
- Classroom Assistance
- Fundraisers
- Book Fairs
- Holiday Shops
- P.T.O.

D. Safe Learning Environment in School-

Lakeview faculty concludes that our school has a safe and disciplined environment.

Here are contributing factors:

- Lifeskills
- High Behavior Standards
- A dedicated and professional staff that demonstrates quick, positive and effective communication practices with parents when needed.
- School wide adult and student behavior expectations in common areas (hallways, playground, and cafeteria).

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E. Disciplined Learning Environment in School-

The mission of Lakeview Elementary School is to ensure that each student maximizes his or her potential, masters a challenging, standards-based curriculum in a safe, disciplined, clean and positive educational environment; and receives effective instruction delivered by highly qualified staff committed to excellence as evidenced by ongoing professional development, collaborative planning and the involvement of community resources that extend and enrich the instructional program.

Part IV – Data Analysis and Conclusions-

A data and assessment committee has been established to support teachers via professional development in utilizing district and state level data to inform instructional practices.

Assessment Instruments utilized at Lakeview include:

- ISTEP + at grades 3-6, 4th and 6th grade Science, 5th grade social studies (State-wide testing program) – Annually
- NWEA Tested 2-3 times annually at grades 2-6, with first graders participating in the spring
- [Rigby Reading Program K-3 and Developmental Studies Center, DSC](#) (unit skills test and selection tests)
- Everyday Chicago Math adopted program (chapter tests, cumulative tests, and test inventories)
- Additional classroom curriculum assessment materials in various subjects (i.e. running records, portfolios, observation surveys, exit slips)
- Math placement tests in the intermediate grades
- [Monthly Benchmarks, Writing Prompts, Math Computation](#)
- [Study Island](#)
- State Standards Academic Framework Assessments
- 6 + 1 Trait Writing Rubrics
- Developmental Reading Assessments
- Bi-Weekly Running Records for K-2 Literacy Group Readers

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B. Parent Survey Summary-

Lakeview participated in the CAPE/Title I Parent Survey to determine ways to enhance parent/school partnerships:

80-90% = Mostly 90-100% = Very Much

- School Friendliness (Six Indicators) = 88%
- Family Involvement with Learning (Four Indicators) = 89%
- Parents' Belief of Student Improvement in Reading = 87%
- Two-Way Communication – School/Home (Seven Indicators) = 92%
- Volunteer Opportunities (Three Indicators) = 83%
- Parent, School and Community Work Together (Three Indicators) = 86%

C. ISTEP+ Data Summary- Fall 2008 Results

- All Lakeview Students (Grades 3-6) Passing E/LA and Math Portion of ISTEP+ = 84.2%
- Third Grade = 82% Pass E/LA – 82% Pass Math
- Fourth Grade = 78% Pass E/LA – 82% Pass Math
- Fifth Grade = 82% Pass E/LA – 92% Pass Math
- Sixth Grade = 80% Pass E/LA – 94% Pass Math

Fall 2008 ISTEP+ Results

3rd Grade ISTEP+ English

Standard	IPI	Corp Average	Difference
Reading Vocabulary	80.74	79.57	1017
Reading Comprehension	82.03	79.16	2087
Lit Response & Analysis	79.03	77.82	1.21
Writing Process	80.43	78.66	1.77
Writing Applications	67.65	65.70	1.94
Language Conventions	84.75	83.69	1.06

3rd Grade ISTEP+ Math

Standard	IPI	Corp Average	Difference
Number Sense	83.62	81.21	2.41
Computation	83.50	80.01	3.49
Algebra & Functions	78.35	75.58	2.77
Geometry	78.13	75.17	2.96
Measurement	76.97	73.17	3.80
Data Analysis & Prob.	0.00	0.00	0.00

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Problem Solving	49.34	44.71	4.63
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4th Grade ISTEP+ English

Standard	IPI	Corp Average	Difference
Reading Vocabulary	82.87	81.63	1.24
Reading Comprehension	74.92	73.88	1.04
Lit Response & Analysis	80.33	79.55	0.78
Writing Process	74.14	72.90	1.24
Writing Applications	67.22	63.72	3.50
Language Conventions	81.21	79.57	1.64

4th Grade ISTEP+ Math

Standard	IPI	Corp Average	Difference
Number Sense	73.03	68.84	4.19
Computation	80.77	73.53	7.24
Algebra & Functions	72.96	68.36	4.60
Geometry	77.44	71.82	5.62
Measurement	73.40	69.19	4.21
Data Analysis & Prob.	0.00	0.00	0.00
Problem Solving	43.39	37.77	5.62

5th Grade ISTEP+ English

Standard	IPI	Corp Average	Difference
Reading Vocabulary	77.46	76.17	1.29
Reading Comprehension	71.53	70.72	0.81
Lit Response & Analysis	73.24	73.01	0.23
Writing Process	81.32	80.88	0.45
Writing Applications	56.20	55.40	0.80
Language Conventions	77.32	75.89	1.44

5th Grade ISTEP+ Math

Standard	IPI	Corp Average	Difference
Number Sense	79.64	72.93	6.70
Computation	89.91	78.79	11.11
Algebra & Functions	71.05	63.73	7.33
Geometry	73.93	68.96	4.97
Measurement	67.07	57.81	9.26
Data Analysis & Prob.	81.54	76.86	4.68
Problem Solving	56.30	47.95	8.34

6th Grade ISTEP+ English

Standard	IPI	Corp Average	Difference
Reading Vocabulary	77.54	75.62	1.92
Reading Comprehension	78.41	76.05	2.36
Lit Response & Analysis	75.65	72.71	2.95
Writing Process	72.04	70.74	1.30
Writing Applications	64.11	62.74	1.37
Language Conventions	80.93	78.88	2.05

6th Grade ISTEP+ Math

Standard	IPI	Corp Average	Difference
Number Sense	68.32	62.43	5.89
Computation	77.15	72.80	4.35
Algebra & Functions	79.04	73.34	5.70
Geometry	69.52	65.96	3.56
Measurement	77.68	72.00	5.68
Data Analysis & Prob.	71.69	66.99	4.70

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Grade 2

Grade 2 NWEA Language

	LO	AV	HI	UNK
Conv: Mechanics	29.69%	23.44%	46.88%	0.00%
Writing Proc / Features	29.69%	17.19%	53.13%	0.00%
Writing Apps	29.69%	18.75%	51.56%	0.00%
Conv: Grammar	26.56%	20.31%	53.13%	0.00%
Grade 2 Language Student Count = 64				

Grade 2 NWEA Math

	LO	AV	HI	UNK
Number Sense	18.75%	9.38%	71.88%	0.00%
Computation	46.88%	25.00%	28.13%	0.00%
Algebraic Functions	15.63%	15.63%	68.75%	0.00%
Geometry	20.31%	15.63%	64.06%	0.00%
Measurement	21.88%	21.88%	56.25%	0.00%
Stats / Data / Prob	15.63%	17.19%	67.19%	0.00%
Problem Solving	23.44%	26.56%	50.00%	0.00%

Grade 2 Math Student Count = 64

Grade 2 NWEA Reading

	LO	AV	HI	UNK
Word Recog / Vocab	35.94%	20.31%	43.75%	0.00%
Info Text	34.38%	25.00%	40.63%	0.00%
Comp Info Text	34.38%	29.69%	35.94%	0.00%
Literary Text	15.63%	34.38%	50.00%	0.00%
Comp Lit Text	28.13%	15.63%	56.25%	0.00%

Grade 2 Reading Student Count = 64

Grade 3

Grade 3 NWEA Language

	LO	AV	HI	UNK
Conv: Mechanics	33.82%	30.88%	35.29%	0.00%
Writing Proc / Features	32.35%	32.35%	35.29%	0.00%
Writing Apps	23.53%	35.29%	41.18%	0.00%
Conv: Grammar	29.41%	25.00%	45.59%	0.00%
Grade 3 Language Student Count = 68				

Grade 3 NWEA Math

	LO	AV	HI	UNK
Number Sense	17.65%	14.71%	67.65%	0.00%
Computation	32.35%	29.41%	38.24%	0.00%
Algebraic Functions	25.00%	30.88%	44.12%	0.00%
Geometry	20.59%	25.00%	54.41%	0.00%
Measurement	23.53%	27.94%	48.53%	0.00%
Stats / Data / Prob	26.47%	26.47%	47.06%	0.00%
Problem Solving	25.00%	33.82%	41.18%	0.00%

Grade 3 Math Student Count = 68

Grade 3 NWEA Reading

	LO	AV	HI	UNK
Word Recog / Vocab	32.35%	39.71%	27.94%	0.00%
Info Text	42.65%	23.53%	33.82%	0.00%
Comp Info Text	44.12%	17.65%	38.24%	0.00%
Literary Text	30.88%	27.94%	41.18%	0.00%
Comp Lit Text	32.35%	26.47%	41.18%	0.00%

Grade 3 Reading Student Count = 68

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Grade 4

Grade 4 NWEA Language

	LO	AV	HI	UNK
Conv: Mechanics	20.51%	26.92%	52.56%	0.00%
Writing Proc / Features	24.36%	28.21%	47.44%	0.00%
Writing Apps	23.08%	24.36%	52.56%	0.00%
Conv: Grammar	26.92%	26.92%	46.15%	0.00%

Grade 4 Language Student Count = 78

Grade 4 NWEA Math

	LO	AV	HI	UNK
Number Sense	10.39%	16.88%	72.73%	0.00%
Computation	16.88%	20.78%	62.34%	0.00%
Algebraic Functions	19.48%	31.17%	49.35%	0.00%
Geometry	18.18%	6.49%	75.32%	0.00%
Measurement	19.48%	19.48%	61.04%	0.00%
Stats / Data / Prob	19.48%	24.68%	55.84%	0.00%
Problem Solving	33.77%	15.58%	50.65%	0.00%

Grade 4 Math Student Count = 77

Grade 4 NWEA Reading

	LO	AV	HI	UNK
Word Recog / Vocab	29.87%	19.48%	50.65%	0.00%
Info Text	18.18%	35.06%	46.75%	0.00%
Comp Info Text	24.68%	29.87%	45.45%	0.00%
Literary Text	23.38%	25.97%	50.65%	0.00%
Comp Lit Text	25.97%	18.18%	55.84%	0.00%

Grade 4 Reading Student Count = 77

Grade 5

Grade 5 NWEA Language

	LO	AV	HI	UNK
Conv: Mechanics	25.00%	26.32%	48.68%	0.00%
Writing Proc / Features	23.68%	26.32%	50.00%	0.00%
Writing Apps	19.74%	31.58%	48.68%	0.00%
Conv: Grammar	17.11%	30.26%	52.63%	0.00%

Grade 5 Language Student Count = 76

Grade 5 NWEA Math

	LO	AV	HI	UNK
Number Sense	10.53%	26.32%	63.16%	0.00%
Computation	19.74%	30.26%	50.00%	0.00%
Algebraic Functions	22.37%	25.00%	52.63%	0.00%
Geometry	14.47%	18.42%	67.11%	0.00%
Measurement	18.42%	18.42%	63.16%	0.00%
Stats / Data / Prob	17.11%	28.95%	53.95%	0.00%
Problem Solving	23.68%	27.63%	48.68%	0.00%

Grade 5 Math Student Count = 76

Grade 5 NWEA Reading

	LO	AV	HI	UNK
Word Recog / Vocab	26.32%	31.58%	42.11%	0.00%
Info Text	22.37%	31.58%	46.05%	0.00%
Comp Info Text	25.00%	27.63%	47.37%	0.00%
Literary Text	21.05%	31.58%	47.37%	0.00%
Comp Lit Text	19.74%	22.37%	57.89%	0.00%

Grade 5 Reading Student Count = 76

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Grade 6

Grade 6 NWEA Language

	LO	AV	HI	UNK
Conv: Mechanics	12.82%	34.62%	52.56%	0.00%
Writing Proc / Features	16.67%	29.49%	53.85%	0.00%
Writing Apps	16.67%	24.36%	58.97%	0.00%
Conv: Grammar	20.51%	24.36%	55.13%	0.00%

Grade 6 Language Student Count = 78

Grade 6 Math Student Count = 78

Grade 6 NWEA Math

	LO	AV	HI	UNK
Number Sense	3.85%	30.77%	65.38%	0.00%
Computation	19.23%	21.79%	58.97%	0.00%
Algebraic Functions	14.10%	14.10%	71.79%	0.00%
Geometry	12.82%	23.08%	64.10%	0.00%
Measurement	16.67%	30.77%	52.56%	0.00%
Stats / Data / Prob	16.67%	23.08%	60.26%	0.00%
Problem Solving	17.95%	34.62%	47.44%	0.00%

Grade 6 NWEA Reading

	LO	AV	HI	UNK
Word Recog / Vocab	25.32%	31.65%	43.04%	0.00%
Info Text	25.32%	25.32%	49.37%	0.00%
Comp Info Text	15.19%	36.71%	48.10%	0.00%
Literary Text	15.19%	35.44%	49.37%	0.00%
Comp Lit Text	21.52%	34.18%	44.30%	0.00%

Grade 6 Reading Student Count = 79

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F. Attendance Data Summary-

Lakeview Elementary School consistently performs above the State average with our attendance performance. The attendance rate for the 2007-2008 school year was 96.6%. This surpassed the '06-'07 State average of 95.9%.

G. Data Conclusions-

E/LA – Over the last four years, Lakeview has experienced an upward trend in our E/LA performance. However, our 2007 ISTEP+ data does not provide the rate of success which is desired or expected. All standard indicators in E/LA showed slight decreases when compared to our 2006 ISTEP+ performance. There is evidence to suggest our emphasis in reading comprehension instruction allowed for measurable improvement. Writing Process and Writing Applications consistently underperformed other E/LA standard indicators with all Lakeview grade levels. Literature Response and Analysis is another area that presents significant growth opportunities. Compared to Corporation IPI Average, Lakeview grades three and four realized scores above corporation in 10 of the 12 standard indicators (83%). Compared to Corporation IPI Average, the corporation scored higher than Lakeview fifth and sixth-graders in 11 of the 12 standard indicators (92%).

Math – Lakeview outperformed our corporation in 21 of the 26 math standard indicators (81%) measured by IPI Average. Grades three, four and five performed higher than our corporation average in 100% of assessed standards. Grade six failed in 5 of the 7 math indicators to score higher than Corporation IPI Average. 2007 ISTEP+ results indicate our school-wide emphasis on Math Computation has resulted in increased student mastery. However, the low Math Computation scores per the NWEA assessment for the lower grades (2-4) suggests we must continue this area of instruction and curriculum emphasis. Data does not advocate a specific math standard that ranks consistently high or low upon grade level dissemination.

Action – Lakeview's School Improvement team in working with our entire school community has determined specific steps that will enhance student achievement in the areas of writing [applications/literature response](#) and math computation. We will continue to use school-wide common language and assessments in our writing using the 6 + 1 Trait Writing framework. Each classroom will provide writing on demand opportunities with more consistent use of writing prompts. Evidence of monthly scored writing prompts will be turned in to the principal and a shared data base. Each grade level will revisit and map their writing curriculum around adopted text and different genres of writing. [We will implement a weekly literature response practice as homework. There will be more focused literature response instruction in the classroom.](#) Collaboration days each month will allow for shared conversations and assessment time centered on each student's writing. To enhance math computation achievement, each classroom will devote more time to math games per the EveryDay math program. Also, [each class will do daily math computation practice.](#) Math computation benchmarks will also be given monthly and turned into the principal.

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H. Programming Recommendation-

E/LA – Lakeview has been immersed in a school-wide E/LA emphasis on Reading Comprehension during the last two school years. Specifically, we have had study groups and shared instructional ideas centered around the work of Debbie Miller’s, *Reading with Meaning*, and Stephanie Harvey’s, *Strategies That Work II*. With our district’s adoption of a new reading/language arts text this year, our school community will proceed with school-wide common language that connects our reading comprehension work to the new textbook series. However, ISTEP+ and NWEA data suggests Writing Process and Writing Applications are the standard areas that show the greatest need for improvement. Thus, Lakeview will embark on a school-wide writing initiative using the 6 + 1 Trait Writing framework as our guide. The 6+1 Trait Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like.

Math – Lakeview ISTEP+ math scores have realized a significant increase over the last two years. All grade levels are performing above the 80% range. Prior to the last two years, Lakeview was consistently in the mid-70% range. Our instructional emphasis on computation and problem solving indicate measurable growth. Evidence suggests this focused instruction has permeated math improvement in all standard indicators. Math Computation has shown initial improvement, but to achieve sustained computation growth, Lakeview must continue to focus on this area of instruction and curriculum.

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I. Professional Development-

Lakeview Elementary will provide professional development opportunities for our teachers that correlate with our PL221 Goals of increased student achievement as measured by ISTEP+ in the areas of Mathematics and Language Arts/Reading. Each teacher will have the opportunity to collaborate with inter and intra-grade level peers by looking at student work to inform and guide their instructional practice. Specifically, Lakeview Elementary's professional development emphasis will focus on the writing process/applications in Language Arts, and computation in Mathematics. Lakeview teachers will address issues that are relevant to our PL221 Improvement Goals by collaborating with professionals within, as well as those who are proven successful outside of our school community. Our professional development program will engage Lakeview Teachers in an effective learning process that will enhance their instructional practice. Through collegiality and collaboration, Lakeview's professional development program will contribute to a school environment that values and encourages continuous professional growth. Teachers will be more focused with their standard's based instruction by using student work to inform and guide assignments that are relevant and rigorous at the appropriate instructional level. Language Arts/Reading and Math instruction will be more student-centered. Teachers will share ideas and observe each other to allow their practice to become more transparent.

Increased staff awareness of *Cultural Competency* will be enhanced with professional development opportunities. Teachers and staff will participate in school and district Human Understanding and Diversity meetings. Continuous collaboration between grade levels will occur to share ideas and examine ways to use critical literacy in the classroom to enhance the cultural competency of our school community. Teachers will participate in shared readings to learn effective instructional practices to improve the reading skills of our special education students. Data will be shared with staff on student achievement based on gender, free and reduced-lunch population, socio-economic status and special education.

J. Statutes to be Waived- There are no rules to be waived.

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Action Plan - Writing**

Intervention #1- Common Formative Writing Assessment

Goal: All students will improve writing process and application skills.
 [09-10] 82% Students passing ISTEP+ Writing Applications subtest, 80% Students passing ISTEP+ Lit. Response and Analysis subtest
 [10-11] 84% Students passing ISTEP+ Writing Applications subtest, 82% Students passing ISTEP+ Lit. Response and Analysis subtest
 [11-12] 87% Students passing ISTEP+ Writing Applications subtest, 85% Students passing ISTEP+ Lit. Response and Analysis subtest

Support Data (from the Profile) 1. ISTEP+ 2. NWEA 3. Classroom Assessments	Standardized Assessments 1. ISTEP+ 2. NWEA	Local Assessments 1. Monthly writing assessments 2. Teacher conference notes 3. Observation
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Intervention:
Students will learn elements of the 6 + 1Trait model to improve writing.

Activities to Implement the Intervention	Person(s) Accountable	Timeline-3 year		Resources	Staff Development
		Begin	End		
1. Teaching: Teachers will learn how to effectively use the 6-Trait model.	1. New teachers and instructional aides	August 2009	May 2010	Time: In-Service, collaboration, data analysis	All teachers and instructional aides will be trained in the use of the 6-Trait writing model. Staff will attend conferences on the 6-Trait model when
2. Teaching: Teachers will use and follow a grade-level sequence for the 6-Trait model.	2. All teachers and instructional aides	August 2009	May 2012		
3. Teaching: Teachers will collaborate, create, and implement writing rubrics.	3. All teachers	August 2009	May 2012	Funding: Substitutes, professional growth opportunities, staff development, and professional and student materials	
4. Modeling: Teachers will instruct students in the use of 6-Trait in their classrooms and will continue to use this intervention across the curriculum by instructing, modeling, and providing student application.	4. All teachers and instructional aides	August 2009	May 2012		

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5. Practicing: Students will use 6-Trait rubrics to assess their writing on writing prompts and literature response.	5. All students	August 2009	May 2012	Tools: Professional resources listed above	available and conduct staff development upon returning.
6. Supporting: Low performing students will have additional learning opportunities using 6-Trait strategies.	6. All teachers, Special Education Instructors and Students	August 2009	May 2012		
7. Teaching: Teachers will provide daily supplemental Lit. Response practice in all grade levels.	7. All Teachers	August 2009	May 2012	Funding for materials	
8. Teaching: Teachers will collaborate on literature resources and student work.	8. All Teachers	August 2009	May 2012		
<p>Research/Best Practice for Intervention- Culham, R. (2003). <u>6 + 1 Traits of Writing: The Complete Guide</u>. Portland, OR: Northwest Regional Educational Laboratory Bellamy, P. (2004). <u>Research on Writing with the 6 + 1 Traits</u>. Portland, OR: Northwest Regional Educational Laboratory Graves, D.H. (1983). <u>Writing: Teachers and Children at Work</u>. Exeter, NH: Heinemann</p>					

Results-Based Staff Development Plan

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Faculty and Staff will be trained in the use of 6-Trait writing model.		1. I-STEP 2. NWEA		Students will demonstrate familiarity and confidence with the use of the 6-Trait model.	
Level	Activity	Person(s)	Evidence of	Resources	Timeline

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		Responsible	Attainment		3 year
Knowledge	Teachers and instructional aides will be trained in the use of the 6-Trait model.	Curriculum and Instruction(C&I) Committee All Teachers	Attendance at staff meetings and in-service; staff survey	Survey In-Service Collaboration Substitutes Professional Resources	08/2009-05/2012
Model/Demonstration	Teachers and instructional aides will model the 6-Trait writing strategies for assessing writing.	C&I Committee All Teachers	Classroom Samples, Lesson Plans	Staff Development	08/2009-05/2012
Low-risk Practice	Teachers and instructional aides will peer share and give feedback on the use of the 6-Trait model & literature response strategies	C&I Committee All Teachers	Staff meeting minutes, In-service minutes	In-service, collaboration, substitutes	08/2009-05/2012
On-the-Job Practice	Teachers and instructional aides will use the 6-Trait model to assess monthly school-wide writing benchmarks.	C&I Committee All Teachers	Examples of student work, lesson plans	Staff Development	01/2009-05/2012
Follow Up	Teachers and instructional aides will share successful ideas and lesson plans generated by student writing and work involving literature response	C&I Committee All Teachers	Examples of student work, lesson plans	Collaboration, Data Analysis, Substitutes, Teacher and Student Writing Survey	08/2009-05/2012
Long Term Maintenance	Teachers and instructional aides will be provided ongoing training, review, and continuing in-service for new faculty.	C&I Committee All Teachers	In-service minutes, staff meeting minutes	In-service collaboration, substitutes, professional resources, Substitutes, Time for Data Analysis	08/2009-05/2012

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Action Plan – Math Computation

Intervention #1- Monthly Common Formative Assessments

Goal: All students will improve computation skills.
 [09-10] 83% Students passing ISTEP+ Computation subtest
 [10-11] 85% Students passing ISTEP+ Computation subtest
 [11-12] 87% Students passing ISTEP+ Computation subtest

Support Data (from the Profile) 4. I-STEP+ 5. NWEA 6. Classroom Assessments	Standardized Assessments 3. I-STEP+ 4. NWEA	Local Assessments 4. Daily Assignments 5. Classroom Exams 6. Monthly Performance Assessment
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Intervention:

Students will complete daily computation assignments.

Activities to Implement the Intervention	Person(s) Accountable	Timeline-3 year		Resources	Staff Development
		Begin	End		
1. Teaching: Teachers will provide daily supplemental computation practice in all grade levels.	1. All teachers	August 2009	May 2012	Time: Collaboration	Staff will collaborate on student work
2. Teaching: Teachers will collaborate on resources and student work.	2. All teachers	August 2009	May 2012	Funding: Resources	
3. Modeling: Teachers will model appropriate grade specific strategies.	3. All teachers	August 2009	May 2012	Tools: Professional resources	

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<p>4. Practicing: Students will complete the daily assignments at home.</p> <p>5. Expecting: Students will apply the computation skills to strengthen basic mathematical performances.</p> <p>6. Supporting: Low performing students will have additional learning opportunities.</p> <p>7. Assessment: Teacher will administer common grade level monthly computation assessments which will be submitted to the principal for data collection.</p>	<p>4. All Students with parent support</p> <p>5. All Teachers and Students</p> <p>6. All teachers, Special Education Instructors and Students</p> <p>7. All teachers, students, and principal</p>	<p>August 2009</p> <p>August 2009</p> <p>August 2009</p> <p>August 2009</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p> <p>May 2012</p>		
<p>Research/Best Practice for Intervention: Loveless, T. (2003). <u>Trends in Math Achievement: The Importance of Basic Skills</u>. Washington, DC: The Brookings Institution Burns, M. (1998). <u>Math: Facing an American Phobia</u>. Sausalito, CA: Math Solutions Publications Groves, M. (2007). <u>The Benefits of Memorizing Math Facts</u>. West Linn, OR: QuickReckoning, Inc.</p>					

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Results-Based Staff Development Plan

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will collaborate on student work		3. I-STEP 4. NWEA		Students will demonstrate an increase in their mastery of computational skills.	
Level	Activity	Person(s) Responsible	Evidence of Attainment	Resources	Timeline 3 year
Knowledge	Teachers will have grade specific assignments based on state standards.	Teachers	Auxiliary computation skill hard copies	Professional resources Curriculum Frameworks Teacher made materials	08/2009-05/2012
Model/Demonstration	Teachers will model appropriate strategies to guide student work.	All Teachers	Classroom Samples, Lesson Plans	Professional resources Curriculum Frameworks Teacher made materials	08/2009-05/2012
Low-risk Practice	Teachers will peer share and give feedback on the use of their classroom assignments and assessments.	All Teachers and principal	Staff meeting minutes, grade level meetings	Collaboration, substitutes	08/2009-05/2012
On-the-Job Practice	Teachers will administer, grade, and utilize student work.	All Teachers	Examples of student work, lesson plans	Staff Development	08/2009-05/2012
Follow Up	Teachers will assess monthly to check for	All Teachers	Assessments	Assessments	08/2009-05/2012

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	mastery of computation skills.				
Long Term Maintenance	Teachers will be provided ongoing time for collaboration, and professional resources	All Teachers and principal	Staff meeting minutes	In-service collaboration, substitutes, professional resources, Substitutes, Time for Data Analysis	08/2009-05/2012

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