

Evansville-Vanderburgh School Corporation LEA Plan 2007-2008

Goal #1: Eight-four percent (84%) of West Terrace students in grades 3 – 6 will pass the 2008 Mathematics ISTEP+ (a 4% increase from 2007). The subgroup Free and Reduced Lunch will reflect a seven percent increase and the subgroup Special Education will reflect a four percent increase from the 2007 ISTEP+ scores.

Goal #1 Strategy A

Implement a standards and researched based curriculum for all student in K-5 focusing on the subgroups of free and reduced lunch student and special education students.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • ISTEP+ scores – Error Pattern Analysis • DIBELS testing in Kindergarten & 1 grades • Acuity Results 3-5 • Percent passing Computation standard at grade level (no previous data exist) • Principal Observation/ Walk Through 	<ul style="list-style-type: none"> • Improvement on ISTEP+ test • Data Wall reflecting gains 	<ul style="list-style-type: none"> • ISTEP+ scores and error patten forms • Data Wall describing both ISTEP+ data and Framework data • Student progress charts on computation • Grade level meeting forms • DIBELS assessments done throughout the school year K-2 • Acuity Math Test administered three times per year
Challenges <ul style="list-style-type: none"> • Private room to post a Data Wall • Getting consensus on what is a acceptable form of computational test • Concerns in Computation and Geometry 		Supports <ul style="list-style-type: none"> • Math supervisor • IDOE/ASAP website • Common planning period • Math Coach through central office • Teacher/Coaches trained in Differentiated Instruction • PTA 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.A.1	C	Review ISETP+ Data ISTEP+ results and IDOE website	Implement Nov/Dec			PL 221 funding	Principal
1.A.2	N	Computation tables at grade level Created by teachers (Ainsworth, Larry and Christinson, Jan; Five Easy Steps to a Balanced Math Program ch. 4)	D, I	I		Office	Principal/ Teachers
1.A.3		Implement Differentiated Instruction (Carol Ann Tomlinson; How to Differentiate Instruction and Mixed-Ability Classrooms & The Differentiated Classroom, Responding to the Needs of All Learners)	D, I	M,E		PL 221 funding	Principal/ Teachers
1.A.4	N	Review Acuity Data	I,E	I,E,M		State Grant	Principal/Teachers

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Goal #2 Strategy B

Identify and implement research-based instructional and assessment strategies in mathematics that are grade level appropriate and address the needs of all students including free and reduced students.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • DIBELS • Acuity Results • 2007 ISTEP) • Computation results (no current data) 	<ul style="list-style-type: none"> • Differentiated Instruction (DI) • Interventions in place for struggling students 	<ul style="list-style-type: none"> • Principal observation • Team meeting forms • IDOE Frameworks Pre/Post Test • ISTEP+ results • Computation results • Acuity Results
Challenges <ul style="list-style-type: none"> • PD time for DI 		Supports <ul style="list-style-type: none"> • PL 221 Funds • PTA • Math Supervisor • Principal 	

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			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.B.1	N	Differentiated Instruction, assess and develop small group instruction (Carol Ann Tomlinson; How to Differentiate Instruction and Mixed-Ability Classrooms & The Differentiated Classroom, Responding to the Needs of All Learners)	D, I	M		PL 221, PTA	Principal, Teachers
2.B.2	N	Computation Mastery (Ainsworth, Larry and Christinson, Jan; Five Easy Steps to a Balanced Math Program ch. 4)	D, I	M		West Terrace	Principal, Teachers
2.B.3	N	Acuity Testing three times per school year	I,E	I,E,M		State Grant	Principal/Teachers
2.B.4	N	DIBELS	I,E	I,E,M			
2.B.5							

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Goal #3 Strategy C

<p>Design and provide professional development that enhances the administrator and teacher understanding on standards-based curriculum, research-based instruction and assessment.</p>	<p>Baseline Data</p> <ul style="list-style-type: none"> • Attendance at workshops 	<p>Indicators of Success</p> <ul style="list-style-type: none"> • Differentiated Instruction evident in lessons and instruction • Cross curricular lessons supporting math concepts 	<p>Documentation</p> <ul style="list-style-type: none"> • Principal observation • Student work • PD sign in sheets • Data Wall for DIBELS and Running Records • Data Wall for Acuity results
<p>Challenges</p> <ul style="list-style-type: none"> • PD time 		<p>Supports</p> <ul style="list-style-type: none"> • Math Supervisor • Teachers trained in Differentiated Instruction • West Terrace parents acquiring substitute license • Teachers willingness to improve • PTA 	

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3.C.1	N	Differentiated Instruction, assess and develop small group instruction (Carol Ann Tomlinson; How to Differentiate Instruction and Mixed-Ability Classrooms & The Differentiated Classroom, Responding to the Needs of All Learners)	D,I	M,E		PL 221 funds, PTA	Principal, Teachers
3.C.2	N	Books on Differentiated Instruction will be supplied for summer reading			I, E	PL 221 funding	Principal, Teachers
3.C.3	C	DIBELS Training (Farrell, Linder, Hancock, C., & Smartt, S.; DIBELS: The Practical Manual: Answers to Questions About Administering, Scoring , & Implement DIBELS 2006)	I, E,M	I, E,M		PL 221 funding	
3.C.4							