

Evansville-Vanderburgh School Corporation LEA Plan 2008-2009

Goal #1: Eight-four percent (84%) of West Terrace students in grades 3 – 6 will pass the 2008 Language Arts 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 researched-based instructional strategies in E/LA that are grade-level appropriate and address the needs of all students, including the subgroup of Special Education.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • 2007 ISTEP+ scores grades 3-6 • DIBELS testing in Kindergarten & 1 grades • Running records in second & third grades • Acuity Results 3-5 • Principal Observation/ Walk Through 	<ul style="list-style-type: none"> • Instruction is data driven • Growth evident on DIBLES testing 	<ul style="list-style-type: none"> • ISTEP+ scores and error patter forms • Achievement of AYP on the 2009 ISTEP+ • DIBELS assessments done throughout the school year K-2 • Acuity Results 3-5 • Data Wall describing ISTEP+ • Intervention Plans • Principal Observations
Challenges <ul style="list-style-type: none"> • Private room to post a Data Wall • Available Professional Days and Financing 		Supports <ul style="list-style-type: none"> • Teachers trained in DIBELS as trainers • Teachers trained in Acuity as trainers • Psy. Services to collect and input data • Reading Coach through Central Office • Teachers Trained in Differentiated Instruction • Looping 	

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Goal #1:

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	N	Implement EVSC Pacing Guides (Marzano, R.J. (2003). <i>What Works in Schools: Translating Research into Action</i> .)	I/M	I/M		Not needed	Principal, Teachers
1.A.2	C	Implement 90 min reading block K-3 (Cummings, Carrice; <i>Understanding and Implementing Reading First Initiatives</i> , 2006)	D/M	D/M		West Terrace, PTA, PL 221 funding	Principal, Teachers
1.A.3	C	Use ISTEP+ Writing Rubric and IDOE writing prompts for all 2-5 students	M	M		West Terrace, PTA, PL 221 funding	Principal, Teachers
1.A.4	D,I	Implement Differentiated Instruction (Carol Ann Tomlinson; <i>How to Differentiate Instruction and Mixed-Ability Classrooms & The Differentiated Classroom, Responding to the Needs of All Learners</i>)	D, I	M,E		PL 221 funding, PTA	Principal/ Teachers
1.A.5	N	Implement Acuity Testing	I,E	I,E,M		State Grant	Principal/Teachers

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Goal #1 Strategy B

Implement research-based assessment strategies in E/LA that are grade level appropriate, focusing on the sub-group of special education	Baseline Data	Indicators of Success	Documentation
Challenges <ul style="list-style-type: none"> • Obtaining pacing guides prior to end of 2006-07 school year • Teacher familiarity with new reading series • Monitoring instruction on a regular basis 			Supports <ul style="list-style-type: none"> • Supervisor of language arts • Principal • Common planning periods and after school time for collaboration

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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.B.1	C	Review ISETP+ Data	Implement Nov/Dec			PL 221 funding	Principal
1.B.2	C N	DIBELS Assessment performed in K & 1 (Good, R.H., Gruba, J., & Kamenski: Best Practices in Using Dynamic Indicators of basic Early Literacy Skills (DIBELS) in an outcomes-dirven model (2001)	I/M	I/M		Central Office	Principal, Kindergarten and first grade teachers
1.B.3	C N	Intervention based on DIBELS assessment (Hall,S. (2006). <i>I've DIBEL'd Now What?</i> Designing Interventinos with DIEBLS Data. Longmont, CO Sopris West.)					
1.B.4	C N	Acuity	I, M	I,E,M		PL 221	Principal, Second and Third grade teachers
1.B.5	D ,I	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, PTA	Principal/ Teachers

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Goal #1 Strategy C

Create, deliver and support professional development (PD) opportunities that enhance administrator and teacher understanding in the use of research-based instruction, assessment, and standards-based curriculum	Baseline Data	Indicators of Success	Documentation
Challenges <ul style="list-style-type: none"> • Obtaining professional development days and substitutes for teacher in-services on DI. • Monitoring instruction and administration of DIBELS 			Supports <ul style="list-style-type: none"> • Central Office • PL 221 PD funds • West Terrace parents acquiring substitute license • Principal • Teachers trained in DI

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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.C.1	D,I	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, PTA	Principal/ Teachers
1.C.2	C	RAD Workshops	D,I	D,I		PL 221 funding	Principal/ Teachers
1.C.3	C	Grade level meetings	I, E	I,E		Not needed	Principal, Teachers
1.C.4	N	Books on Differentiated Instruction will be supplied for summer reading			I, E	PL 221 funding	Principal, Teachers
1.C.5	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	