

SCHOOL IMPROVEMENT PLAN

2002-2005

**Evans Elementary School
Sample County Schools**

Principal

John Evans

P.O. Box 68

Anywhere, North Carolina 12345

Phone (123) 456-7890

Fax: (123) 456-7891

john@hismail.com

Prepared by

Jane Doe
Assistant Principal

SCHOOL PROFILE:

Executive Summary

Evans Elementary School
2002-2005

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school characteristics, and our stakeholders' perspective.

Student Performance Data

Subheading 1

For School year 1997-98, students at Evans met exemplary growth standards. There were 66.14% students scoring at or above Level III. At each grade level there was marked growth. The results are as follows:

Grade 3 Reading	+ 7.4 scale score points
Grade 3 Math	+8.4 scale score points
Grade 4 Reading	+5.3 scale score points
Grade 4 Math	+7.7 scale score points
Grade 5 Reading	+8.4 scale score points
Grade 5 Math	+10.2 scale score points

Student Demographic Data

Total enrollment is 527. The ethnic composition of our school is 2% Caucasian, 5% Hispanic, 10% Native American, and 83% Black. Most of our students (86%) qualify for the free/reduced lunch program.

Community Demographic Data

Evans Elementary is located in the small rural community of Anywhere. The county has limited industry and mainly service oriented job opportunities. Local churches and community organizations are very supportive of the school in its efforts to provide a quality education for the students.

SCHOOL PROFILE:

Executive Summary

Evans Elementary School
2002-2005

School Characteristics

As a result of district reorganizations between 1981-1983, Evans Elementary evolved from a union school to an elementary school serving grades Pre-K-5. Present enrollment is at 527. Less than 20% of our teachers hold Masters Degrees.

The school operates with a progressive spirit, due in large part to the leadership of the principal and the dedication of the faculty and staff. Although Evans Elementary is located in a low wealth school district, it has managed to obtain a high level of technology to support the instructional program.

Stakeholder Perspective on the Quality of Education

Parents and community leaders hold high expectations for Evans Elementary. It is the job of the school to prepare the students for a successful middle school experience as well as prepare them to meet life's challenges. Parents expect their children will receive a quality education at Evans.

ANALYSIS OF CURRENT PRACTICES

Evans Elementary School
2002-2005

This section of the school improvement plan is devoted to a brief analysis of the school's current practices. This analysis is based upon review of strategies utilized and their impact on student achievement. Systematic analysis of practices provides sound support for effective planning.

General Narrative

The Administration at Evans Elementary is committed to providing the best quality education for all students. This can only be accomplished through teamwork. The faculty and staff together are focused on instruction. Together we strive to improve instruction while capitalizing upon the talents and skills of our staff. Six of our teachers have been trained as resident trainers who provide staff development within their area of expertise. Other faculty members serve as grade-level leaders also providing leadership and training for their colleagues.

For the last three years, we have been involved in the district-wide movement to strengthen the best teaching practices. These practices include the following: multi-sensory learning, process learning, concrete experiential learning, problem-solving techniques, integrated units, the use of a variety of materials. Teachers design a child-centered instructional program. Students become active participants in their learning.

Testing for student progress is an important strategy. Our students take a reading and math test at the end of each six weeks period. This provides vital information to the teacher for planning instruction. Teachers also generate tests using commercially prepared software. These programs allow cumulative information about student achievement. Teachers may look at student progress by objectives taught. This proves invaluable for altering the design of instruction.

Through teamwork we are able to provide the best possible instruction for our students. Our goal is to continue our exemplary status as we prepare our students for the next level.

Description of the Process for Desired Results for Student Learning

Analysis of Student Learning Needs -- Measures and Current Level of Achievement

<u>Goal</u>	<u>Measures</u>	<u>Summary of Evidence</u>
-------------	-----------------	----------------------------

ANALYSIS OF CURRENT PRACTICES

**Evans Elementary School
2002-2005**

Desired Results for Student Learning and Indicators of Student Achievement

Desired Results for Student Learning

Indicators

Analysis of Instructional and Organizational Effectiveness

Priorities for Improvement

VISION/MISSION/BELIEFS

**Evans Elementary School
2002-2005**

This section of the school improvement plan is devoted to a brief description of the school's process for defining its vision, mission, and beliefs. The remainder of the plan is driven by the basic philosophies expressed herein.

School's Process for Defining Vision, Mission, and Beliefs

Date of Staff Consensus:

Vision

Mission

Evans Elementary School is committed to providing an appropriate educational program for all students. We hold the expectation that all students can and do learn. Together with parents and community leaders, we focus on the needs of the whole child. We know that each child can meet with success when afforded adequate time, effective instruction, and a positive learning environment.

Beliefs

We at Evans Elementary School believe that all children can learn. Children learn when given a supportive, caring environment that develops self-esteem, self-motivation, and a sense of responsibility. We strive to provide equal opportunity for maximum student achievement and to recognize and stimulate special talents in all students. Our major goal is to prepare students to become responsible citizens and take their place as viable members of the community. The educational environment and the teaching strategies provide for a strong curriculum. We feel that education is a cooperative effort between community and school.

GOALS

**Evans Elementary School
2002-2005**

GOAL	DESCRIPTION
01	To improve reading achievement of students at Evans Elementary School.
02	To improve writing achievement of students at Evans Elementary School.
03	To improve mathematics at Evans Elementary School
04	To improve the attendance rate for students and employees at Evans Elementary School.
05	To provide a safe and orderly environment conducive to learning.
06	To improve collaboration between the school and other community resources.
07	To provide support for continued growth to identified at-risk students.

OBJECTIVES

Evans Elementary School
2002-2005

OBJECTIVE	DESCRIPTION
01.01	<p>By the end of the 2002-2005 school year, student reading achievement in grades K-5 will meet target scores as determined by pre and post testing. Grades K-2 will reflect reasonable growth as evidenced in comparing results from testing in the Fall and testing in the Spring. Grades 3-5 will reflect at least reasonable longitudinal improvement as determined by comparison with prior year end of grade test results.</p> <p>Kindergarten => 31 Dial R Score Grade 1 => 62% IMS Test Grade 2 => 70% IMS Test Grade 3 Reasonable => 7.0 Exemplary => 7.7 Grade 4 Reasonable => 4.7 Exemplary => 5.2 Grade 5 Reasonable => 5.2 Exemplary => 5.7</p>
01.02	<p>By the end of the 2002-2005 school year, student reading achievement in grades 3 - 5, will reflect a proportionate number of students moving to higher levels of proficiency as determined by comparison with prior year end of grade test results:</p> <p>(a) Level I to Level II => 70%; (b) Level II to Level III => 50%; (c) Level III to Level IV => 30%</p>
02.01	<p>By the end of the 2002-2005 school year, 56.1% of our students will achieve a score of 2.5 or greater on the N. C, writing test.</p>
03.01	<p>By the end of the 2002-2005 school year, student mathematics achievement in grades K-5 will meet target scores as determined by pre and post testing. Grades K-2 will reflect reasonable growth as evidenced in comparing results from testing in the Fall and testing in the Spring. Grades 3-5 will reflect at least reasonable longitudinal improvement as determined by comparison with prior year end of grade test results.</p> <p>Kindergarten Math Target => 27 Dial R Score First Grade Math Target => 62% IMS Test Second Grade Math Target => 70% IMS Test Third Grade Reasonable Growth => 12.3 Exemplary Growth 13.5 Fourth Grade Reasonable Growth => 8.1 Exemplary Growth 8.9 Fifth Grade Reasonable Growth => 6.9 Exemplary Growth 7.6</p>

OBJECTIVES

Evans Elementary School 2002-2005

- 03.02 By the end of the 2002-2005 school year, student math achievement in grades 3-5, will reflect a proportionate number of students moving to higher levels of proficiency as determined by comparison with prior year end of grade test results:
- (a) Level I to Level II => 70%;
 - (b) Level II to Level III => 50%;
 - (c) Level III to Level IV => 30%
- 04.01 By the end of the 2002-2005 school year, student attendance will meet or exceed 96% as determined by SIMS records.
- 04.02 By the end of the 2002-2005 school year, employee attendance will meet or exceed 97% as evidenced by the yearly attendance report submitted to the Superintendent.
- 05.01 By the end of the first six weeks, a Safe Schools Plan will be adopted and implemented.
- 06.01 By the end of the second semester, fifth grade students will have successfully completed and received a certificate of recognition for participating in a program about drug abuse.
- 06.02 By the end of the first semester students will have participated in group sessions designed to inform them of the various community resources available to them.
- 07.01 By the end of the 2002-2005 school year all identified at-risk students will have participated in special programs for social and academic success as evidenced by attendance rosters for each program.

ACTION PLAN		2002-2005		Evans Elementary School	
STRATEGIES		BENCHMAR K DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 01.01		By the end of the 2002-2005 school year, student reading achievement in grades K-5 will meet target scores as determined by pre and post testing. Grades K-2 will reflect reasonable growth as evidenced in coomparing results from testing in the Fall and te			
01.01.01	Use Testlets, Linking Series, test data, integrated curriculum, six weeks testing, and a variety of grouping practices in planning for instruction. (Curriculum & Instruction)	2002/09/21 2002/11/02 2002/12/18 2003/02/17 2003/04/02	Staff Development for software Scan Sheets Teacher's Guides Title I Funds	-Principal -Assistant Principal -Program Director -All Teachers -Cafeteria Staff	Evidence of software use as documented in lesson plans. Review of test creation and student achievement as stored in software Database. Documentation in lesson plans for a variety of grouping practices.
01.01.02	To implement the Accelerated Reader Program at level 3.	2002/09/21 2003/02/17	Purchase Accelerated Reader books for level three. Purchase incentives for the program.	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	Reports at semester's end to indicate number of students that have participated and the number of books read by each.
01.01.03	To implement the K-2 Assessment as adopted by the state.	2002/12/18 2003/04/02	Tape Recorders & Tapes Additional books for classroom library Resident Trainers Assessment Kits	-First Grade Teachers -Second Grade Teachers	Student assessment records and documentation.
01.01.04	To train students in the use of Internet Resources.	2002/08/05 2002/12/18 2003/04/02	Internet Access Teacher Training Resident Trainers	-Computer Lab Proctor -All Classroom Teachers	Integration of this tool in lesson plans Student work

ACTION PLAN		2002-2005	Evans Elementary School		
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
01.01.05	Use of software for test preparation and analysis of student performance.	2002/09/21 2002/11/02 2002/12/18	Teacher's Resource Guides Software training & support	-All Classroom teachers -Mini Lab Proctor -Resident Trainers	Analysis reports from software Data Base.
01.01.06	Utilize Writing to Read Lab as support for phonics instruction at k-1 levels.	2002/12/18 2003/04/02	WTR Lab Proctor	-Writing To Read Proctor -Program Director	Analysis of semester reports Kindergarten Assessment

ACTION PLAN		2002-2005	Evans Elementary School		
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 01.02		By the end of the 2002-2005 school year, student reading achievement in grades 3 - 5, will reflect a proportionate number of students moving to higher levels of proficiency as determined by comparison with prior year end of grade test results:			
(a) Level					
01.02.01	To utilize the Diagnostic/Prescriptive lab for students testing at level II.	2003/04/02	Chapter I Funding Reading Teacher EOG Results	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	Achieved Growth in scale score points as analyzed from EOG testing.
01.02.02	To utilize the Failure Free Reading Program for Level I students	2003/04/02 2003/05/30	Failure Free software and teaching materials Lab Proctor Lab equipment and support	-Mini Lab Proctor	Test reports and program data.
01.02.03	To utilize the Computer Lab for skills to be taught and reinforced.	2002/12/18 2003/04/02	Maintain Computer Lab Consultant Services Supplies and incentives	-Consultants -Second Grade Teachers -Third Grade Teachers -Fourth Grade Teachers	Student performance as monitored by the Computer Learning Program and semester reports.
01.02.04	To use an instructional management system to monitor student progress on each skill.	2002/12/18 2003/04/02	Instructional Management System and technical support from central office	-All Teachers -Mini Lab Proctor	Progress reports as generated by the nstructional management system software reports

ACTION PLAN		2002-2005		Evans Elementary School	
STRATEGIES		BENCHMAR K DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 02.01 By the end of the 2002-2005 school year, 56.1% of our students will achieve a score of 2.5 or greater on the N. C, writing test.					
02.01.01	To have Third & Fourth Grade Teachers participate in staff development session on Techniques for conducting student conferences.	2002/11/08 2002/11/14 2003/02/16	Resident Trainers Staff development at the district level as well as the school level.	-Fourth Grade Teachers -Resident Trainers -Third Grade Teachers -Reading Teacher	Mock Writing Results NC Writing Test results
02.01.02	To foster collaboration among the support programs and the classroom teacher. (Computer Lab, Failure Free, and Diagnostic/Prescriptive Lab).	2002/12/02 2003/04/02	Flexible Time	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	Documentation of meetings held.
02.01.03	To have fourth grade students use the Writing Components of the Computer Program.	2002/12/02 2003/02/17	Computer Lab and Proctor	-Fourth Grade Teachers -Computer Lab Proctor	Computer reports
02.01.04	To hold after school sessions to focus on writing skills at fourth grade.	2003/02/09 2003/02/16	Sample Writing Prompts Volunteers Summer School Funds	-Third Grade Teachers -Fourth Grade Teachers	Test Results Documentation of sessions and attendance.
02.01.05	To provide practice for the writing test by conducting 3 schoolwide mock writing tests.	2002/11/18 2003/01/13 2003/02/16	Sample Writing Prompts	-Assistant Principal -All classroom teachers	Writing scores for each of the 3 tests

ACTION PLAN		2002-2005	Evans Elementary School		
	STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
02.01.06	To provide staff development for teachers on Narrative Writing at levels K-4. Grade 5 will be trained in Descriptive Writing Techniques.	2002/12/02 2003/04/02	L.A.M.P.S.and County level Staff Development	-Assistant Principal -Consultants -L.A.M.P.S. (Assistance Team) -Resident Trainers	Staff Development Plan and attendance documentation
02.01.07	To group fourth grade students for specialized writing instruction.	2002/12/18 2003/02/17	Grade level Planning Mock writing scores	-Fourth Grade Teachers -Diagnostic/Prescriptive Lab Teacher -Teacher Assistants	Documentation of student progress throughout mock writing tests
02.01.08	To provide the teacher with classroom assistance during writing instruction and student conferencing.	2002/09/21 2003/02/17	Flexible Time Reading Teacher	-Assistant Principal -Teacher B First Grade -Fourth Grade Teachers	Schedule for Reading Teacher Writing Results

ACTION PLAN		2002-2005		Evans Elementary School	
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 03.01		By the end of the 2002-2005 school year, student mathematics achievement in grades K-5 will meet target scores as determined by pre and post testing. Grades K-2 will reflect reasonable growth as evidenced in comparing results from testing in the Fall and t			
03.01.01	To continue support of the Math Recovery program at first grade level.	2002/09/21 2003/04/02	Program Funding Full time teacher	-First Grade Teachers -Math Recovery Teacher	Pre and post test results
03.01.02	To utilize Math Strategies and/or Math Stars materials weekly in the classroom.	2002/09/21	Math Stars Materials for each teacher	-All Classroom teachers	EOG Math Scores Usage as documented in lesson plans
03.01.03	To train students in the use of the Internet Resources.	2002/08/03 2002/12/02 2003/04/02	Internet Access Teacher Training Resident Trainers	-All Classroom teachers -Computer Lab Proctor -Mini Lab Proctor	Integration of this tool in lesson plans Documented through classroom observations
03.01.04	To utilize classroom technology as a tool for instruction	2002/12/18 2003/04/02	one computer per classroom grant proposals fundraisers Staff Development in Technology Learn NC	-Principal -SIMS Operator -All Teachers -Resident Trainers	Evidence of Technological Resources used in the instructional program. Student projects and portfolios.

ACTION PLAN		2002-2005		Evans Elementary School	
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 03.02		By the end of the 2002-2005 school year, student math achievement in grades 3-5, will reflect a proportionate number of students moving to higher levels of proficiency as determined by comparison with prior year end of grade test results:			
(a) Level I to					
03.02.01	To use Testlets, software, Linking Series, test data, integrated curriculum, six weeks testing, and a variety of grouping practices in planning for instruction.	2002/09/21 2002/08/05 2002/12/17	Testlets, Software & Guides, Scan Sheets	-All Teachers -Mini Lab Proctor -Resident Trainers	Analysis reports from software database Evidence of a variety of materials used for instruction as documented in lesson plans and observations. Documentation in lesson plans for a variety of grouping practices.
03.02.02	To utilize Computer Lab for skills to be taught and reinforced.	2002/12/18 2003/04/02	Maintain Computer Lab Consultant services Supplies and Incentives	-Second Grade teachers -Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	Student performance as monitored by the Computer Learning Program and semester grouping reports.

ACTION PLAN		2002-2005		Evans Elementary School	
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 04.01		By the end of the 2002-2005 school year, student attendance will meet or exceed 96% as determined by SIMS records.			
04.01.01	To provide incentives for classroom attendance rates.	2002/09/21 2002/11/02 2002/12/18 2003/02/17 2003/04/02	Fund Raiser Projects	-Principal -SIMS Operator -Guidance	Attendance rate as monitored each six weeks.

ACTION PLAN		2002-2005	Evans Elementary School		
STRATEGIES		BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference p					
Objective: 05.01		By the end of the first six weeks, a Safe Schools Plan will be adopted and implemented.			
05.01.01	Teachers will post in the classroom a discipline policy and file one with the office during the first six weeks.	2002/09/21	Teacher Emergency Plans	-All Teachers	Classroom check and documentation in Emergency/Substitute Folders.
05.01.02	The school safety committee will develop a schoolwide emergency plan for unforeseen events that may have an impact on the safety of all.	2002/09/21 2002/10/15	Teacher and Committee input	-All Teachers -School Safety Committee	Schoolwide Emergency Plan published and placed in teacher handbooks

CALENDAR/ TIMELINES

2002-2005

Evans Elementary School

Deadline

Tasks

Saturday, June 01, 2002

Complete School Improvement Plan for next year
(Include ABCs benchmarks)

Full faculty receives plan. Full faculty must have
consensus and be committed to carrying our plan.

Write half page summary on 3 major successes of the
year and 3 major goals for the next year.

Wednesday, August 07, 2002

Review Mission, Beliefs and SIP with entire faculty.

Renew total commitment to carrying out SIP.

Assign new faculty members to committees

Wednesday, August 14, 2002

Submit Comprehensive Strategic Plans to the
Associate Superintendent for Human Resources and
Systemic Improvement

Wednesday, August 21, 2002

Provide the schools with feedback from the Central
Office team regarding the Comprehensive Strategic
Plans

Wednesday, August 28, 2002

Schools submit revised Comprehensive Strategic Plans
to the Associate Superintendent's Office for
distribution to the Board of Education prior to the
September BOE meeting.

Sunday, September 08, 2002

Board of Education act on Comprehensive Strategic
Plans

Monday, September 09, 2002

Schools notified of BOE action.

SCHOOL IMPROVEMENT

**Evans Elementary School
2002-2005**

Ralph Evans, Principal _____

SSSSSSSS

Jane Doe, Assistant Principal

Voting Results

79 % of the eligible school staff voted to approve this school improvement pl

Incentive Funds Distribution

WAIVERS**2002-2005****Evans Elementary School**

Waiver No	Waiver Name	Law, Regulation or Policy from Which Exemption is Requested	How Waiver Will Be Used	How Waiver Will Promote Achievement of Performance
1	Class Size	G. S. 115C-30(d). This requirement limits class size and the number of students contacted per day restriction.	This waiver will be used to eliminate combination classes when only a small number of students are involved.	This flexibility will allow the classroom teacher to direct his/her concentration to one grade level, which makes for better planning and allows the teacher more time for individualized instruction.
2	Textbook Funds	115 C-408 This will allow us to transfer a portion of State Textbook funds for use to purchase instructional supplies, equipment, or software to enhance the instructional value of textbooks.	Instead of using the funds to purchase textbooks from the State Textbook Warehouse, a portion of the allotment will be transferred and used to purchase instructional supplies, equipment, and educational software.	The use of textbooks will be enhanced by the use of these supplemental materials, as well as potentially enhancing student knowledge of computers toward mastery of competency.

SCHOOL PROFILE DATA

2002-2005

Evans Elementary School

COMPOSITE DATA

Evans Elementary School
2002-2005

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
School Years:	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006				

Composite
Score:

School Status:

School Growth: Exem Exem High

Other:

Codes: Exem was changed to high in 2002-2003

K-2 ASSESSMENT DATA - K

Evans Elementary School
2002-2005

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
School Years:	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006				

Reading

Spelling and Writing

Math

Developmental Scale Scores: 3-5

Evans Elementary School
2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Grade 3 Reading:	136	145.9	152.1							
Grade 3 Math:	235.6	253.8	256.1							
Grade 4 Reading:	150.7	151.9	149.7							
Grade 4 Math:	148.8	155.3	257.4							
Grade 5 Reading:	152.6	156.4	158.1							
Grade 5 Math:	154.8	161.2	164.5							

Notes:

Developmental Scale Scores: 6-8

Evans Elementary School
2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Grade 6 Reading:	0							0		
Grade 6 Math:	0									
Grade 7 Reading:	0									
Grade 7 Math:	0									
Grade 8 Reading:	0									
Grade 8 Math:	0									

Notes: Sample text.

Writing Scores

**Evans Elementary School
2002-2005**

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009

Grade 4: 79.2 57.9 47.9

Grade 7:

Grade 10:

Notes: The 2001-2002 Writing Scores were not counted in the schools' composite and were not used for any other purpose. They were essentially determined to be invalid.

COMPUTER SKILLS DATA

Evans Elementary School
2002-2005

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
School Years:	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006				
Performance Summer:	12	0	0	0	0	0	0	0	0	0
Performance Fall:	14	0	0	0	0	0	0	0	0	0
Performance Spring:	18	0	0	0	0	0	0	0	0	0
Performance Totals:	44	0	0	0	0	0	0	0	0	0
Multiple Choice Summer:	13	0	0	0	0	0	0	0	0	0
Multiple Choice Fall:	14	0	0	0	0	0	0	0	0	0
Multiple Choice Spring:	15	0	0	0	0	0	0	0	0	0
Multiple Choice Totals:	42	0	0	0	0	0	0	0	0	0
% Passing Both Parts:	37									

Notes:

HIGH SCHOOL DATA_1

Evans Elementary School
2002-2005

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
School Years:	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006				

Algebra I: 65 67 70 71 73 75

Algebra II:

Biology:

Chemistry:

ELP:

English I:

Geometry:

Physical
Science:

Physics:

US History:

Notes: xxxxxxxx
 xxxxxxxxxxxx
 xxxxxxxxxxxxxx

 xxxxxxxxxxxxxxxxxxxx

 xxxxxxxxxxxxxxxxxxxx

High School Data_2

**Evans Elementary School
2002-2005**

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009

Competency: 0

Exit Exam: 0

LEP: 0

Dropouts: 0

Tech Prep: 0

**College Tech
Prep:** 0

AIG: 0

**Computer
Skills Passed:**

:

Notes:

Other Academic Data

**Evans Elementary School
2002-2005**

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Academic Inventory:	0	0	0							
LEP_Yr 1:	0	0	0							
LEP_Yr 2:	0	0	0							
NCCATS:	0	6	0							
Portfolio:	0	0	0							
Section 504:	0	1	0							
Developmentally Delayed	0	1	1							

Notes: **The one category we added was Developmentally Delayed.**

Gender, Attendance, Etc.

Evans Elementary School 2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
% Male:	55	59	52							
% Female:	45	41	48							
% Attendance:	97.3	96.2								
# Volunteer Hours:	779	923	1183							
% Free / Reduced Lunch:	53.6	41.3								
# Referrals to Office:	0	0	0							
# Times In- School Susp.:	0	0	0							
# Days In- School Susp.:	0	0	0							
# Times Out-of- School Susp.:	0	7	7							
# Days Out-of- School Susp.:	0	13	12							
Notes:	Records for In-School and Out-of-School Suspensions were not available until the 2000-2001 school year. Office referrals will be tracked starting in the 2002-2003 school year.									

Ethnic Data

Evans Elementary School
2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
African American:	7	9	5							
American Indian:	1	1	4							
Asian:	0	0	0							
Hispanic:	0	0	1							
Multi-Ethnic:	0	0	0							
Native Hawaiian:	0	0	0							
White:	92	90	91							
Other:	0	0	0							

Notes:

Exceptional Children

Evans Elementary School
2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
Autistic:	0	0	0							
BED:	0	0	0							
EMD:	0	0	0							
Hearing Impaired:	0	5	5							
OHI:			3							
Severe/ Profound:	0	0	0							
SLD:		15	13							
Speech/ Language:			3							
TMD:	0	0	0							
Other:	0	1	1							

Notes: OTHER- We have a child who is labeled Developmentally Delayed

Staff Characteristics

**Evans Elementary School
2002-2005**

LAST NAM	FIRST NAM	ETH	GEN	GRADE /POS	DEG	AREA OF CERT	AREA OF ASSIGN	NBT	YRS EXP
Duck	Daffy	B	M	Pre-K	MA	Birth-K and SPEC. ED.	Pre-K	N	17
Leghorn	Foghorn	W	M	Second Grade	BA	ELEM. K- 4	Second Grade	N	14
Mouse	Minnie	W	F	Kindergart en Assistant			Kindergart en Assistant	N	5

No Child Left Behind

Evans Elementary School
2002-2005

	Yr_1	Yr_2	Yr_3	Yr_4	Yr_5	Yr_6	Yr_7	Yr_8	Yr_9	Yr_1
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009

Sample 1

Sample 2

Sample 3

Sample 4

Sample 5

Sample 6

Sample 7

Sample 8

Sample 9

Sample 10

Notes: **Sample text.**

Action Plan Progress Report

Evans Elementary School
2002-2005

Strategy	Status Rating	As of ...	Date: 1	Date: 2	Date: 3	Date: 4	Date: 5
01.01.01	<i>Partially Implemented</i>	8/7/2003	2002/02/25	2002/02/26	2002/12/18	2003/02/17	2003/04/02
	Comments /Recommendations	<i>On target for complete implementation.</i>					
01.01.02			2002/09/21	2003/02/17			
	Comments /Recommendations						
01.01.03			2002/12/18	2003/04/02			
	Comments /Recommendations						
01.01.04			2002/08/05	2002/12/18	2003/04/02		
	Comments /Recommendations						
01.01.05			2002/09/21	2002/11/02	2002/12/18	2003/02/17	2003/04/02
	Comments /Recommendations						
01.01.06			2002/12/18	2003/04/02			
	Comments /Recommendations						
01.02.01			2003/04/02				
	Comments /Recommendations						
01.02.02			2003/04/02	2003/05/30			
	Comments /Recommendations						
01.02.03			2002/12/18	2003/04/02			
	Comments /Recommendations						
01.02.04			2002/12/18	2003/04/02			
	Comments /Recommendations						

ESEA PROVISIONS

**Evans Elementary School
2002-2005**

- 1 . Describe the high-quality student academic assessments that will be used to: (1) determine success of children served; (2) provide information to teachers, parents, and students on the progress being made toward meeting state academic achievement standards; (3) assist in diagnosis, teaching, and learning in the classroom; (4) determine what revisions are needed to projects under this part; and, (5) identify effectively students who may be at risk for reading failure or who are having difficulty reading.**
- 2 . Describe any other indicators that will be used in addition to the academic indicators.**
- 3 . Describe how the LEA/school will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.**
- 4 . Describe the strategy the LEA/school will use to coordinate programs under this part with programs under title II to provide professional development for teachers, principals and other appropriate staff.**
- 5 . Describe how the LEA/school will coordinate and integrate services provided under this part with other educational services at the LEA/school level; such as, (1) Even Start, Head Start, Reading First, Early Reading First, and preschool programs; (2) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**
- 6 . Provide assurance that the LEA/school will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.**
- 7 . Describe the poverty criteria that will be used to select school attendance areas.**

ESEA PROVISIONS

**Evans Elementary School
2002-2005**

- 8 . Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part.**
- 9 . Describe the nature of the programs to be conducted for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.**
- 10 . Describe how the LEA/school will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.**
- 11 . Describe how the LEA/school will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program.**
- 12 . Describe the actions the LEA/school will take to assist its low-achieving schools identified under section 1116 as in need of improvement.**
- 13 . Describe the actions the LEA/school will take to implement public school choice and supplemental services, consistent with the requirements of section 1116.**
- 14 . Describe how the LEA/school will meet the requirements of section 1119.**
- 15 . Describe the services the LEA/school will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A).**

ESEA PROVISIONS

**Evans Elementary School
2002-2005**

- 16 . Describe the strategy the LEA/school will use to implement effective parental involvement under section1118.**
- 17 . Describe how the LEA/school will use funds under this part to support after school (including before school and summer school) and school-year extension programs.**

GUIDELINES

FOR WRITING GOALS, OBJECTIVES, STRATEGIES AND ACTIVITIES

GUIDELINE	DESCRIPTION
------------------	--------------------

- | | |
|----|--|
| 01 | Includes an action verb which indicates what is to take place. (G, S) |
| 02 | States a single key result to be accomplished. (G, O, S, A) |
| 03 | Lists a target date for its accomplishment. (O, S, A) |
| 04 | Includes maximum projection cost factors, if applicable. (S) |
| 05 | Is specific, quantitative, measurable and verifiable. (O, S, A) |
| 06 | Relates directly to the evaluatee's job description and to job performance expectations. (A) |
| 07 | Provides maximum payoff on the required investment of time and resources in comparison with other strategies or objectives. (S, A) |
| 08 | Is consistent with school system policies and procedures. (G, O, S, A) |
| 09 | Does not require oral discussion between the evaluator and the evaluatee. (G, O, S, A) |