

ACADEMIC INITIATIVE PROJECT

2006-07, 2007-08, 2008-09

Pulaski Elementary School

. . . a place where children, learn, grow and dream.



2004 Morehead Lane

Pulaski, VA

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Bridget Parsons, Principal

Linda Edwards, Assistant Principal

Academic Initiative Planning Team of 2005-06

The following individuals coordinated the effort to produce this document. The plan was developed using the book *School Improvement: Focusing on Student Performance* by the National Study of School Evaluation (1998).

AIP Team

Chairperson

Gayle Kiser, 1st Grade Teacher

Team Members

Barbara Cain, IST Facilitator

Angela Clevinger, 3rd Grade teacher

Francie Crigger, Parent

Linda Edwards, Assistant Principal

Lynn Everett, TTAC

Mary Beth Glenn, 2nd Grade Teacher

Bridget Parsons, Principal

Lynn Pirie, 5th Grade Teacher

Barbara Surface, Parent

Report Date: Academic Initiative Project Report (Parts 1-5)

February 19, 2007

ACKNOWLEDGMENTS

The Academic Initiative Planning Team wishes to thank and acknowledge all of those individuals who participated in the development of this plan. This year-long process could not have been accomplished without the willing participation of the faculty, staff, students, parents and community members of Pulaski Elementary School.

This process has been invaluable in helping us to gather information regarding our collective thoughts, feelings, and attitudes. Our findings will allow us to make Pulaski Elementary the best that it can be.

The Academic Initiative Planning Team identified above gathered information from parents, students, teachers, administrators and community members through meetings, surveys, and academic data. Our plan is developed around the areas derived from the data and it supports the priorities of the *2006-08 Pulaski County Public Schools Comprehensive Plan* of providing: a.) a dynamic, aligned curriculum, b.) quality employees, c.) adequate funding, d.) quality facilities, e.) open communications, and f.) professional development.

Again, we thank everyone for the hard work they put into the development of this plan! That being said, we proudly present the . . .

Pulaski Elementary Academic Initiative Project Plan!

2006-07 Faculty & Staff

Administration

Bridget Parsons, Principal
Linda Edwards, Asst. Principal

Art

Chime Saltz

Behavioral Specialist

Jennifer Price

Bridges Learning Systems Lab

Catherine Terry

Bus Duty

Sharon Dalton
Fran Streff
Barbara Surface
Carroll Witt

Cafeteria

Vicki Abel, Asst. Mgr.
Gwen Bond
Casey Dowdy
Sandra Hodge, Manager
Sissy Jarrells
Lora Lee Quesenberry
Connie Slaughter
Lisa Tawney

Custodians

Elisha Cochran
Miguel Hernandez
Teresa Hughes
Ralph Powers, Head Cust.
Daniel Saunders

English Language Teacher

Dannah Card

Fifth Grade

Linda Boadwine
Jill Jones
Daniel Leichner
Lynn Pirie
Gregory Souder

First Grade

Jan Booker
Diane Dalton
Gayle Kiser
Conchita Robinson
Donna Surber

Fourth Grade

Randee Chrisley
Eileen Simpkins
Kim Sink
Donna Tabor
Sharon Woinski

Guidance Counselors

Charlene Doss
Ruth Vordo

Home School Coordinator

Lynne Clark

Inst. Support Team Facilitator

Barbara Cain

Instructional Technologist

Elizabeth Cox

Interpreter for Hearing

Impaired
Deborah Oliver

Kindergarten

Jenny Abbott
Cassandra Cox
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Daphne LaFleur
Rebecca Moles

Library

Patricia Angle, Asst.
Patsy Gilbert, Librarian

Mentoring Program

Christine Bailey

Music

Kathy Woolwine

Nurse

Kim Rorrer

Office

Betty Hart, Ofc. Clerk
Marsha Pack, Secretary
Linda Steffey, Bookkeeper

P.E.

Joel Burchett
Kim Nelson

Garry Ross

Michael (Scotty) Scott

Second Grade

Susan Bain
Mary Beth Glenn
Sarah Horton
Emily McGrail
Sharon Schneider

Special Education

Teresa Brookman
L.E. Burchett
Tammy Cole
Elizabeth Cressell
Patsy Martin

Talented and Gifted

Stephanie Dye

Teacher Assistants

Tasha Cox
Erin Edwards
Traci Edwards
Susie Hickman
Robert Hodges
Kathy O'Dell
Susan Pennington
Lee Phillips
Michelle Russell
Toni Taylor
Janet Trail

Third Grade

Christi Alls

Anna Burns

Angela Clevinger

Gail Groot

Stacey Willis

Title I

Christine Bailey

Helen Chandler, Reading Rec.

Lynne Clark

Wendy Golden

Susan Morris, Reading Rec.

21st CCLC Project Director

Christine Bailey

TABLE OF CONTENTS

Academic Initiative Planning Team	2
Acknowledgements	3
2006-07 Faculty and Staff	4
Table of Contents	6
Pulaski Elementary School History	7
PART 1: Profile	9
PART 2: Mission and Beliefs	40
PART 3: Desired Results for Student Learning	42
PART 4: Analysis of Instruction and Organization Effectiveness	48
PART 5: Action Plan	55
<i>Goal 1: Improving Student Academic Performance</i>	55
a. Language Arts	55
b. Math	60
c. Science	61
d. History	62
<i>Goal 2: Instruction and Organization Effectiveness</i>	63
a. Assessment	63
b. Safe and Orderly Environment	64

Pulaski Elementary School History

HISTORY OF PULASKI COUNTY

Pulaski Elementary is the largest of six elementary schools in the Pulaski County School System (a small rural community - pop. 35,127) in Southwestern Virginia. Pulaski County is named for the Revolutionary war hero, General Casimir Pulaski. Major employers include Volvo Heavy Truck Corporation, Pulaski Furniture, Pulaski County Schools, James Hardie, Inc. and the Pulaski Community Hospital. In recent years, several businesses have either downsized or moved from the area creating a loss of jobs. The unemployment rate in the county from June 2005 to November 2005 was 4.4%. The average weekly wage in Pulaski County was \$618 a week (state average \$787). Approximately 25.8% of our adults over twenty-five do not have a high school diploma.

PULASKI ELEMENTARY SCHOOL HISTORY

Pulaski Elementary is a one-story, multi-winged school located in a beautiful meadow on the corner of U.S. Highway 11 and Morehead Lane in the town of Pulaski. The concept of building a new school began with community dialogue meetings in 1996 (February 8, March 13) to inform communities of the closing and combining of Claremont and Northwood Elementary Schools. After a continued decline in enrollment, the Pulaski County School Board decided that Draper Elementary would also be closed and that the population of the three schools would be combined.

Architects were chosen February 12, 2002 (Oliver, Webb, Pappas, and Rhudy, Inc.). The building plans were unveiled April 11, 2002. The Pulaski County Board of Supervisors approved the new school construction on June 25, 2002. Property for the new school was secured on October 14, 2002. A contractor (Breakell, Inc.) was chosen December 12, 2002. After two cancellations due to inclement weather, the groundbreaking took place on March 19, 2003.

While the building was under construction, field trips for the school's faculty and staff were taken in October 2003 and June 2004. Work continued with much speculation as to the predicted and changing date of occupancy. Students visited the school for the first time on January 11 and 12 of 2005. Parents visited on January 17 and 18, 2005.

Closing ceremonies were held for the last day of school at Claremont, Draper, and Northwood on January 14, 2005. Teachers, staff, and other county employees (maintenance, central administration, technology, custodial, cafeteria) spent a busy 5 days moving in. The first day of school at PES was January 20, 2005.

After two cancellations because of inclement weather, an open house was held for the public. A ribbon cutting ceremony to dedicate the new building was held on May 1, 2005.

All of the students were given a chance to vote on components they wanted included for the new playground. The playground opened on November 10, 2005 and was dedicated by the superintendent, school board members, and selected students from each grade level.

TIMELINE FOR SCHOOL IMPROVEMENT PLAN DEVELOPMENT

Fall 2005	Beliefs and Mission Statement	<ul style="list-style-type: none"> • Our beliefs and mission statement were developed based on input from many stakeholders and refined through a collaborative process with teachers.
Spring 2006	Surveys	<ul style="list-style-type: none"> • Opinion surveys were given to students, a sampling of parents and community members, teachers and staff members. • The NSSE Survey of "Desired Outcomes for Student Learning" was given to teachers (May 2006) • The National Study of School Evaluation Survey (NSSE) of "Instructional and Organizational Effectiveness" was given to teachers (May 2006)
May 2006	Analysis of the Data	<ul style="list-style-type: none"> • The AIP Committee met in May to review the data and to identify areas of strength and those needing improvement.
Fall 2006	Development of the Action Plan	<ul style="list-style-type: none"> • Grade levels began to review the most current academic data and to identify targeted areas and to develop the action plan. • Grade levels refined the goals selected by the AIP Committee based on the surveys.
February 2007	Finalization of the Plan	<ul style="list-style-type: none"> • The plan was submitted to the central office on February 19, 2007.

PART 1: PROFILE

A. Executive Summary

Introduction

This section includes a summary of the Student Performance Data, Student and Community Demographic Data, School Characteristics, and Stakeholder Perspectives.

1. Student Performance Data

The student performance data are found on pages 23-41. A summary of the data from each instrument is provided below with a description of the types of data collected.

National Measures

The Stanford 10 - *The Stanford 10 Achievement Test* is given in the fall to 4th grade students. It includes subtests of word study skills, reading vocabulary, reading comprehension, mathematics problem solving, mathematics procedures, spelling, language, science, social science, and listening. These give us information on how our students are achieving compared to other students nationally. Pulaski County Public Schools uses these tests as one means for identifying gifted students.

Summary - Compared to national norms, our 2006-07 4th grade students scored at or above the 50th percentile (average) in eight categories. They scored slightly below average in social science (49.5) and significantly below in math (40.5). They scored significantly higher than the average in science (71.6).

OLSAT - *The Otis-Lennon School Ability Test, Eighth Edition, (OLSAT8)*, measures the cognitive abilities that relate to a student's ability to learn in school. It assesses a student's abstract thinking and reasoning abilities. When administered with the Stanford 10, OLSAT 8 scores may also be used to relate a student's actual achievement with his or her school ability. OLSAT 8 assesses students' thinking skills and provides an understanding of a student's relative strengths and weaknesses in performing a variety of reasoning tasks. This information allows us to design educational programs that will enhance students' strengths while supporting their learning needs.

Summary - According to these measures, over 50% of our 2006-07 4th grade students scored in the lowest quartile of ability compared to national norms (Total = 70% of students, Verbal = 59%, Nonverbal = 65%) and approximately 12% scored in the upper two quartiles. Compared with local norms, more of our students scored in the upper two quartiles (Total = 32%, Verbal = 31%, Nonverbal = 65%).

State Measures

Phonological Awareness Literacy Screening (PALS) - Kindergarten through third grade students are measured on their phonemic awareness using the Phonological Awareness Literacy Screening (PALS) test in the fall and spring. .

Summary - According to the Fall 2006 results, 44% of kindergarteners, 37% first graders, 29% second graders, and 37% third graders did not meet the benchmarks.

Standards of Learning (SOL) - Third, fourth and fifth grade students in Virginia are measured in the spring (May) on the Standards of Learning (SOL) tests. Third, fourth, and fifth grade students took both the reading and math tests. Third and fifth also took tests in science and social studies. Fifth grade took the writing test in March.

Summary - Our school is fully accredited by the Commonwealth of Virginia and made Adequate Yearly Progress during the 2005-06 school year. Our students scored highest on 3rd grade science (90% passing) and lowest in math (73% passing for 3rd, 4th, and 5th grades combined).

District Measures

Students in grade 2-5 are assessed at the end of each nine weeks period in reading, math, writing, science and social studies. First grade students are assessed in reading and math only at the end of each semester.

Kindergarten students are assessed at the end of the year in reading and math. PES teachers use item analysis of these tests to determine which students need remediation and which concepts need to be retaught. Copies of these can be found in the principal's office.

School Measures

Academic Achievement

According to teacher input and observation based on the beginning of the 2006-07 academic year, an average of

58% of students are reading on or above grade level, and 42% are reading below grade level. These data may be skewed in that as we had this discussion, we found that we had various ideas about what constitutes reading "on grade level."

2. School and Community Demographic Data

Student Populations

The chart below describes the approximate current student/teacher ratios for 2006-07:

Grade Level	Number of Teachers	Number of Students	Ratio
Kindergarten	5	119	24:1
First Grade	5	114	23:1
Second Grade	5	101	20:1
Third Grade	5	105	21:1
Fourth Grade	5	87	17:1
Fifth Grade	5	99	20:0

Pulaski Elementary serves approximately 626 K-5th grade students. Our population is comprised of the following: 85% White, 9% African American, 3% Hispanic, 1% Asian <1%, and <1% unspecified. It is a Schoolwide Title I school with 52% of students receiving free or reduced lunch. The majority of our students come from working class families. Our attendance rate for 2005-06 was 99%. Most students had very good attendance, however, a few students had chronic attendance problems last year and were reported to the court services for truancy. The majority of our students (80%) ride buses or are picked up by parents (20%). None of our students walk to school.

Many of our PES students enter kindergarten with insufficient receptive and expressive language skills. Approximately 29 (5%) of our students receive speech and language services. An additional 57 (9%) are being served in our special education resource classes.

Faculty and Staff

A summary of the personnel who serve the children of PES and their qualifications are included below.

SCHOOL PERSONNEL

PULASKI COUNTY SCHOOL EMPLOYEES		OTHER NON-SCHOOL EMPLOYEES	
1	Principal	1	Behavioral Specialist
1	Assistant Principal	7	Family Preservation Services Counselors
3	Office Personnel (Secretary, Bookkeeper, Clerical Assistant)		
1	Nurse		
1.4	Guidance Counselors		
30	Classroom Teachers (K-5)		
5	Special Education Teachers		
4	Special Education Classroom Teacher Assistants		
6	Special Education Targeted Assistance Teacher Assistants		
.5	Music Teacher		
.5	Art Teacher		
3	P.E. Teachers		
1	Interpreter for the Hearing Impaired		
1	Speech and Language Pathologist		
1	Speech/Language Teacher Assistant		
1	Bridges Learning Systems Lab Specialist		
1	Title I Reading Teacher		
1	Title I Reading Teacher/Home-School Coordinator		
2	Title I Reading Recovery Teachers		
1	Instructional Support Team (IST) Facilitator		
.4	Instructional Technology Resource Teacher		
.5	Talented and Gifted Teacher		
1	Title I/21 st CCLC Grant Project Director		
1	English Language Learning Teacher (ELL)		
5	Custodians		
8	Food Service Personnel		
1	Librarian		
1	Library Teacher Assistant		
3	Part-Time Bus Duty Supervisors		

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2003-2004	2004-2005	2005-2006
School			
This school	-	0	0
Division			
All Schools	8	4	4
State			
All Schools	6	5	5
High Poverty	8	6	6
Low Poverty	4	3	3
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2003-2004	2004-2005	2005-2006
School			
Bachelor's Degree	-	53	66
Master's Degree	-	47	32
Doctoral Degree	-	0	2
Division			
Bachelor's Degree	53	52	54
Master's Degree	45	45	43
Doctoral Degree	1	1	1
State			
Bachelor's Degree	49	50	51

Teacher Education Attainment			
Degree type	2003-2004	2004-2005	2005-2006
Master's Degree	49	48	47
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Community

PES is the first new school in the county in about 30 years. PES is rapidly becoming a cornerstone of the community. Many community programs and events are regularly held at PES throughout the year (Special Olympics, AAU Tournaments, Recreation League Basketball, County Volleyball, Agency on Aging luncheons, Pulaski Community Partners Coalition meetings).

We have partnered with the Pulaski Community Partners Coalition through our 21st Century Community Learning Centers Grant (described later). Some of the members of the PCPC who work collaboratively through this grant include:

- Beans & Rice, Inc.
- Pulaski Hensel Eckman YMCA
- Pulaski Middle School
- New River Valley Community Services
- Pulaski Public Library Services
- New River Valley Child Advocacy, Recourses, Education and Services
- Pulaski Area Transit
- Pulaski Elementary School PTO
- Pulaski Police Department
- Big Brothers Big Sisters of Southwest Virginia
- Virginia Department of Education Training & Technical Assistance Center at Radford University
- Virginia Cooperative Extension 4-H Program

3. School Characteristics

Pulaski Elementary is a newly-constructed, multi-winged, sprawling brick building housing kindergarten through fifth grades. The exterior of the school denotes strength, character, and pride by the design, landscaping and

well kept grounds. The interior promotes a warm, friendly, and inviting atmosphere created by the use of flowing colors with lofty and spatial effects.

The administrative portion of the building consists of an office wing including an open reception area with five offices, clinic, teacher and staff mailroom/workroom, file room, library, Community Room, Science Room, mentoring room, gym/stage/cafeteria, custodial office, mechanical rooms, two conference rooms, three special programs offices, and art room.

The K-1 wing has 10 regular classrooms with restrooms in each room, 4 special programs rooms and a community restroom. The 3-5 wings have 15 regular classrooms and 4 special programs rooms. These are connected by the 2nd grade wing which has five regular classrooms, a teachers' workroom, two computer labs, and a community restroom.

Unique Programs Offered at Pulaski Elementary School

Accelerated Reader - Students are assessed to identify their instructional reading level. Books in the library are marked so that students can choose books on their independent reading level. After reading their books, students take a computerized comprehension test and receive points for each correct answer. Many classroom teachers have a reward system if students reach their point goals.

Book Discussion Groups - Several book discussion groups are held throughout the year to provide professional growth for those teachers who are interested. Books that have been discussed thus far include *Words Their Way* and *Tools for Teaching*.

Book Room - Our bookroom has over 1,000 sets of leveled books (including chapter books) that teachers can use to meet the wide range of reading abilities in their classrooms.

Bridges Learning Systems Lab - The Bridges Learning Development Program "works to improve attention span, memory, comparison/contrast thinking, eye-hand coordination, systems reasoning and other skills essential to the learning process, helping students perform better in school." Students are assessed on 26 cognitive and 11

perceptual abilities that they need to be successful academically. Exercises and activities are prescribed to strengthen their identified weaknesses. Selected students go to the lab (a room set up with various pieces of equipment, ie. balance boards, rebounders, etc.) twice a week from 30-45 minutes and work on strengthening their specific deficiencies.

Bridges Learning Systems for K&1 - Students work on visual discrimination and large motor coordination in their classrooms and during physical education.

Child Study - This team meets once a week to work collaboratively to provide ideas and solutions to teachers and parents for working with students who are experiencing difficulties both in academics and behavior.

English Language Learning - An ELL teacher meetings with English Language Learners several times a week to help them obtain fundamental concepts and vocabulary.

Fast Track Math - This software program allows students to practice basic math (addition, subtraction, multiplication, division) facts daily to increase their foundational math skills.

Field Trips - Students participate in a wide variety of field trips to enhance and increase their prior knowledge and vocabulary and to support SOLs in all academic areas.

IST (Instructional Support Team) - The IST is made up of a facilitator, the principal, the school psychologist, and nine classroom teachers. The purpose of the IST is to enhance, improve, and increase student and staff performance. Teachers who have academic or behavioral concerns about a student may request services of the IST. The facilitator assigns the case to one of the team members. The team member and the teacher work together to identify the area of concern for the student, devise an intervention plan, implement the plan, gather data, and work toward resolving whatever issue they have identified needing improvement.

Literacy Excellence for All Panthers (L.E.A.P) - Teachers target various students within their classrooms who are reading below grade level. Goals are set for these students and teachers report progress to their grade level teams in monthly meetings. This information is shared schoolwide.

Mentoring Program - Selected third and fourth grade students meet with community mentors for one half hour four times per week to reinforce and practice reading skills.

Pulaski Elementary Education Partners (PEEPs) - This is a program offered to rising kindergarteners and their parents to acclimate them to the school before the upcoming school year.

Reading Recovery - We have two Reading Recovery trained teachers who work 1-1 with identified first graders to help bring them up to grade level in reading.

Safety Patrol - The Safety Patrol program was organized to promote school safety, and community involvement. Students help to raise funds for "Kids Helping Kids" (providing funds to various community agencies). Fifth grade students selected for these positions serve as good role models who promote good citizenship as well as leadership.

Talented and Gifted - Identified students meet with the TAG teacher 1-2 times per week to provide enrichment in the areas for which they have been found to have high ability.

Title I - Our Title I teachers (2 Reading Recovery teachers, 1 reading resource teacher, 1 Home School Coordinator/reading resource teacher, and 1 21st CCLC Grant Project Director/mentor program coordinator) serve all kindergarten and first grade classrooms four days per week for 40 minutes in reading. The two reading resource teachers also provide services to students in grades 2-5 in reading 2-4 times per week.

21st Century Community Learning Center Grant - When we moved into the new school on January 20, 2005, we were in the second year of a 21st Century Community Learning Centers Grant totalling \$440,556 to provide an after school program that we call Adventure Zone. At the end of the 2005-06 school year, we again applied for these

funds and were pleased to hear that we had been awarded **\$190,006** for the next three years for a total of \$570,018!

- Adventure Zone (after school program) - The after school program runs three days a week from 3:00 - 4:45 p.m. for 32 weeks. Students begin with a snack provided by the USDA. We serve approximately 200 students each day. One of the ways we have devised to serve more students is to include late bus students in the after school program from 3:00 until their bus departs. Other after school students in the program spend 45 minutes doing homework and engaging in skill building opportunities (including Bridges), and another 45 minutes engaging in enrichment activities. Each enrichment session runs from 9-12 weeks. Bus transportation home is provided and/or students are picked up by parents. Radford University Service Learning students volunteer in the AZ classrooms. They are supervised by an AmeriCorps volunteer, as part of our partnership with Beans and Rice, Inc. This individual works with these volunteers to help them be effective in the classroom. We also have middle school students, under the direction of one of the middle school teachers, mentoring and tutoring our elementary school students.
- Evening - This is offered in the evenings approximately once a month to parents and families throughout the entire school year and includes events such as field trips, game nights, math and reading nights, recreation nights, movie nights, and parenting skills.
- Extended Summer Enrichment Program (ESE) - Our ESE program includes those students who are mandated to go to summer school from PES and other PES students. They will spend their afternoons with us from 12:30-3:00 (after the regular summer school day) to strengthen weak academic skills in a fun and enriching environment. Students may also be served in the Bridges Lab. Transportation home will be provided for all participants, or parents may pick them up. Middle school siblings of our PES students will also be invited to participate as mentors to our elementary students.
- Panther Place (before school program) - The before school program runs from 7:45 a.m. - 8:15 a.m. five days a week for 32 weeks. It serves early bus students and those whose parents drop them off early. Five teachers serve (96) students in grades K-5 with students participating in literacy activities, computer lab, Bridges (a cognitive development program) and logical thinking games.

4. Stakeholder Perspectives on the Quality of Education

Faculty and Staff Opinion Survey Spring 2006

Faculty and staff members were given an on-line survey to obtain their opinions about the quality of education offered to PES students. Eighty-three percent of those surveyed strongly agreed that we have adequate facilities and resources. Twenty-nine percent felt discipline is not handled fairly and consistently.

Student Opinion Survey Spring 2006

Students in grade 3-5 were surveyed on-line to obtain their opinions about the quality of education they are offered at PES. Seventy-eight percent of them strongly felt that the main purpose in the school is to help them learn, 3% strongly disagree. Twenty-four percent did not feel that discipline is handled fairly and consistently.

Parent and Community Opinion Survey Spring 2006

A sampling of PES parents and some community members were given a paper-pencil survey to obtain their opinions about the quality of education given to PES students. Ninety-two percent surveyed agreed or strongly agreed that teachers use a variety of instructional approaches. Ninety-one percent felt assessment data were used to drive instruction. Eleven percent did not believe discipline was handled fairly.

B. Report of the Profile Data

The assessment data summarized above are included in the pages that follow.

National Measures

Stanford 10 National Individual Percentile Rank Stanine - PES 4th Grade Fall 2006 - pg. 22

OLSAT8 National Percentile Stanine for PES 4th Grade Fall 2006 - pg. 23

OLSAT8 National Grade Percentile Rank Summary for PES- 4th Grade Fall 2006 - pg 24

OLSAT8 Local Grade Percentile Rank Summary for PES - 4th Grade Fall 2006 - pg 25

State Measures

Phonological Awareness Literacy Screening - K-2 Fall 2006 - pg. 25

Virginia Department of Education School Report Card (School Summary Information) - pg. 26

Virginia Department of Education Accreditation Adjusted Pass Rates - pg 27

Student Performance by Question - English: Reading/Literature and Research 3rd Grade - Spring 2006 - pg 28

Student Performance by Question - English: Reading/Literature and Research 4th Grade - Spring 2006 - pg 31

Student Performance by Question - Math 5th Grade - Spring 2006 - pg 34

School Performance-based Measures

2006-07 PES Fall Reading Performance Based on Teacher Observation - pg 38

Stakeholder Perspectives on the Quality of Education

Faculty and Staff Opinion Survey Spring 2006 - pg 39

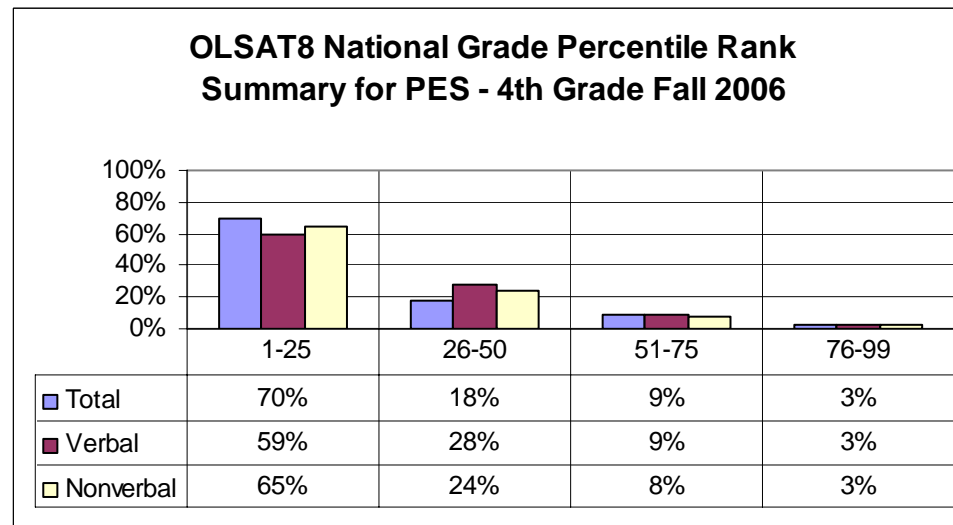
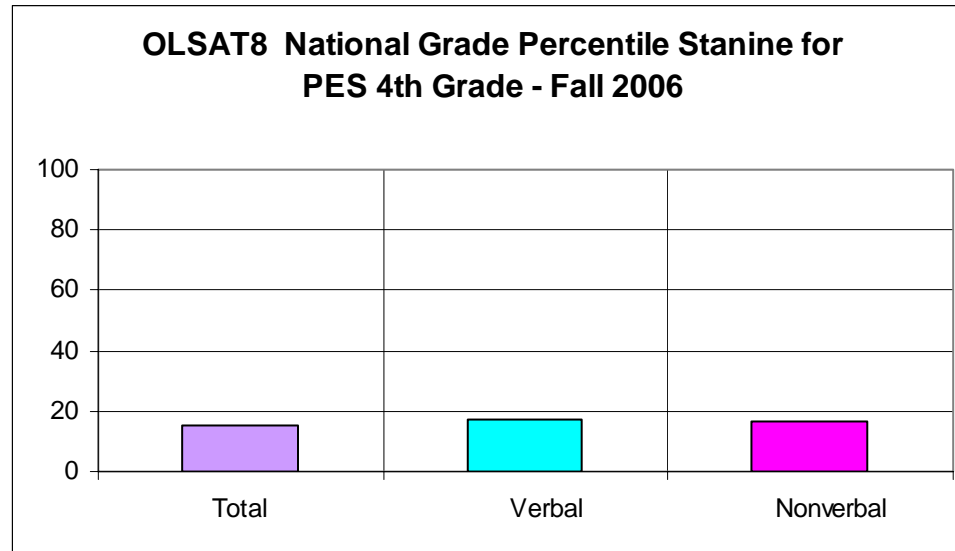
Student Opinion Survey Spring 2006 - pg 40

Parent and Community Opinion Survey Spring 2006 - pg 41

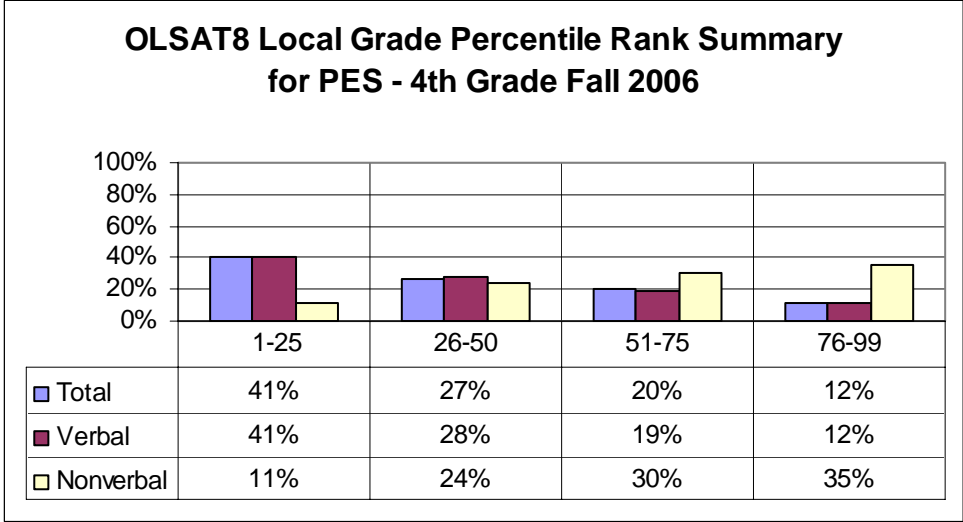
**Stanford 10 National Individual Percentile Rank Stanine
for PES 4th Grade Fall 2006**



■ Total Reading	50.5
■ Total Math	40.5
■ Language	53.5
■ Spelling	55.5
■ Science	71.6
■ Social Science	49.5
■ Listening	52.5
■ Thinking Skills	52.5
■ Basic Battery	50.5
■ Complete Battery	52.5



** This score indicates the relative standing of our 4th grade students in comparison with students of the same age in the norm (reference) group who took the test at a comparable time. Range is 1-99.



** This indicates the relative standing of our 4th grade students in comparison with the other 4th graders in the county.

Phonological Awareness Literacy Screening (PALS) for PES

Grade	Date	# Screened	# Identified	Percentage Id'd
Kindergarten	2005-2006 Spring	120	45	38%
	2006-2007 Fall	123	54	44%
First Grade	2005-2006 Spring	108	16	15%
	2006-2007 Fall	119	44	37%
Second Grade	2005-2006 Spring	107	32	30%
	2006-2007 Fall	107	31	29%
Third Grade	2005-2006 Spring	87	13	15%
	2006-2007 Fall	103	38	37%



Pulaski Elementary School

2004 Morehead Lane, Pulaski, VA 24301

Grade Span: PK-05

Pulaski County Public Schools

Principal:
Dr. Bridget Parsons
(540) 643-0252

Superintendent:
Dr. Donald E. Stowers
(540) 643-0200

School's Designation:
Not In Improvement

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

This School's Focus Area(s):

General Education, Remedial Program, Special Education, Talented/Gifted Program, Title I - School Wide Program

This School - **Made AYP**
This School Division - **Did Not Make AYP**
The State - **Made AYP**

Annual Measurable Objective for Mathematics is **67**
Annual Measurable Objective for Reading/Language Arts is **69**

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary	2004-2005	2005-2006	2006-2007
Student Population	553	621	643
AYP Status	N/A - New School	Did Not Make AYP	Made AYP
Accreditation Status	Conditionally Accredited	Fully Accredited	Fully Accredited
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Accreditation Adjusted Pass Rates

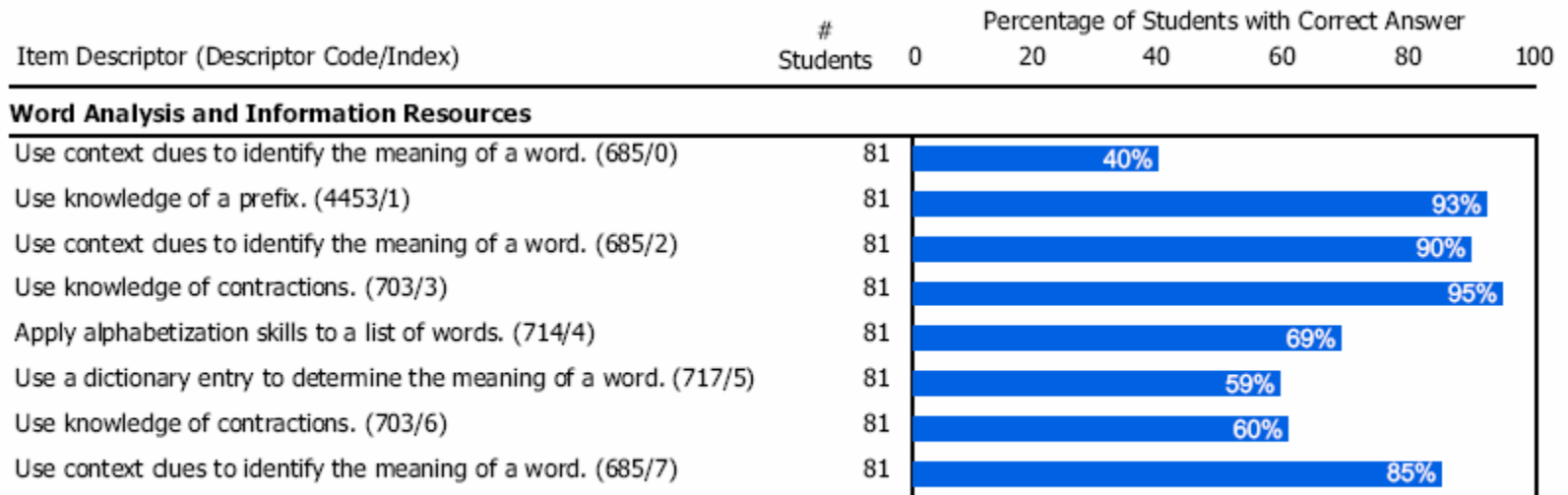
The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2004-2005	2005-2006	2006-2007
Grade 3 & 5 English	-	83	82
Grade 4, 6, 7, 8 & EOC English	-	-	74
Mathematics	-	78	73
Grade 3 History	-	77	86
History	-	75	79
Grade 3 Science	-	83	90
Science	-	76	83

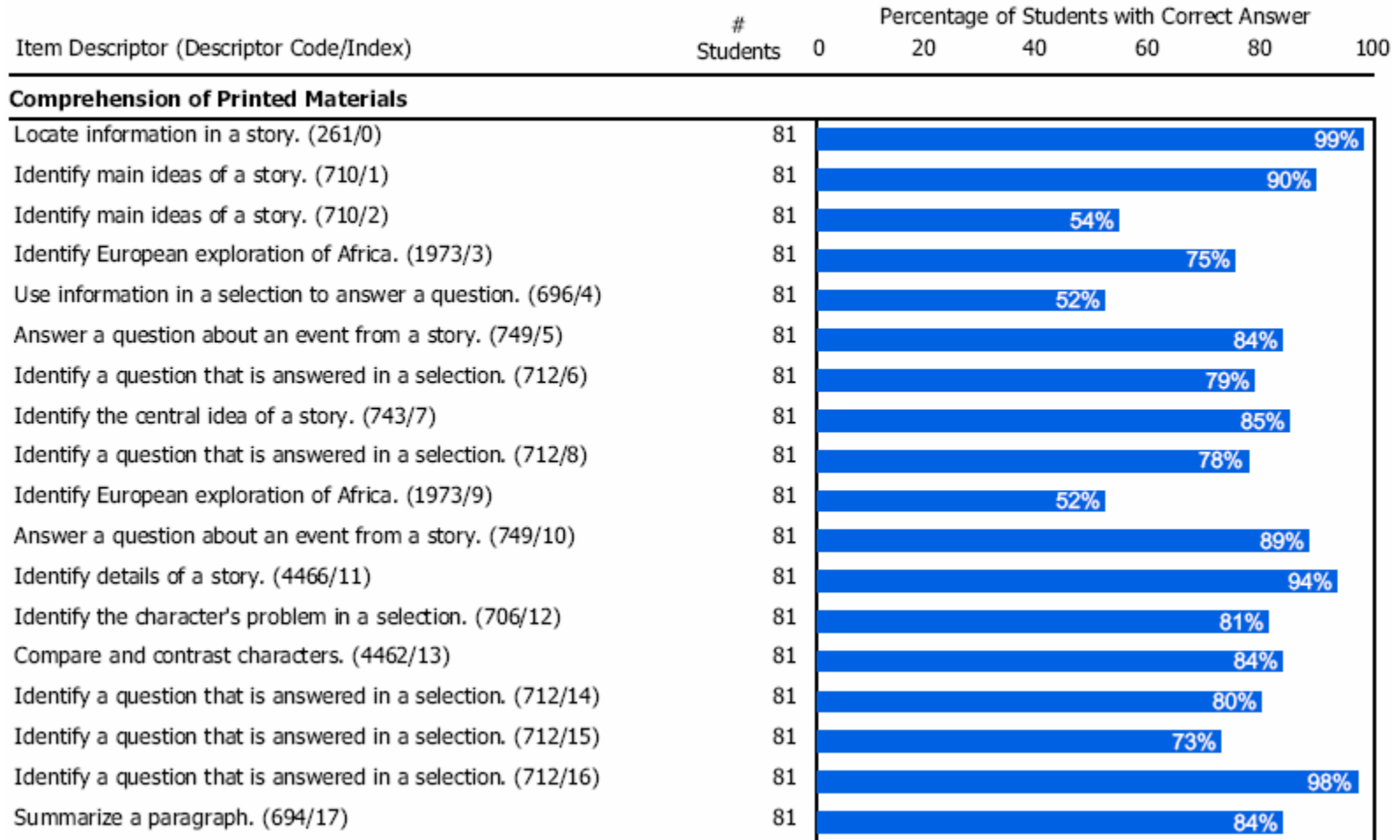
Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

**Pulaski County Public Schools
PULASKI ELEMENTARY
English: Reading/Literature and Research 3rd Grade • SPRING 2006
2002 Standard (Core 1)**



PULASKI ELEMENTARY • English: Reading/Literature and Research 3rd Grade • SPRING 2006 • 2002 Standard (Core 1) (Continued...)

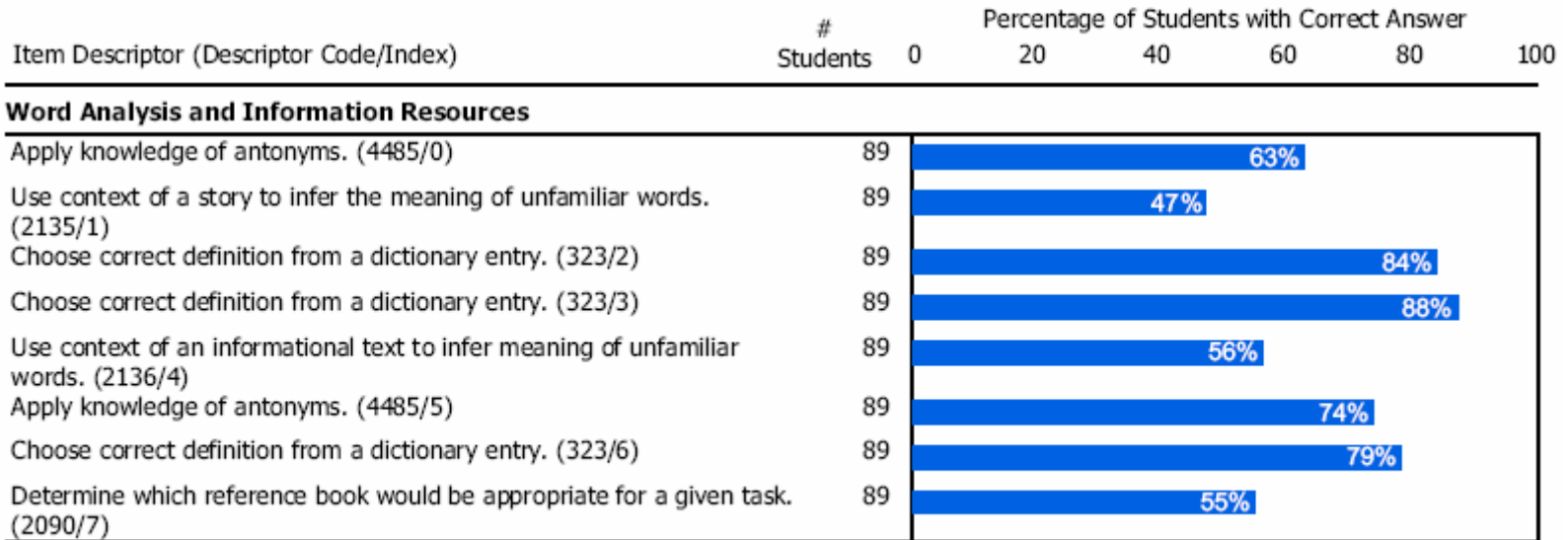


PULASKI ELEMENTARY • English: Reading/Literature and Research 3rd Grade • SPRING 2006 • 2002 Standard (Core 1) (Continued...)

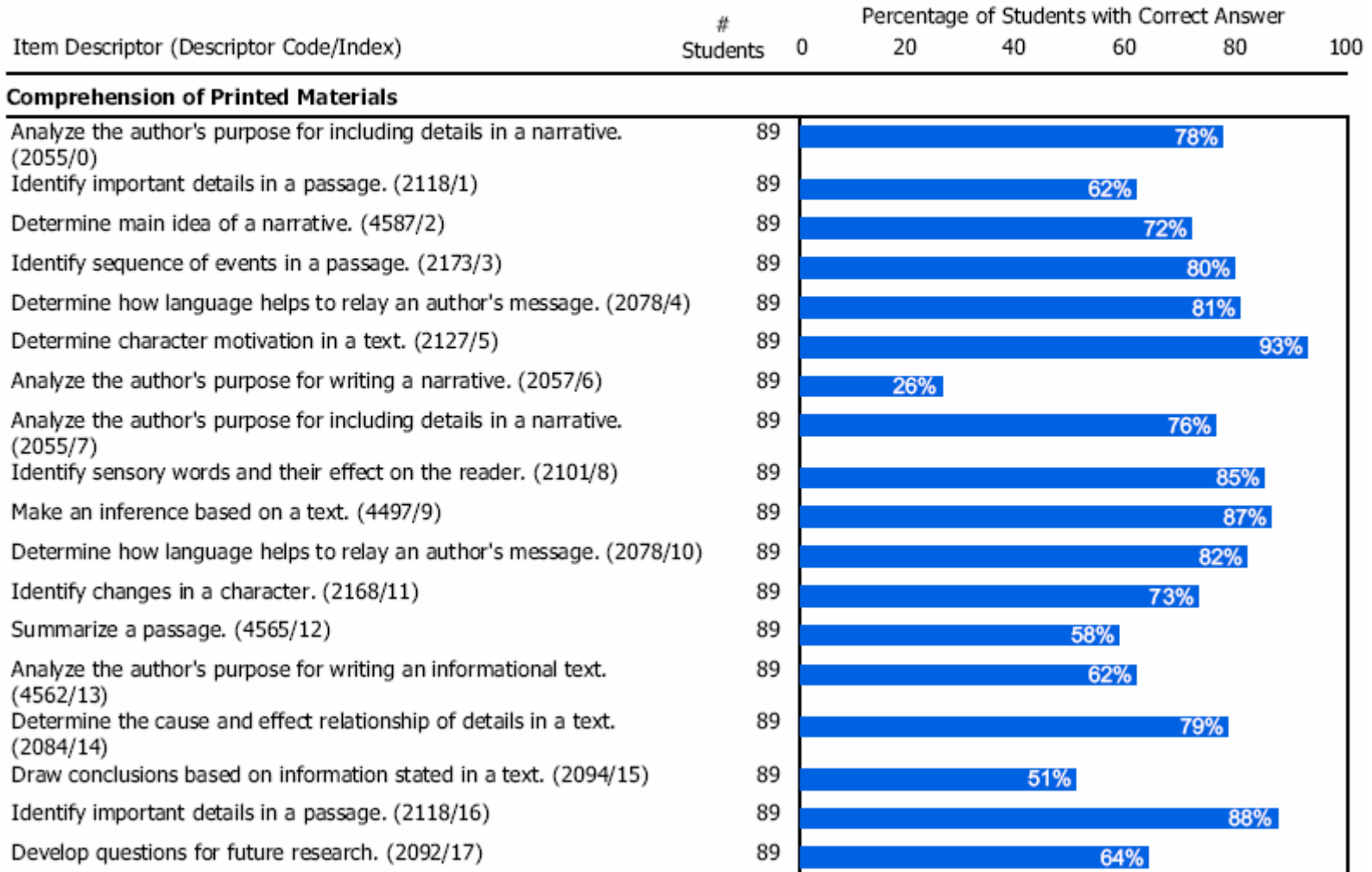
Item Descriptor (Descriptor Code/Index)	# Students	Percentage of Students with Correct Answer				
		0	20	40	60	80
Comprehension of Printed Materials						
Locate information. (4460/18)	81				63%	
Use a chart to summarize details. (721/19)	81				68%	
Answer a question about an event from a story. (749/20)	81				60%	
Identify problem in a story. (4454/21)	81				70%	
Locate information in a story. (261/22)	81				78%	
Use information in a selection to answer a question. (696/23)	81				65%	
Make predictions about a selection. (731/24)	81				78%	
Use information in a selection to answer a question. (4457/25)	81				57%	
Summarize information from selected paragraphs. (750/26)	81				78%	

Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

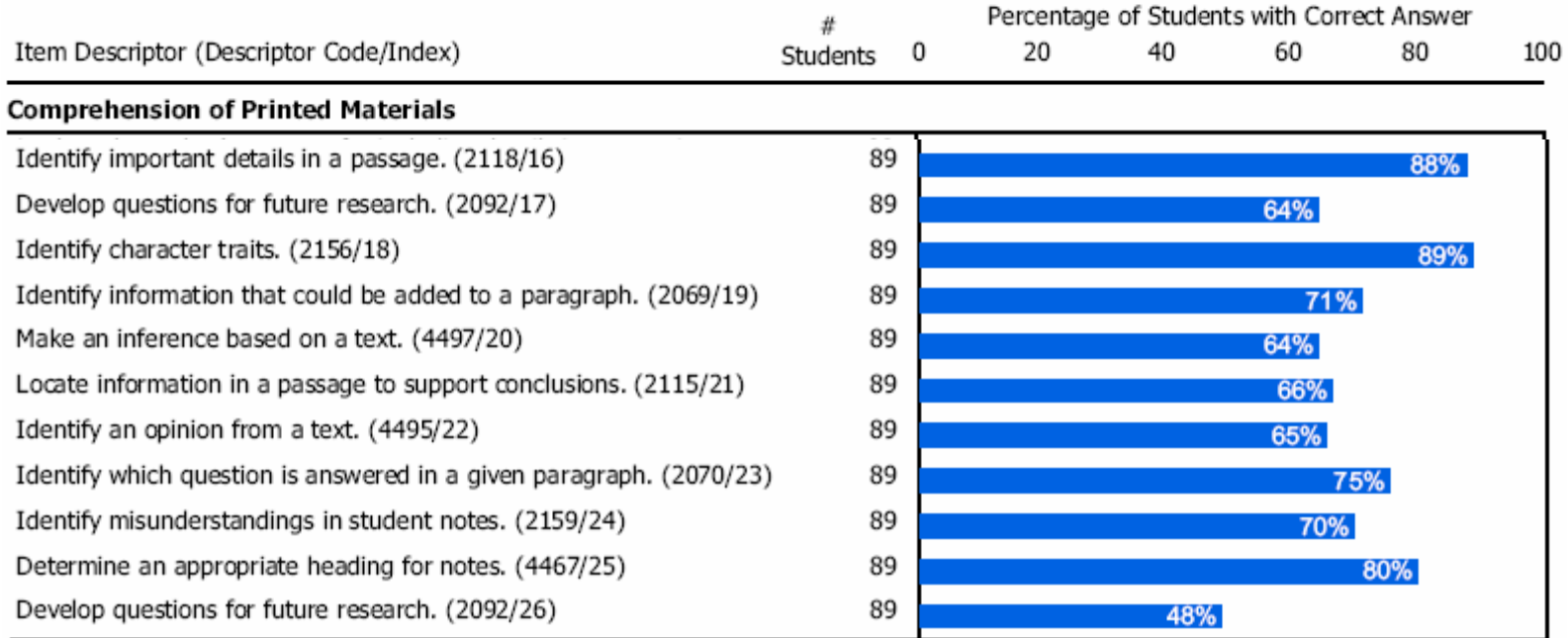
Pulaski County Public Schools
PULASKI ELEMENTARY
English: Reading/Literature and Research 4th Grade • SPRING 2006
2002 Standard (Core 1)



PULASKI ELEMENTARY • English: Reading/ Literature and Research 4th Grade • SPRING 2006 • 2002 Standard (Core 1) (Continued...)

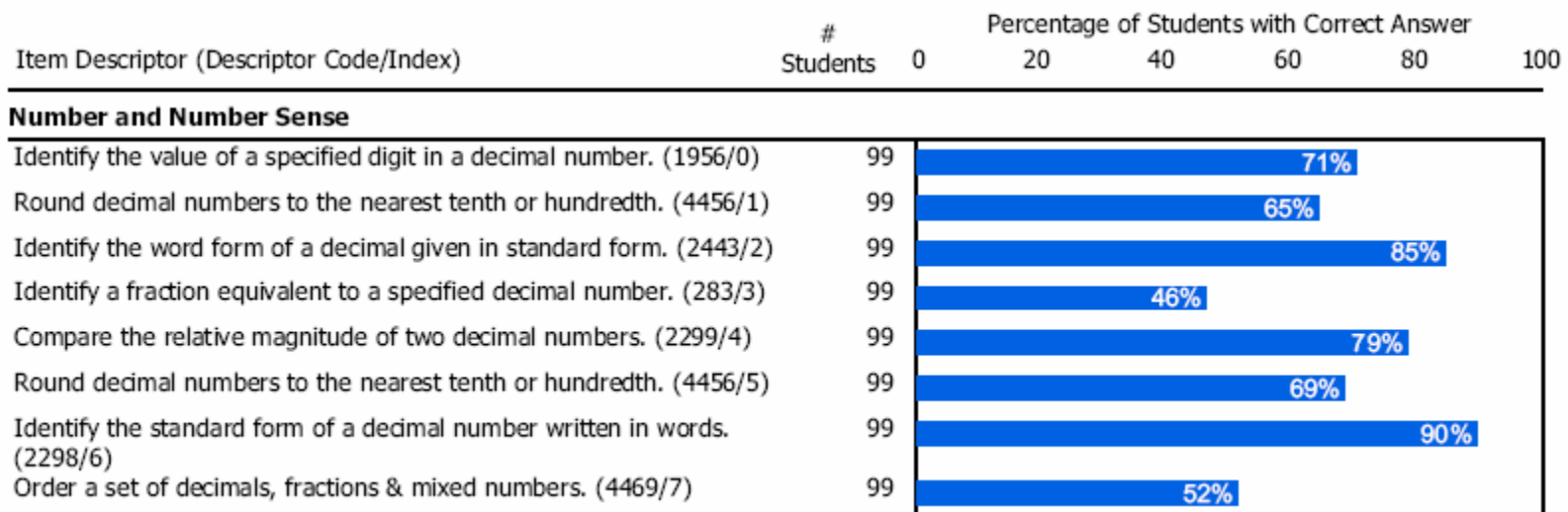


PULASKI ELEMENTARY • English: Reading/ Literature and Research 4th Grade • SPRING 2006 • 2002 Standard (Core 1) (Continued...)



Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

**Pulaski County Public Schools
PULASKI ELEMENTARY
Mathematics 5th Grade • SPRING 2006
2001 Standard (Core 1)**



Computation and Estimation

Solve a problem involving subtraction of numbers from a table. (4463/0)	99	81%
Identify European exploration of North America. (1970/1)	99	78%
Find the difference of two fractions with unlike denominators. (1971/2)	99	77%
Find the sum of two decimal numbers. (1952/3)	99	90%
Find the quotient of a 4-digit dividend and 2-digit divisor, with remainder. (4451/4)	99	69%
Identify factors with a product in a given range. (1954/5)	99	88%
Subtract two decimal numbers presented horizontally. (1742/6)	99	87%
Find the difference of a mixed number and a fraction. (2392/7)	99	83%
Solve a problem involving a 4-digit dividend and a 1-digit divisor. (4461/8)	99	68%
Find the quotient of a decimal in hundredths and a 1-digit di (2434/9)	99	82%
Find the quotient of a decimal in thousandths and a 1-digit divisor. (2337/10)	99	83%
Find the product of a decimal in tenths and a decimal in hundredths. (2369/11)	99	63%

**PULASKI ELEMENTARY • Mathematics 5th Grade • SPRING 2006 • 2001 Standard (Core 1)
(Continued...)**

Item Descriptor (Descriptor Code/Index)	# Students	Percentage of Students with Correct Answer					
		0	20	40	60	80	100
Measurement and Geometry							
Measure the length of an object to the nearest one-eighth inch. (2414/0)	99				65%		
Determine the perimeter of a square, when the length of a side is given. (4450/1)	99				78%		
Link inventor and inventions. (1974/2)	99				58%		
Identify an appropriate unit of measure to use when measuring weight. (1944/3)	99				90%		
Recognize a situation requiring the calculation of area. (2348/4)	99				87%		
Identify the geometric solid with specified properties. (285/5)	99				84%		
Identify a model of a specified transformation. (1961/6)	99				69%		
Identify an obtuse triangle. (2349/7)	99				87%		
Determine elapsed time, in a 24-hour period. (2306/8)	99			29%			
Identify leaders of the Civil War. (1967/9)	99				76%		
Determine the area of a rectangle with given dimensions. (2301/10)	99				72%		
Identify a point to connect to form an obtuse angle on a grid. (1962/11)	99				89%		

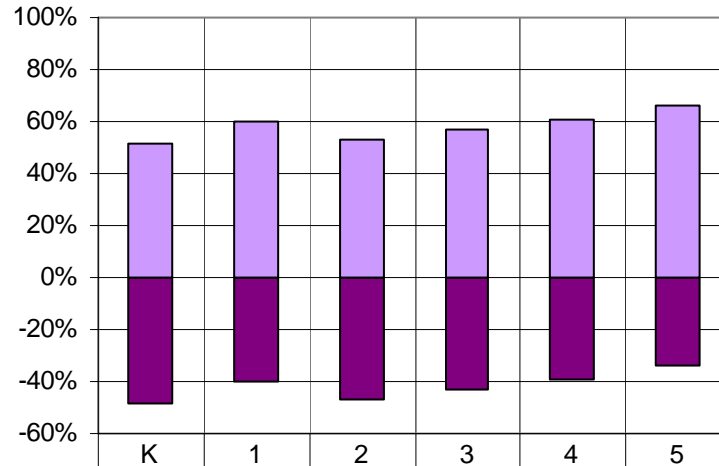
Probability and Statistics



Identify the mode of a given set of values. (2439/0)	99	78%
Describe the roles of Civil War leaders. (1969/1)	99	81%
Identify the stem-and-leaf plot that correctly displays a set of data. (2316/2)	99	90%
Extract information from a line graph with increment of 5. (2352/3)	99	83%
Identify a question whose solution requires the use of basic probability. (2320/4)	99	91%
Identify a correct list of all outcomes of a situation. (1963/5)	99	60%
Extract information from a bar graph. (2346/6)	99	93%
Identify the range of a set of data given in a table. (1964/7)	99	32%

Patterns, Functions, and Algebra

Recognize a given symbolic expression written in words. (1965/0)	99	91%
Identify the definition of a variable in a given situation. (2389/1)	99	75%
Identify a problem that could be solved using a specified number sentence. (2328/2)	99	45%
Identify the relationship between values in an Input/Output table. (2390/3)	99	80%
Identify the symbolic form of a quantitative relationship given in words. (2399/4)	99	49%
Identify the relationship between values in an Input/Output table. (2390/5)	99	90%
Identify the translation into words of a specified symbolic expression. (2356/6)	99	87%
Identify the symbolic form of an expression presented in words. (2324/7)	99	72%
Identify the symbolic form of a quantitative relationship given in words. (2399/8)	99	68%
Evaluate and identify the rule for a simple number pattern. (4594/9)	99	77%

**2006-07 PES Fall Student Reading Performance
Based on Teacher Observation**



 % On/Above Grade Level	52%	60%	53%	57%	60%	66%
 % Below Grade Level	-48%	-40%	-47%	-43%	-40%	-34%

**FACULTY AND STAFF OPINION SURVEY
SPRING 2006**

(Percentages)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The educational program offered to students is of high quality.	53.70%	43.90%	2.40%	0.00%
2. Students are being adequately prepared to deal with issues and problems they will face in the future.	25.00%	65.00%	10.00%	0.00%
3. Teachers hold high expectations for student learning.	48.80%	48.80%	2.40%	0.00%
4. The school's facilities are adequate to support the instructional program.	82.90%	17.10%	0.00%	0.00%
5. At our school, students have access to adequate resources to help them succeed in their learning. (Examples - computers, library, books, etc.)	82.90%	17.10%	0.00%	0.00%
6. Students see a relationship between what they are studying and their lives.	9.80%	75.60%	14.60%	0.00%
7. Our school is a safe and orderly place for learning.	36.60%	53.70%	9.80%	0.00%
8. Teachers teach lessons in a variety of ways (using - textbooks, projects, experiments, overheads, partners, etc.)	56.10%	39.00%	2.40%	2.40%
9. Maximum learning opportunities are provided for all students including special needs, Limited English speaking, gifted, and at-risk students.	48.80%	39.00%	12.20%	0.00%
10. Student assessment data are used to identify instructional needs.	42.50%	52.50%	5.00%	0.00%
11. Discipline is handled fairly and consistently.	17.10%	53.70%	29.30%	0.00%
12. Students are being adequately prepared for the next grade level.	27.50%	65.00%	7.50%	0.00%
13. Parents are made aware of SOLs taught on their student's grade level.	36.60%	63.40%	0.00%	0.00%
14. Administrators actively participate in student learning.	14.60%	65.90%	19.50%	0.00%
15. Parents are frequently invited to participate in school events.	24.40%	68.30%	7.30%	0.00%

STUDENT OPINION SURVEY SPRING 2006

(Percentages)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The main purpose in this school is to help students learn.	78.30%	19.30%	0.00%	2.50%
2. Teachers are preparing me with skills I will need in the future.	61.90%	36.90%	0.60%	0.60%
3. My teachers expect me to do my best work at all times.	71.90%	26.30%	0.60%	1.30%
4. The school building is adequate for my instructional program.	58.50%	35.20%	3.10%	3.10%
5. At my school, I have adequate access to computers and the library to help me succeed in my learning.	51.60%	40.90%	5.00%	2.50%
6. I can see how what I am learning will help in me my future life.	63.50%	32.70%	1.90%	1.90%
7. Our school is a safe and orderly place to learn.	60.40%	31.40%	2.50%	5.70%
8. Teachers teach lessons in many different ways (using-textbooks, projects, experiments, overheads, partners, etc.)	64.60%	31.00%	3.20%	1.30%
9. I know I can get help when I have a question.	60.40%	34.00%	2.50%	3.10%
10. My teachers use tests and quizzes to find out where I need extra help.	59.70%	32.70%	5.00%	2.50%
11. Discipline is handled fairly and consistently.	42.10%	33.30%	12.60%	11.90%
12. I feel I am learning what I'll need to move to the next grade level.	66.50%	29.70%	1.90%	1.90%
13. My parents are aware of the SOLs taught at my grade level.	65.20%	27.80%	4.40%	2.50%
14. The principals also help us learn.	35.70%	39.50%	17.80%	7.00%
15. Our parents are frequently invited to come to school for events.	60.30%	30.80%	2.60%	6.40%

PARENT AND COMMUNITY OPINION SURVEY SPRING 2006

(Percentages)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The educational program offered to students is of high quality.	51.00%	46.00%	2.00%	1.00%
2. Students are being adequately prepared to deal with issues and problems they will face in the future.	24.00%	68.00%	6.00%	0.00%
3. Teachers hold high expectations for student learning.	49.00%	45.00%	3.00%	0.00%
4. The school's facilities are adequate to support the instructional program.	61.00%	30.00%	5.00%	1.00%
5. At our school, students have access to adequate resources to help them succeed in their learning. (Examples-computers, library, books, etc.)	67.00%	28.00%	2.00%	0.00%
6. Students see a relationship between what they are studying and their lives.	21.00%	64.00%	9.00%	1.00%
7. Our school is a safe and orderly place for learning.	50.00%	42.00%	2.00%	1.00%
8. Teachers teach lessons in a variety of ways (Using - textbooks, projects, experiments, overheads, partners, etc.)	50.00%	42.00%	1.00%	0.00%
9. Maximum learning opportunities are provided for all students including special needs, Limited English speaking, gifted, and at-risk students.	46.00%	43.00%	3.00%	1.00%
10. Student assessment data are used to identify instructional needs.	36.00%	55.00%	1.00%	0.00%
11. Discipline is handled fairly and consistently.	31.00%	49.00%	8.00%	3.00%
12. Students are being adequately prepared for the next grade level.	40.00%	48.00%	1.00%	2.00%
13. Parents are made aware of SOLs taught on their student's grade level.	36.00%	50.00%	3.00%	1.00%
14. Administrators actively participate in student learning.	35.00%	48.00%	6.00%	0.00%
15. Parents are frequently invited to participate in school events.	44.00%	41.00%	3.00%	0.00%

Part 2: Beliefs and Mission Statement

Overview: Narrative Description of the Process of Defining the School's Beliefs and Mission

Our beliefs were developed through input from many stakeholders. These were then condensed by a parent volunteer and brought to the faculty for refinement. Work over a period of several weeks provided the prioritized list of belief statements and mission statement.

Pulaski Elementary Beliefs

Physical Environment

We believe in providing a safe, healthy, student-centered environment conducive to learning.

Academics

We believe learning is a life long developmental process.

Community

We believe it is vital to develop a partnership with the community.

Emotional Environment

We believe it is essential to promote a nurturing environment of mutual respect.

Parents

We believe open communication is necessary to ensure student success.

Staff

We believe a supportive staff that communicates constructively will provide a successful learning environment.

Pulaski Elementary Mission Statement

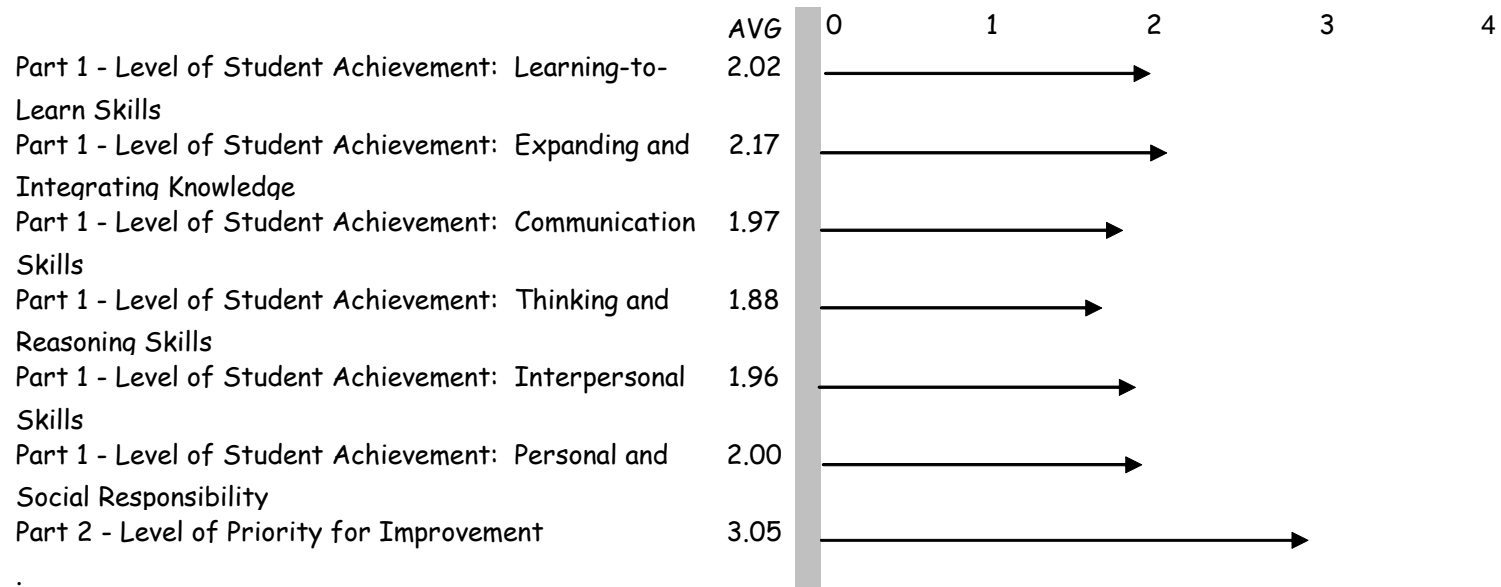
Prepare Each Student for life long learning.



PART 3: DESIRED RESULTS FOR STUDENT LEARNING

Overview: Narrative Description of the Process of Defining the Desired Results for Student Learning

The Survey of Goals for Student Learning from the NSSE was given to instructional staff members in May of 2006. The results below indicate that we need to grow in all areas but especially in the areas of communication, thinking and reasoning skills, and interpersonal skills.



- EX - Exemplary Level of Achievement - 4
 - FC - Fully Competent Level of Achievement - 3
 - EV - Evidence of Progress, But Not Fully Competent 2
 - LL - Low Level of Achievement - 1
 - NE - No Evidence of Achievement - 0
- (Note: score of 3 or above indicates neutral to positive opinion)

DESIRED RESULTS FOR STUDENT LEARNING
And
INDICATORS OF STUDENT ACHIEVEMENT

Desired Results for Student Learning	Indicators (taken from the NSSE Survey)
<ul style="list-style-type: none"> • Communication Skills 	<ul style="list-style-type: none"> • Students communicate with clarity, purpose, and understanding of audience. • Students integrate the use of a variety of communication forms and use a wide range of communication skills. • Students recognize, analyze, and evaluate various forms of communication.
<ul style="list-style-type: none"> • Achievement Thinking and Reasoning Skills 	<ul style="list-style-type: none"> • Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience. • Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems. • Students generate new and creative ideas by taking considered risks in a variety of context.
<ul style="list-style-type: none"> • Interpersonal Skills 	<ul style="list-style-type: none"> • Students work with others in a variety of situations to set and achieve goals. • Students manage and evaluate their behavior as group members. • Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

ANALYSIS OF STUDENT LEARNING NEEDS

Description of Students' Current Level of Achievement of the Desired Results for Their Learning

Desired Results for Student Learning	Current Level of Achievement and the Desired Results for Their Learning
<ul style="list-style-type: none"> • Communication Skills 	<ul style="list-style-type: none"> • When communicating orally and in writing, students have difficulty staying on topic, forming complete sentences, taking turns in conversation (teacher observation, student writing samples) • Many have difficulty following one step directions (teacher observation, class work) • Students need practice in being good listeners (teacher observation) • Students need to improve in expressing themselves coherently both orally and in writing (teacher observation, SOL writing scores) • Students are weak in using correct grammar (teacher observation, student writing samples, 9 weeks tests) • Students need to improve in expressing themselves well when resolving conflict (discipline referrals)
<ul style="list-style-type: none"> • Achievement Thinking and Reasoning Skills 	<ul style="list-style-type: none"> • Students have difficulty answering higher order level questions orally and in writing, and in answering comprehension questions (teacher observation, SOL scores, PALS) • Students are weak in problem solving skills (SOL math scores)
<ul style="list-style-type: none"> • Interpersonal Skills 	<ul style="list-style-type: none"> • Students need strategies for resolving conflict (discipline data) • Students need to learn to take turns, and show respect for others (teacher observation) • Students need practice in problem solving (discipline data, teacher observation)



PES Survey of Goals for Student Learning May 2006

Total Number of Respondents: 44

		Number of Responses	Avg	Standard Deviation	Exemplary Level of Achievement (4)	Fully Competent Level of Achievement (3)	Evidence of Progress, But Not Fully Competent (2)	Low Level of Achievement (1)	No Evidence of Achievement (0)
		N	Avg	SD	EX N(%)	FC N(%)	EV N(%)	LL N(%)	NE N(%)
Part 1 - Level of Student Achievement: Learning -to-Learn Skills									
1.	Students make a commitment to creating quality work and striving for excellence.	40	2.05	0.55	1 (2.5%)	4 (10.0%)	31 (77.5%)	4 (10.0%)	0 (0.0%)
2.	Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	40	2.13	0.65	1 (2.5%)	8 (20.0%)	26 (65.0%)	5 (12.5%)	0 (0.0%)
3.	Students reflect on and evaluate their learning for the purpose of improvement.	42	1.88	0.67	1 (2.4%)	4 (9.5%)	26 (61.9%)	11 (26.2%)	0 (0.0%)
TOTALS:			2.02	0.63	(2.5%)	(13.1%)	(68.0%)	(16.4%)	(0.0%)
Part 1 - Level of Student Achievement: Expanding and Integrating Knowledge									
4.	Students connect knowledge and experience from different subject areas.	41	2.24	0.62	2 (4.9%)	8 (19.5%)	29 (70.7%)	2 (4.9%)	0 (0.0%)
5.	Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.	41	2.32	0.61	2 (4.9%)	10 (24.4%)	28 (68.3%)	1 (2.4%)	0 (0.0%)
6.	Students demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks.	42	1.95	0.70	2 (4.8%)	3 (7.1%)	28 (66.7%)	9 (21.4%)	0 (0.0%)
TOTALS:			2.17	0.68	(4.8%)	(16.9%)	(68.5%)	(9.7%)	(0.0%)
Part 1 - Level of Student Achievement: Communication Skills									
7.	Students communicate with clarity, purpose, and understanding of audience.	41	1.98	0.65	0 (0.0%)	8 (19.5%)	24 (58.5%)	9 (22.0%)	0 (0.0%)
8.	Students integrate the use of a variety of communication forms and use a wide range of communication skills.	40	2.03	0.68	0 (0.0%)	9 (22.5%)	23 (57.5%)	8 (20.0%)	0 (0.0%)
9.	Students recognize, analyze, and evaluate various forms of communication.	41	1.90	0.62	0 (0.0%)	6 (14.6%)	25 (61.0%)	10 (24.4%)	0 (0.0%)
TOTALS:			1.97	0.64	(0.0%)	(18.9%)	(59.0%)	(22.1%)	(0.0%)
Part 1 - Level of Student Achievement: Thinking and Reasoning Skills									
10.	Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.	40	1.93	0.57	0 (0.0%)	5 (12.5%)	27 (67.5%)	8 (20.0%)	0 (0.0%)
11.	Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.	40	1.80	0.61	0 (0.0%)	4 (10.0%)	24 (60.0%)	12 (30.0%)	0 (0.0%)
12.	Students generate new and creative ideas by taking considered risks in a variety of contexts.	41	1.90	0.58	0 (0.0%)	5 (12.2%)	27 (65.9%)	9 (22.0%)	0 (0.0%)
TOTALS:			1.88	0.59	(0.0%)	(11.6%)	(64.5%)	(24.0%)	(0.0%)



PES Survey of Goals for Student Learning May 2006

Total Number of Respondents: 44

Part 1 - Level of Student Achievement: Interpersonal Skills				N	Avg	SD	EX N(%)	FC N(%)	EV N(%)	LL N(%)	NE N(%)
13.	Students work with others in a variety of situations to set and achieve goals.	40	2.20	0.76	3 (7.5%)	7 (17.5%)	25 (82.5%)	5 (12.5%)	0 (0.0%)		
14.	Students manage and evaluate their behavior as group members.	40	1.88	0.65	0 (0.0%)	6 (15.0%)	23 (57.5%)	11 (27.5%)	0 (0.0%)		
15.	Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	41	1.80	0.60	0 (0.0%)	4 (9.8%)	25 (61.0%)	12 (29.3%)	0 (0.0%)		
TOTALS:			1.98	0.69	(2.5%)	(14.0%)	(60.3%)	(23.1%)	(0.0%)		
Part 1 - Level of Student Achievement: Personal and Social Responsibility				N	Avg	SD	EX N(%)	FC N(%)	EV N(%)	LL N(%)	NE N(%)
16.	Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, and integrity).	40	1.95	0.68	0 (0.0%)	7 (17.5%)	25 (82.5%)	7 (17.5%)	1 (2.5%)		
17.	Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.	40	2.10	0.71	1 (2.5%)	9 (22.5%)	23 (57.5%)	7 (17.5%)	0 (0.0%)		
18.	Students demonstrate an understanding of and responsibility for global and environmental issues.	40	1.90	0.90	2 (5.0%)	6 (15.0%)	20 (50.0%)	10 (25.0%)	2 (5.0%)		
19.	Students act as responsible citizens in the community, state, and nation.	41	2.05	0.67	1 (2.4%)	7 (17.1%)	26 (83.4%)	7 (17.1%)	0 (0.0%)		
TOTALS:			2.00	0.74	(2.5%)	(18.0%)	(58.4%)	(19.3%)	(1.9%)		
Part 2 - Level of Priority for Improvement				N	Avg	SD	EP N(%)	HP N(%)	MP N(%)	LP N(%)	NP N(%)
20.	Learning-to-Learn Skills	39	2.95	0.92	11 (28.2%)	18 (46.2%)	8 (20.5%)	1 (2.6%)	1 (2.6%)		
21.	Expanding and Integrating Knowledge	39	2.87	0.86	8 (20.5%)	21 (53.8%)	8 (20.5%)	1 (2.6%)	1 (2.6%)		
22.	Communication Skills	39	3.08	0.74	11 (28.2%)	21 (53.8%)	6 (15.4%)	1 (2.6%)	0 (0.0%)		
23.	Thinking and Reasoning Skills	39	3.15	0.78	14 (35.9%)	18 (46.2%)	6 (15.4%)	1 (2.6%)	0 (0.0%)		
24.	Interpersonal Skills	39	3.00	0.73	10 (25.6%)	19 (48.7%)	10 (25.6%)	0 (0.0%)	0 (0.0%)		
25.	Personal and Social Responsibility	40	3.23	0.86	19 (47.5%)	12 (30.0%)	8 (20.0%)	1 (2.5%)	0 (0.0%)		
TOTALS:			3.05	0.82	(31.1%)	(46.4%)	(19.6%)	(2.1%)	(0.9%)		



PES Survey of Goals for Student Learning May 2006

Total Number of Respondents: 44

Demographic Items

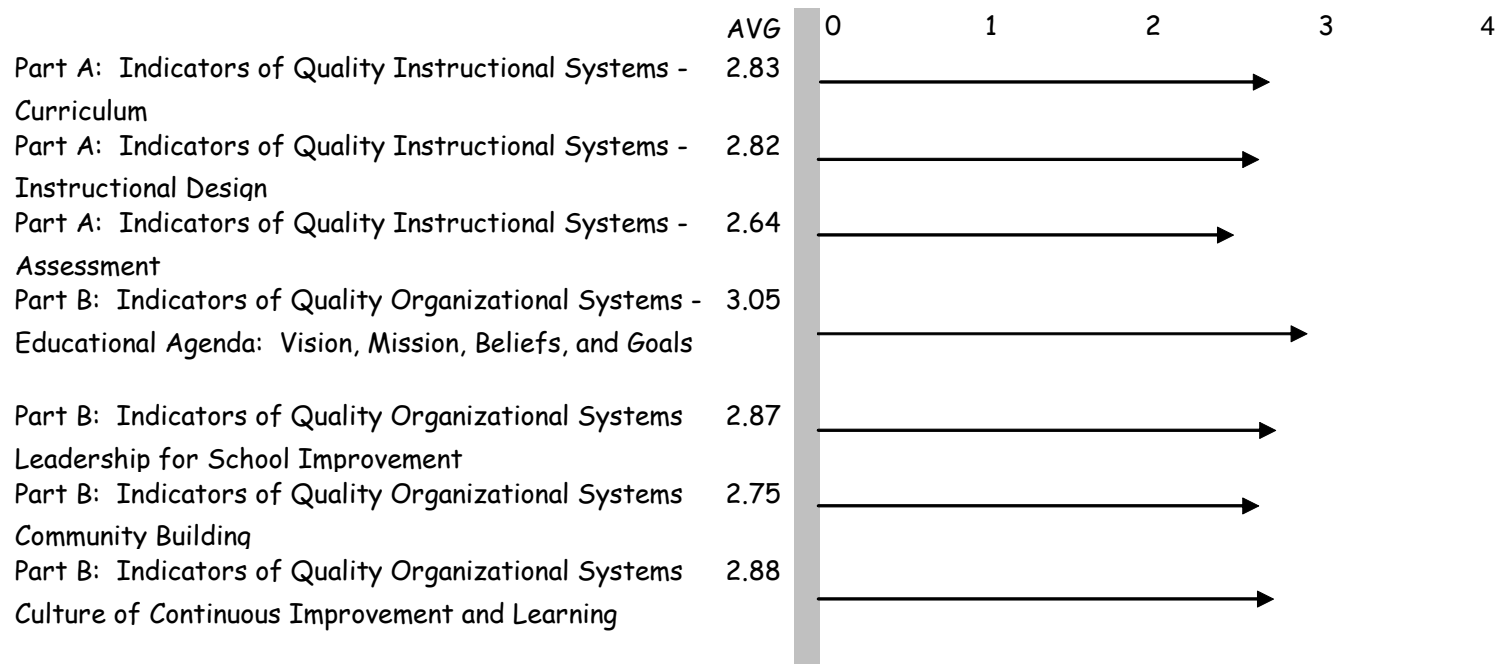
Role	Administrator	2	(4.5%)
	Teacher	33	(75.0%)
	Instructional Support Staff	8	(18.2%)
	Other	1	(2.3%)
Experience	Less than 1 year	2	(4.5%)
	1 - 3 years	3	(6.8%)
	4 - 10 years	11	(25.0%)
	11 - 20 years	9	(20.5%)
	More than 20 years	19	(43.2%)
Role	Administrator	2	(4.5%)
	Teacher K-2	13	(29.5%)
	Teacher 3-5	9	(20.5%)
	Teacher SPED	2	(4.5%)
	Teacher Title I	5	(11.4%)
	Teacher Other	6	(13.6%)
	Instructional Support Staff	7	(15.9%)

PART 4: ANALYSIS OF INSTRUCTION AND ORGANIZATION EFFECTIVENESS

Introduction

Summary of Strengths and supporting evidence

Strengths identified as of 2006-07



EX - Exemplary Level of Achievement - 4

FC - Fully Competent Level of Achievement - 3

EV - Evidence of Progress, But Not Fully Competent 2

LL - Low Level of Achievement - 1

NE - No Evidence of Achievement - 0

(Note: score of 3 or above indicates neutral to positive opinion)

SUMMARY OF LIMITATIONS AND SUPPORTING EVIDENCE
Needs Identified as of May 2006

Instruction Effectiveness

Areas Needing Improvement	Evidence
<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Using assessment data will allow us to identify gaps in students' understanding and to differentiate instruction for them. • Assessment data can help us to measure growth.

Organization Effectiveness

Area Needing Improvement	Evidence
<ul style="list-style-type: none"> • Safe, Orderly Environment 	<ul style="list-style-type: none"> • We are preparing students to go into the world as productive citizens. • Students learn best when they have a safe and orderly environment. • Discipline needs to be fair and consistent; everyone needs to know the expectations.

Total Number of Respondents: 41

	Number of Responses		Avg	Standard Deviation	Exemplary Level (4)	Fully Functioning and Operational (3)	Evidence of Progress, but not Fully Operational (2)	Low Level of Development and/or Implementation (1)	No Evidence of the Indicators of Quality (0)
	N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)	
Part A: Indicators of Quality Instructional Systems - Curriculum									
1. DEVELOPS A QUALITY CURRICULUM: The curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.	38	2.89	0.76	6 (15.8%)	24 (63.2%)	7 (18.4%)	0 (0.0%)	1 (2.6%)	
2. ENSURES EFFECTIVE IMPLEMENTATION AND ARTICULATION OF THE CURRICULUM: The curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, and parents and community members.	38	2.74	0.72	4 (10.5%)	22 (57.9%)	10 (26.3%)	2 (5.3%)	0 (0.0%)	
3. EVALUATES AND RENEWS CURRICULUM: There is a systematic process in place for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.	40	2.85	0.77	7 (17.5%)	22 (55.0%)	9 (22.5%)	2 (5.0%)	0 (0.0%)	
TOTALS:		2.83	0.75	(14.7%)	(58.6%)	(22.4%)	(3.4%)	(0.9%)	
Part A: Indicators of Quality Instructional Systems -Instructional Design									
4. ALIGNS INSTRUCTION WITH THE GOALS AND EXPECTATIONS FOR STUDENT LEARNING: Instructional strategies and learning activities are aligned with the goals and expectations for student learning.	38	2.84	0.59	4 (10.5%)	24 (63.2%)	10 (26.3%)	0 (0.0%)	0 (0.0%)	
5. EMPLOYS DATA-DRIVEN INSTRUCTIONAL DECISION MAKING: The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision making.	38	2.82	0.69	5 (13.2%)	22 (57.9%)	10 (26.3%)	1 (2.6%)	0 (0.0%)	
6. ACTIVELY ENGAGES STUDENTS IN THEIR LEARNING: Students' engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing essential knowledge and skills for student learning as well as higher order thinking skills.	38	2.82	0.69	6 (15.8%)	19 (50.0%)	13 (34.2%)	0 (0.0%)	0 (0.0%)	
7. EXPANDS INSTRUCTIONAL SUPPORT FOR STUDENT LEARNING: Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.	40	2.80	0.88	8 (20.0%)	20 (50.0%)	8 (20.0%)	4 (10.0%)	0 (0.0%)	
TOTALS:		2.82	0.72	(14.9%)	(55.2%)	(26.6%)	(3.2%)	(0.0%)	



National Study of School Evaluation

PES Survey of Instructional and Organizational Effectiveness May 2006

Total Number of Respondents: 41

Part A: Indicators of Quality Instructional Systems - Assessment				N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)
8.	CLEARLY DEFINES THE EXPECTATIONS FOR STUDENT LEARNING TO BE ASSESSED: Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.	37	2.81	0.81	8 (21.8%)	15 (40.5%)	13 (35.1%)	1 (2.7%)	0 (0.0%)		
9.	ESTABLISHES THE PURPOSE OF THE ASSESSMENT: Assessments are specifically designed to serve instructional purposes specified by the users of the results of the assessments.	37	2.78	0.71	5 (13.5%)	20 (54.1%)	11 (29.7%)	1 (2.7%)	0 (0.0%)		
10.	SELECTS THE APPROPRIATE METHOD OF ASSESSMENT: Assessments are developed using a method which accurately measures the intended goals for student achievement and serves the intended purpose.	37	2.49	0.84	3 (8.1%)	17 (45.9%)	12 (32.4%)	5 (13.5%)	0 (0.0%)		
11.	COLLECTS A COMPREHENSIVE AND REPRESENTATIVE SAMPLE OF STUDENT ACHIEVEMENT: The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.	37	2.41	0.76	2 (5.4%)	15 (40.5%)	16 (43.2%)	4 (10.8%)	0 (0.0%)		
12.	DEVELOPS FAIR ASSESSMENTS AND AVOIDS BIAS AND DISTORTION: Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.	38	2.71	0.69	4 (10.5%)	20 (52.6%)	13 (34.2%)	1 (2.6%)	0 (0.0%)		
TOTALS:			2.84	0.77	(11.8%)	(46.8%)	(34.9%)	(6.5%)	(0.0%)		
Part B: Indicators of Quality Organizational Systems - Educational Agenda: Vision, Mission, Beliefs and Goals				N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)
13.	FACILITATES A COLLABORATIVE PROCESS: The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources (e.g., student assessment data, demographic data, environmental scanning, future trend information, workplace expectations).	37	3.08	0.64	9 (24.3%)	22 (59.5%)	6 (16.2%)	0 (0.0%)	0 (0.0%)		
14.	SHARED VISION, BELIEFS AND MISSION: The school develops a shared vision, beliefs and mission that define a compelling purpose and direction for the school.	37	3.24	0.64	13 (35.1%)	20 (54.1%)	4 (10.8%)	0 (0.0%)	0 (0.0%)		
15.	MEASURABLE GOALS: The school defines measurable goals focused on improving student learning.	39	2.85	0.87	9 (23.1%)	18 (46.2%)	9 (23.1%)	3 (7.7%)	0 (0.0%)		
TOTALS:			3.05	0.74	(27.4%)	(53.1%)	(16.8%)	(2.7%)	(0.0%)		

Total Number of Respondents: 41

Part B: Indicators of Quality Organizational Systems - Leadership for School Improvement			N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)
16.	PROMOTES QUALITY INSTRUCTION: The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.	37	2.95	0.74	8 (21.6%)	20 (54.1%)	8 (21.6%)	1 (2.7%)	0 (0.0%)	
17.	DEVELOPS SCHOOLWIDE PLANS FOR IMPROVEMENT: The school develops schoolwide plans for improvement focused on student performance.	37	2.97	0.76	9 (24.3%)	19 (51.4%)	8 (21.6%)	1 (2.7%)	0 (0.0%)	
18.	EMPLOYS EFFECTIVE DECISION MAKING: The school employs effective decision making that is data-driven, research-based, and collaborative.	37	2.81	0.84	7 (18.9%)	19 (51.4%)	8 (21.6%)	3 (8.1%)	0 (0.0%)	
19.	MONITORS PROGRESS: The school monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection.	37	2.73	0.77	5 (13.5%)	19 (51.4%)	11 (29.7%)	2 (5.4%)	0 (0.0%)	
20.	PROVIDES SKILLFUL STEWARDSHIP: The school provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective learning environment.	39	2.87	0.73	6 (15.4%)	24 (61.5%)	7 (17.9%)	2 (5.1%)	0 (0.0%)	
TOTALS:				2.87	0.77	(18.7%)	(54.0%)	(22.5%)	(4.8%)	(0.0%)
Part B: Indicators of Quality Organizational Systems - Community-Building			N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)
21.	FOSTERS COMMUNITY-BUILDING: The school fosters community-building conditions and working relationships within the school.	37	2.70	0.70	4 (10.8%)	19 (51.4%)	13 (35.1%)	1 (2.7%)	0 (0.0%)	
22.	EXTENDS THE SCHOOL COMMUNITY: The school extends the school community through collaborative networks of support for student learning.	39	2.79	0.77	8 (20.5%)	15 (38.5%)	16 (41.0%)	0 (0.0%)	0 (0.0%)	
TOTALS:				2.75	0.73	(15.8%)	(44.7%)	(38.2%)	(1.3%)	(0.0%)
Part B: Indicators of Quality Organizational Systems - Culture of Continuous Improvement and Learning			N	Avg	SD	EX N(%)	FF N(%)	EV N(%)	LL N(%)	NE N(%)
23.	COMMITMENT TO PROFESSIONAL DEVELOPMENT: The school builds the skills and capacity required to improve through comprehensive and ongoing professional development programs focused on the school's goals for improvement.	36	2.94	0.67	7 (19.4%)	20 (55.6%)	9 (25.0%)	0 (0.0%)	0 (0.0%)	
24.	SUPPORTS PRODUCTIVE CHANGE AND IMPROVEMENT: The school creates the conditions that support productive change and continuous improvement.	38	2.82	0.77	7 (18.4%)	18 (47.4%)	12 (31.6%)	1 (2.6%)	0 (0.0%)	
TOTALS:				2.88	0.72	(18.9%)	(51.4%)	(28.4%)	(1.4%)	(0.0%)



PES Survey of Instructional and Organizational Effectiveness May 2006

Total Number of Respondents: 41

Demographic Items

Role	Administrator	2	(4.9%)
	Teacher	30	(73.2%)
	Instructional Support Staff	8	(19.5%)
	Other	1	(2.4%)
Experience	Less than 1 year	1	(2.4%)
	1 - 3 years	1	(2.4%)
	4 - 10 years	14	(34.1%)
	11 - 20 years	9	(22.0%)
	More than 20 years	16	(39.0%)
Role	Administration	2	(4.9%)
	Teacher K-2	10	(24.4%)
	Teacher K-3	6	(14.6%)
	Teacher SPED	1	(2.4%)
	Teacher Title I	6	(14.6%)
	Teacher Other	10	(24.4%)
	Instructional Support Staff	6	(14.6%)

PES DISCIPLINE SUMMARY

FROM: 7/1/05

TO: 06/30/06

Offense	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Bullying			2	1				3	3				9
Bus Incident			9	16	17	6	10	12	16	21	19		126
Cell Phone									1				
Cont. Miscond			1	3	2		1	1	1	2	2		13
Defiance					1		1	1					3
Disrespect			5	1		2	2	5	3	2	3		23
Disruption Classroom				4			1				2		7
Disruptive Dem								1					1
Harassment										1			1
Hitting			1	2	1		2	6	4		1		17
Horseplay					2		2		2		1		7
Inappropriate behavior			4	1	2	2	7	8	4	5	4		37
Inappropriate Language					1		1		1				3
Knife to School				1	1						1		3
Mis Use of Tech									2				2
Misconduct			2	3	3		1		7	2	1		19
No homework						1				3	2		6
Not follow inst.			1			1	4	3	6	4	2		21
Other				1	2	4		1	1		1		10
Provocation									1				1
Theft Scho Prop				1									1
Theft Stu Prop				1									1
Threats			1	3	2	2	2	1	2				13
Throwing Object												9	9
	0	0	26	38	34	18	34	42	54	40	39	9	334

PART 5: PULASKI ELEMENTARY SCHOOL

ACTION PLAN

GOAL 1: IMPROVE STUDENT ACADEMIC PERFORMANCE

a. Language Arts

Goals Statement for Kindergarten:		Goal Source:		
To increase alphabet letter and sound recognition		PALS Fall/Spring Scores		
Performance Indicators:	Rationale:	Target Performance		
PALS Curriculum-Based Assessments Report Cards PCS Exit Assessments Other Teacher Assessments	<u>Fall PALS 2006-07</u> <ul style="list-style-type: none"> 64% of kindergarten students passed benchmark for letter sounds 46% of kindergarten students passed benchmarks for letter identification 	2006-07 Increase by 10% student meeting benchmarks Fall/Spring on PALS on letter/sound recognition	2007-08 Increase by 10% student meeting benchmarks Fall/Spring on PALS on letter/sound recognition	2008-09 Increase by 10% student meeting benchmarks Fall/Spring on PALS on letter/sound recognition
Operational Strategies	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
* Alphabet chart * Picture sorts * beginning sound * Alphabet Bingo * Sound boxes * Magnetic Letter boards * Pocket letters * Learning boards * Songs * Flash cards * Reading series materials * Stamps/sponges * Word Wall * Picture cards	Classroom teachers Title I teachers	<ul style="list-style-type: none"> Bridges IST strategies resources Breakthrough Small group Instructional time with Title I teachers 	Fall/Spring	Improvement based on Fall/Spring PALS assessments Instruction - use of PALS results to set personal goals for students under benchmarks for specific targets

a. Language Arts

Goals Statement for First Grade:		Goal Source:		
To improve spelling skills in order to strengthen and support reading and writing		Fall 2006 PALS		
Performance Indicators:	Rationale:	Target Performance		
2006-07 Spring PALS Teacher observation Weekly Spelling Tests Written Composition Skills	<u>Fall 2006 PALS</u> <ul style="list-style-type: none"> 64% of first graders met the benchmark 36% of first graders <u>did not</u> meet the benchmark 	2006-07 Increase % of students meeting benchmarks Fall/Spring PALS by 10%	2007-08 Increase % of students meeting benchmarks Fall/Spring PALS by 10%	2008-09 Increase % of students meeting benchmarks Fall/Spring PALS by 10%
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
Use of the following: <ul style="list-style-type: none"> word wall dictation word building word families word sorting (by spelling patterns) magnetic letter boards phonics, rhymes, songs, and poems sound boxes for word spelling Bingo (word families, digraphs, blends, beginning and ending consonants) Concentration Group Picture Sort (by consonants, digraphs, and words families) Group Sort (with word families, digraphs, blends, beginning and ending consonants) Buddy Sort (sorts with partner) Draw and Label Word Hunt Speed Sort (sorting with timer) Go Fish (word family matching games) 	Classroom Teachers Title I Teachers Reading Recovery Teachers IST Case Managers	Scott Foresman materials Title I materials IST materials Words Their Way materials Reading Recovery Materials	Ongoing	2006-07 Spring PALS scores

a. Language Arts

Goals Statement for Second Grade:		Goal Source:		
To improve students' reading and spelling performance		PALS spelling scores (Fall/Spring), weekly spelling tests, end of unit tests, daily journal writing, teacher observation		
Performance Indicators:	Rationale:	Target Performance		
PALS spelling scores (Fall/Spring) Weekly spelling tests End of Unit tests Daily journal writing Teacher observation PCS local assessments STAR Reader Other teacher designated assessments	79% of Second Grade passed the Spelling Inventory on the Fall 2006 PALS.	2006-07 Increase PALS spelling scores from Fall to Spring by at least 10%	2007-08 Increase PALS spelling scores from Fall to Spring by at least 10%	2008-09 Increase PALS spelling scores from Fall to Spring by at least 10%
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
<ul style="list-style-type: none"> • Word wall • Word building • Word families • Word sorting • Phonics, rhymes, songs, poems • Picture walks • Word searches • Pocket words • Scott Foresman (basal) materials • IST materials • Words Their Way 	Classroom Teachers Title I Teachers	<ul style="list-style-type: none"> • IST materials • Words Their Way • Title I materials • Student practice book pages (Scott Foresman) • Other Scott Foresman materials 	Ongoing	<ul style="list-style-type: none"> • Assessment results on pre/post growth • PALS • STAR • 9 weeks tests (reading/writing) • Weekly spelling tests • Basal unit tests • Words Their Way assessments

a. Language Arts

Goals Statement for Third Grade:		Goal Source:			
To improve students' reading comprehension		2005-06 Standards of Learning Grade 3, PALS 2005-06, PALS Fall 2006			
Performance Indicators:	Rationale:		Target Performance		
PALS Curriculum-based Assessment (CBA) Running Records STAR Reader	<u>Fall 2006 PALS</u> <ul style="list-style-type: none"> 37% of 3rd grade students did not meet the benchmarks 		2006-07 Decrease the number of students below grade level by 10% Fall to Spring in PALS running records and comprehension questions	2007-08 Decrease the number of students below grade level by 10% Fall to Spring in PALS running records and comprehension questions	2008-09 Decrease the number of students below grade level by 10% Fall to Spring in PALS running records and comprehension questions
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation	
Apply fluency strategies to positively affect comprehension (echo reading, chunking, and impress reading)	Classroom teachers Title I teachers SPED Teachers HOSTS volunteers	IST Manual <i>Strategies That Work</i> (Harvey & Goudvis)	Fall/Spring	Graph showing improvement in words per minute on both warm and cold readings	
Help students apply questioning strategies to improve comprehension (who, what, when, how, why, where, and fat/skinny questions)	Classroom teachers Title I Teachers SPED teachers Mentors	IST Manual <i>Active Questioning</i> (Johnson)	Fall/Spring assessment Daily/Weekly application	Samples of questions developed by students based on text	

a. Language Arts

Goals Statement for Fourth Grade:		Goal Source:		
To increase reading skills to strengthen comprehension skills in fourth grade.		Third grade SOL assessments from previous year and Spring 3 rd grade PALs scores.		
Performance Indicators:	Rationale:		Target Performance	
<ul style="list-style-type: none"> • CBA • PALS • STAR Reader • PCS local assessments • Other teacher designated assessments 	31% of third grade students (now our fourth grade students) did not have a passing score on their 200-06 Reading SOL test.		2006-07 Comprehension rates will increase by 10% on SOL Reading	2007-08 Comprehension rates will increase by 10% on SOL Reading
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
Operational Strategy 1. Echo Reading 2. Vocabulary 3. SOL Test Taking Strategies 4. Fluency 5. Anticipation Guides 6. KWL Charts 7. Picture/Book Walk 8. Daily Reading 9. Accelerated Reader 10. Story Maps	Classroom teachers Title I Teachers	<ul style="list-style-type: none"> • Additional STAR Reader slots, Accelerated Reader slots • Graphing CBA scores • Echo reading and chunking 	Curriculum Based Assessments three per nine weeks.	Assessment results, CBAs, PALs, Star Reader, and Local Assessments.

b. Math

Goals Statement for Fifth Grade:		Goal Source:		
To increase math performance		SOL scores (3 rd , 4 th , 5 th)		
Performance Indicators:	Rationale:	Target Performance		
SOL scores 9 weeks tests	2005-06 SOL Math Tests <ul style="list-style-type: none"> 59% of this year's 5th grade students passed SOL math test in 4th Grade 41% did not pass 	2006-07 10% performance increase on targeted skills (computation, estimation, measurement, geometry, patterns, functions, algebra	2007-08 10% performance increase on targeted skills (computation, estimation, measurement, geometry, patterns, functions, algebra	2008-09 10% performance increase on targeted skills (computation, estimation, measurement, geometry, patterns, functions, algebra
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
<ul style="list-style-type: none"> Discovery lessons - How would you? What would you? Meaningful hands-on, manipulative learning Visual clues in room of the lesson National Library of Virtual Manipulatives (website) Smartboard interactive activities Math "take to your seat" centers Frog Games Manipulatives mentioned in the County's math curriculum Successnet (website) Fast Track Math 	Classroom Teachers SPED Teachers	Scott Foresman Series IST materials and resources Title I support	Ongoing	9 weeks test 5 th grade SOL Classroom Assessments

c. Science

Goals Statement for All Grades:		Goal Source:		
To increase student performance on the Science SOL test		2005-06 Science SOL		
Performance Indicators:	Rationale:	Target Performance		
Teacher observation SOL tests SOL practice tests	<u>2005-06 Science SOL Passing Rates</u> 86% Grade 3 79% Grade 5	2006-07 5% increase 3 rd grade & 5 th grade Science SOL	2007-08 5% increase 3 rd grade & 5 th grade Science SOL	2008-09 5% increase 3 rd grade & 5 th grade Science SOL
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
<ul style="list-style-type: none"> • Create a review notebook of materials for 3rd grade of K-2 science objectives • Create a review notebook of materials for 5rd grade of 4th grade science objectives 	Classroom Teachers		By September 2006	The notebook SOL Science Results

d. History

Goals Statement:		Goal Source:		
To increase student performance on the History SOL test		2005-06 Social Studies SOL		
Performance Indicators:	Rationale:	Target Performance		
Teacher observation SOL tests SOL practice tests	<u>2005-06 History SOL Passing Rates</u> 90% Grade 3 83% Grade 5	2006-07 5% increase 3 rd grade & 5 th grade History SOL	2007-08 5% increase 3 rd grade & 5 th grade History SOL	2008-09 5% increase 3 rd grade & 5 th grade History SOL
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
<ul style="list-style-type: none"> • Create a review notebook of materials for 3rd grade of K-2 history objectives • Create a review notebook of materials for 5rd grade of 4th grade social studies objectives 	Classroom Teachers		By September 2006	The notebook SOL History results

GOALS 2: INSTRUCTION AND ORGANIZATION EFFECTIVENESS

a. Assessment

Goals Statement for All Grades:		Goal Source:		
To develop and use appropriate assessment tools so that instruction is matched with students' performance levels		The National Study of School Evaluation (NSSE Survey) of Instruction and Organization Effectiveness given to teachers/STAFF (May 2006)		
Performance Indicators:	Rationale:	Target Performance		
Differentiated instruction for students based on assessment data	2.64 Proficiency rating on Part A: Indicator of Quality Instructional Systems on NSSE Survey of Instructional and Organizational Effectiveness	2006-07 Increase rating on NSSE Survey of I/O to 2.84	2007-08 Increase rating on NSSE Survey of I/O to 3.00	2008-09 Increase rating on NSSE Survey of I/O to 3.5
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation
<ul style="list-style-type: none"> • Assess L.E.A.P and or IST students using various tools • Set goals • Collect data • Revise goals based on data 	Classroom Teachers SPED Teachers Title I Teachers IST Team	Assessment tools	Ongoing	<ul style="list-style-type: none"> • Use of assessment tools • Differentiated instruction for targeted students based on assessment data

b. Safe and Orderly Environment

Goals Statement for All Grade Levels:		Goal Source:			
To provide a safe, healthy and orderly environment conducive to learning and promote student accountability and respect for others		<ul style="list-style-type: none"> • The NSSE Survey of Goals for Student Learning given to teachers/staff (May 2006) • Parent/Community Survey (Spring 2006) • Faculty/Staff Survey (Spring 2006) • Student Survey (Spring 2006) 			
Performance Indicators:	Rationale:		Target Performance		
Reduced discipline referrals Classroom discipline books Rules posted Traffic signs	Students are treated fairly in regards to discipline matters 11% of parents do not agree 25% of students do not agree 29% of faculty/staff members do not agree		2006-07 Develop and implement a schoolwide discipline plan	2007-08 Maintain and improve the plan	2008-09 Maintain and improve the plan
Operational Strategy	Personnel Responsible	Specific Resources Needed	Timeline	Evidence/Evaluation	
<ul style="list-style-type: none"> • Assemble an Effective Schoolwide Discipline Planning Team • Develop a Schoolwide Discipline Plan • Implement the plan 	All Teachers	Materials for classroom discipline books and CDs	By June 2007	<ul style="list-style-type: none"> • The Schoolwide Discipline Plan • Discipline Referrals 	