

Priority Needs: According to the State of Ohio 2007 School Local Report Card for West Union Elementary School, the school met 7 of 12 Indicators. The indicators met include 3rd grade math, 4th grade reading and writing, 5th grade reading and math, 6th grade reading and math, and attendance. The indicators not met include 3rd grade reading, 4th grade math, and 5th grade science and social studies.. The school did not meet AYP in Reading for the SWD or the Economically Disadvantaged subgroups and is in School Improvement Year 1. Although the school's Performance Index increased from 90.1 to 91.3, the school's rating was reduced from Effective to Continuous Improvement because the school did not meet AYP.

Improvement Goal (Performance Indicator): By the end of the 2007-08 school year, West Union Elementary School will improve to an "Effective" rating by meeting AYP.

Causes/Contributing Factors (from school needs assessment):

- Classroom observations, walk-through audits and a review of lesson plans indicate instructional delivery strategies that actively engage students in learning the desired objectives could be more fully implemented.
- A review of classroom assessment strategies indicates that students are not being assessed regularly in models that resemble state achievement and diagnostic assessment, i.e. students infrequently respond to extended response items scored by rubrics.
- According to anecdotal records and interviews, students have not set and/or monitored individual learning goals.

Strategies:

1. During the 2007-08 school year, all students at West Union Elementary School will participate in a taught curriculum mapped and aligned to state standards, benchmarks, indicators, and changing assessment expectations. Successful implementation of the strategy will be measured by review of curricula by grade level/subject area teams, classroom observations, lesson plan reviews, and student work samples.
2. During the 2007-08 school year, all students at West Union Elementary School will participate in instructional strategies that incorporate active learning and "best practices" instructional strategies that address a variety of learning styles and modalities. Effective implementation of this strategy will be measured by audits and observations of instruction, and samples of student work.
3. During the 2007-08 school year, all students attending West Union Elementary School will experience assessment strategies that are aligned to current state and federal assessment expectations. Effective implementation of the strategy will be measured by samples of student responses on in-house assessment tools, utilizing Bloom's Taxonomy, supported by rubric/scoring guides. Students will be frequently monitored by various formative assessments in order to identify specific student needs and to develop individualized learning goals and progress monitoring.

Strategy #: 1. CURRICULUM ALIGNMENT: What Is Taught – During the 2007-08 school year, all students at West Union Elementary School will participate in a taught curriculum mapped and aligned to state standards, benchmarks, indicators, and changing assessment expectations. Successful implementation of the strategy will be measured by review of curricula by grade level/subject area teams, classroom observations, lesson plan reviews, and student work samples.							
<u>Activities/Tasks:</u> (Process Indicators)	<u>Person Responsible</u>	<u>Frequency</u>	<u>Evidence, Examples, Products, Deliverables</u>	<u>Resources Have</u>	<u>Resources Needed</u>	<u>Funding Source</u>	<u>Funding Needed</u>
1a. 100% of all students will daily experience a curriculum aligned to benchmarks and grade level indicators using lesson plan formats that require information about state assessment learning outcomes, means of student engagement, and types of student activities planned.	All teachers Principals	Daily starting first day of school	Subject area/Grade Level teams Lesson Plans Written, vertically articulated curricula Walk through observations Student projects and performances	Curriculum maps and guides Treasure Chest books IMS Literacy and Math Coach	Time		
1b. 100% of all students will be assessed using Short Cycle Assessments.	All teachers Principal	Ongoing starting beginning of school year	Student Item Analysis Class Item Analysis Grade level analysis charts Rubric/checklists/scoring guide	SCAs Technology	Time		
1c. 100% of all students who display deficient knowledge in grade level indicators will receive differentiated interventions resulting in measurable improvement in performance.	All teachers	Ongoing	Individualized assistance Individualized monitoring sheets	Parent Volunteers Supplemental materials Summer School Grade level tutors Reading Recovery STEPS Literacy Groups Interventions on Blackboard site Big Book of Interventions	Monitoring Sheets		

Strategy #: 2. INSTRUCTIONAL ALIGNMENT: How We Teach It – During the 2007-08 school year, all students at West Union Elementary School will participate in instructional strategies that incorporate active learning and “best practices” instructional strategies that address a variety of learning styles and modalities. Effective implementation of this strategy will be measured by audits and observations of instruction, and samples of student work.

<u>Activities/Tasks:</u> <u>(Process Indicators)</u>	<u>Person Responsible</u>	<u>Frequency</u>	<u>Evidence, Examples, Products, Deliverables</u>	<u>Resources Have</u>	<u>Resources Needed</u>	<u>Funding Source</u>	<u>Funding Needed</u>
2a. 100% of all students will participate in classes employing strategies of instructional delivery that research indicates are effective ways for students to learn, such as: <i>Cooperative learning</i> <i>Technology-assisted learning</i> <i>Manipulatives</i> <i>Student engagement in active learning</i> <i>Differentiated activities and curriculum</i> <i>Teaching strategies from Poverty Research, Literacy Collaborative, and Cognitively Guided Instruction, Other strategies as suggested by Steve Zemelman, Robert Marzano, and others.</i>	All teachers Principals Curriculum Director Teacher Leaders Math Coach Literacy Coach	Daily	Lesson Plans Student questionnaires Walk-thru observations Student work samples Use of strategies on the School Blackboard site Weekly technology reports	Professional materials including books and DVDs.	Time for professional development in best-practice instructional strategies, differentiation, and Bloom's taxonomy.		

<p>Strategy # 3: ASSESSMENT ALIGNMENT: How We Measure Learning During the 2007-08 school year, all students attending West Union Elementary School will experience assessment strategies that are aligned to current state and federal assessment expectations. Effective implementation of the strategy will be measured by samples of student responses on in-house assessment tools, utilizing Bloom’s Taxonomy, supported by rubric/scoring guides. Students will be frequently monitored by various formative assessments in order to identify specific student needs and to develop individualized learning goals and progress monitoring.</p>							
Activities/Tasks: (Process Indicators)	Person Responsible	Frequency	Evidence, Examples, Products, Deliverables	Resources Have	Resources Needed	Funding Source	Funding Needed
3a. 100% of all students will be assessed using effective assessment techniques including oral and written responses calling for high level thinking and reasoning skills.	All teachers Principals	Daily	Planned oral questions (with student responses) and the level of question identified. Formal teacher observations Walk-thru observations Increased standardized test scores	Bloom's taxonomy Word document IMS on ODE website	PD on developing effective questioning techniques and formative assessments		
3b. 100% of students will routinely, as part of each unit or chapter test or other major assessment, experience assessment modeled after OAT and state achievement/diagnostic assessments, composed of extended response, short answer, and higher order multiple choice questions	All teachers Principals	Quarterly	Student work samples Increased standardized test scores Lesson Plans Walk-thru observations Copies of assessments with student responses	Professional materials regarding assessments State diagnostic/achievement testing	Time to develop and score formative assessments		
3c. 100 % of students will utilize technology to practice and assess progress on appropriate grade level indicators.	All teachers Principals	Ongoing	Student work samples completed with technology Lesson Plans Other samples addressing grade level indicators	Appropriate technology including Study Island, Renaissance Place, Destination Reading and Math and Microsoft Office Suite	Materials and information on use of technology in the classroom		

3d. 100% of students will be benchmarked in reading and math according to the OISM cone, with students identified as monitor receiving progress monitoring and students identified as intense receiving intervention as described in activity 1c.	All teachers Principals	Ongoing	Benchmark or "cone" data Individualized progress monitoring sheets	Parent Volunteers Supplemental materials Summer School Grade level tutors	Probes Training on using probes and analyzing data		
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Budget estimates are on a year-by-year basis.