

2009-2010 SIP AT A GLANCE
Zachary Elementary

SIP Goals	Related Activities
<p>GOAL #1: By 2013-14, all students will reach high standards by attaining proficiency or better in the four core subjects (<u>Four Core</u>).</p> <p><u>OBJECTIVES:</u> To increase 3rd grade 4 core CRT Index Scores to meet 2010 criteria</p> <p>To increase Students With Disabilities ELA Percent Proficient</p>	<ol style="list-style-type: none"> 1) <u>Reading Remediation/Intervention Teachers</u> - 1 certified teacher and 2 paraprofessionals meet daily with small student groups (1-5) for 30 minutes daily. These students are chosen based on reading levels and work on reading strategies, phonics, vocabulary, comprehension, and/or fluency. These groups are fluid and will be seen from September 09-May 10. These interventionists support Tier II and Tier III from the Comprehensive Literacy Plan as well as the RTI model. 2) <u>Professional Development-Conferences</u> - Teachers will attend conferences, workshops, and other Professional Development activities: <ol style="list-style-type: none"> a. IRA Regional Conference (2 teachers) b. NSTE/NCTM Regional Conference 3) <u>Destination Math</u> - School-wide implementation of Destination Math courseware, which is curriculum-aligned and comprehensive. All students will attend DM classes once weekly and be taught by a certified teacher. Skills will be addressed in coordination with the regular curriculum. 4) <u>DRA Administration</u> - Teachers will administer the DRA (Developmental Reading Assessment) to all students at the beginning and the end of the school year. Results will be used to determine leveled reading groups, to identify at risk or above level students and to assess all students' instructional reading levels. 5) <u>The Writing House</u> - Reading and language teachers will use The Writing House format as a tool for writing instruction, particularly for narrative and persuasive writing. Professional development and in-service will be provided this year to new teachers and to all 2nd grade teachers to better provide seamless writing instruction leading into the 3rd grade. 6) <u>Grade Level/Content Level Meetings</u> - Teachers will meet by grade level and by content area bi weekly to discuss and plan curriculum pacing, and implementation strateg(ies). This will also provide the opportunity for peer assistance, and sharing resources and ideas. 7) <u>Technology-based Instruction</u> - Trained paraprofessional will monitor and assist students (under the direction of a Highly Qualified mentor teacher) as they use math and reading software in the computer lab. 8) <u>Parent Library</u> - Maintain a Library policy that allows parents to check out books from a parental involvement section of the library. 9) <u>On-Site Tutoring</u> - Students who are identified by their teachers as requiring additional academic assistance will be provided on-site tutoring as needed in either reading or math. In addition, teachers will be provided necessary support and instructional materials. 10) <u>Wilson Program</u> - Research based phonics program will be provided to all students identified as having characteristics of Dyslexia, based on a screening instrument given at the school level. Students will be seen by certified teacher trained in this program 30-45 minutes daily and will be provided progressive phonics instruction. 11) <u>Star Reading / Accelerated Reader Program</u> - A school wide AR program will be implemented using the AR Enterprise software. Students will determine appropriate reading level using Star Reading assessments and then will check out and read books within that range. They will then take comprehension tests on the books. The points earned will be monitored as a cumulative total. The students will be allowed to use the points to "purchase" AR prizes. This will be monitored through the library. 12) <u>Grade Level Content Area Assessments and Achievement Series Training</u> - Teachers will work in grade level, content area groups in in-house professional development time to prepare common unit assessments to determine strengths and weaknesses of GLE mastery. This data will be incorporated into the A3 program, providing GLE specific mastery information for the teacher from which to revise planned instruction. They will create these unit assessments using the Achievement Series program. 13) <u>Numeracy Instructional Strategies and Curriculum Development</u> - Teachers will work with math expert (Dr. Carol Price) to work on implementing Literacy Strategies into curriculum, receiving sound PD on effective math instruction practices and improving curriculum to incorporate both. 14) <u>Literacy Strategies Across Curriculum</u> - Teachers will incorporate Literacy Strategies as presented by Dr. Brozo into curriculum in all core content areas.

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	<p>15) Teachers will incorporate Literacy Strategies into instruction.</p> <p>16) Teachers will use Think Central software to incorporate multiple strategies into literacy instruction</p> <p>17) KAGAN - Teachers will receive training on using KAGAN strategies, providing structures that facilitate engaging, hands-on, interactive instruction to be used across content areas. (3 hour inservice)</p>
<p>GOAL #2: All students will graduate from high school.</p> <p>OBJECTIVE(S): The percent of students who drop out will decrease from <u>3.0%</u> to <u>2.8%</u> by <u>June 2010</u></p>	<p>1) <u>Emphasis on Attendance</u> - Parents will be made aware of the importance of attendance in the following ways:</p> <ul style="list-style-type: none"> o Provide copies of local attendance policy as well as relevant legislation through the distribution of both the school and district handbooks. o Orally review these policies at both orientation and open house. o Send monthly newsletters home in which parents and students are reminded of the importance of regular school attendance o Call parents of absent students daily o Send letters home to parents at the 5th absence and at regular intervals thereafter reminding them of the consequences of excessive absenteeism o Send letters to parents of students at the 4th unexcused tardy and at regular intervals thereafter reminding them of the consequences of excessive truancy. o Absenteeism information will be printed on all progress reports and report cards. o Post attendance rate daily in a visible location o Provide copies of School Report Card, which documents the school's average daily attendance rate <p>2) <u>Academic Intervention (Summer School/ Extended Year)</u> - Students identified as needing extended year, based on teacher recommendation, end of year mastery of GLEs, IOWA, ILEAP, attendance rate, DRA or DIBELS will participate in a four week extension of the school year.</p> <p>3) ** Parental Involvement - Parents will be sent the "<u>Home and School Connection</u>" <u>newsletter monthly</u>. This letter offers suggestions for parents to assist with school success for their child. In addition, parents will receive issues addressing standardized test secrets, motivational methods, parenting skills, study skills, and emotional concerns of students.</p> <p>4) ** Accelerated Reader Night - Parents will be invited to participate in an AR Open House. At this event, parents will make reading selections with their child, read the selections together, and then log on to the computer and take the AR test. This will provide the opportunity for parents to be directly involved in their child's education, to have a positive, education based experience on the campus and to understand how the AR program works.</p>
<p>GOAL #3: All students will be educated in safe, drug-free environments that are conducive to learning.</p> <p>OBJECTIVE(S): Students will develop character traits that allow them to make positive decisions both at school and throughout their lives.</p>	<p>1) School Counselor - Certified school counselor will meet regularly with all students to provide character development activities through the Character Counts program.</p> <p>2) <u>Character Action Training Class</u> - A Highly Qualified paraprofessional will serve as the Character Action Training moderator. She will teach character-based curriculum(s) to students identified with decision making issues who are referred by school level personnel.</p> <p>3) <u>## PATHS (Providing Alternative Thinking Strategies)</u> - This program is used by the school counselor and the Character Action Training (CAT) moderator with small groups or individual students to learn alternative ways to make appropriate decisions.</p> <p>4) <u># DARE (Drug Abuse Resistance Education)</u> - The school resource officer, who is a local police officer, will provide a comprehensive drug awareness and education policy to all students over a 4 week period. She will teach the students strategies to avoid becoming</p>

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- involved with drugs.
- 5) Social Worker - The district social worker will serve as a counseling resource for students who need additional support dealing with behavioral or emotional situations. Students who see her will be identified through the SBLC or by teacher referral. These students will be seen, with parent permission, regularly and on an ongoing basis until the social worker determines the student no longer needs to be seen.
 - 6) # Life Skills - The school counselor will use this drug and alcohol prevention program through her regularly scheduled guidance classes. Topics addressed include decision making, dealing with stress, self esteem, smoking, and communication skills.
 - 7) # Identification Scanner - Scanner will be used in front office to identify all visiting personnel and maintain records of their visits to Z.E.S.
 - 8) ## Incentive Programs - Motivational programs designed to model behavioral expectations and reward exceptional achievement within these expectations will be implemented throughout the year. These include the following:
 - 9) ## Mustang Manners - Students will exhibit appropriate dining manners as they enter the cafeteria, eat lunch, and leave the cafeteria. At the end of each week, the classes most consistently showing excellent manners will be recognized with a trophy for their table and a picture displayed of their class.
 - o Mustang Acclaim-Entire Class is recognized for being a good classroom community
 - o Golden Palette-Outstanding art class is recognized weekly.
 - o Destination Estimation Station-Weekly estimation contest is held and winner is recognized.
 - o Mighty Mustangs-Students are given slips of paper identifying that they have received a "Mighty Mustang" slip. They may receive this for any good deed or other appropriate reason. Once a week, 20 names are drawn from the Mighty Mustang box for recognition and a small prize.

* Professional Development Learning
** Family Involvement Activities
*** Curriculum Activity (If applicable)

Safe and Drug-Free Activities
Discipline Support Activities
Indicates PK-12 Activities