

# SCHOOL IMPROVEMENT PLAN

For Implementation in 2007-2008



HICKEY ES  
2450 N. Hollywood Blvd.  
Las Vegas, NV 89156

## MEMBERS OF THE SCHOOL PLANNING TEAM

Name, Title	Name, Title
David Harcourt, Principal	Maureen Langenbach, Assistant Principal
Kim Ernst, Kindergarten	Marie Thrower, First Grade
Kathy Deguire, Second	Josie Bisarra, Third Grade
Margaret Loveall, Fourth Grade	Andrew Joostberns, Fifth Grade
Martha Wolsky, Library	Silvia Loomis, ECS
Region Reviewer: _____	

## VISION FOR LEARNING

### CLARK COUNTY SCHOOL DISTRICT

#### DISTRICT GOAL 1

The District will demonstrate increased student achievement in English / Language Arts and Mathematics, a reduction in the achievement gap between subgroups, and a decrease in the number of high school dropouts, by institutionalizing research-based instructional systems.

**Measurable Objective 1.a.** CCSD students will demonstrate increased academic achievement in English/Language Arts as measured by Nevada AYP standards in June 2006 & June 2007, at such that there will be at least a 10% decrease in non-proficient students.

**Measurable Objective 1.b.** CCSD students will demonstrate increased academic achievement in Mathematics as measured by Nevada AYP standards in June 2006 & June 2007, at such that there will be at least a 10% decrease in non-proficient students.

**Measurable Objective 1.c.** The District will demonstrate a reduction in the achievement gap between AYP subgroups.

**Measurable Objective 1.d.** The District will demonstrate a decrease in the number of high school dropouts.

#### DISTRICT GOAL 2

The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.

**Measurable Objective 2:** The District will realign professional development to meet District instructional initiatives and identified student needs.

### DISTRICT GOAL 3

The District will improve and expand its ability to retain, support, and attract qualified staff including teachers, administrators, and support staff.

**Measurable Objective 3.a.** The District will improve and expand its ability to retain qualified teachers such that there will be a decrease in the attrition of teachers by 10%.

**Measurable Objective 3.b.** The District will attract qualified staff such that there will be a 10% decrease in unfilled teaching positions.

**Measurable Objective 3.c.** The District will increase its teacher retention rate through the creation of a new teacher academy designed to provide intensive professional development for staff assigned to at-risk schools.

## VISION FOR LEARNING

### District Vision or Mission Statement

Clark County School District students will have the knowledge, skills, attitudes, and ethics necessary to succeed academically and will practice responsible citizenship.

### Region Vision or Mission Statement

Working together, the NE Region community empowers each student to learn, master academic and social standards, graduate, and become a responsible member of a diverse society.

### School Vision or Mission Statement

"The Liliam Lujan Hickey Elementary School learning community is committed to providing a safe and secure learning environment where students are challenged and empowered to strive toward academic, social, and personal excellence. Students are recognized as unique individuals, culturally diverse, in a community where they will develop a lifelong appreciation for learning in the 21st century.

### School Highlights

Our school is proud to highlight the following achievements:

- Accelerated Reader program focuses on reading comprehension.
- Voyager Passport provides focused literacy instruction for at-risk students.
- An emphasis on College Culture is provided across the grade levels.
- Drug Awareness Resistance Programs (D.A.R.E.) are implemented in all fifth grade classrooms.
- Monthly "Hickey Pride" programs recognize students for exemplary citizenship.
- Peer Mediators use conflict resolution skills to build successful relationships.
- Library book fairs and family nights promote literacy and community involvement.
- Recognized as the highest circulation of books checked out in the Clark County School District.
- Nevada Reading Week activities are conducted school-wide.
- Probationary teachers are given the opportunity to engage in on-site classes taught by the Urban Teacher Mentor Program for college credit. These classes give the new teachers support and a flexible curriculum based in their needs.

## INQUIRY PROCESS

### Section A: Comprehensive Needs Assessment

This section of the plan is based on information from (student achievement and the five dimensions) Tier I (system-wide), Tier II (school-wide), and Tier III (qualitative) data that support student achievement. Tier I data includes state and district achievement information (AYP, school profile, accountability reports, interim assessments). Tier II data focuses on school information related to student achievement (demographic data; school-wide exams and scoring rubrics; grades; results of instructional strategies, remediation programs, professional development; curriculum and programs). Tier III data is the qualitative analysis of student achievement (learning environment, culture and student engagement, teacher and administrator observations, meeting logs and notes, parent involvement). After analyzing all tiers, identify key strengths that have increased student achievement and will remain a part of the continuous cycle of school improvement. Prioritize areas of concern in **student performance, instructional/remediation strategies, program implementation and professional development that will require further analysis** and will determine the revisions to be made in your school improvement plan.

### Key Strengths

1. 7.6% of the population exceeded standards in math, 13.2% exceeded in reading and 4.5% exceeded in writing.
2. Currently, the school is in its third year of the Urban New Teacher Mentor program. The New Teacher Mentor provides on-site professional development training to new teachers. New teachers are encouraged to do classroom observations with the assistance of the new teacher mentor.
3. Activities such as peer tutoring across grade levels and buddy programs have resulted from the mentoring done by experienced teacher.
4. Started an after school Robotics Team to compete with other schools in the district.
5. Recognized for highest book circulation of library books for the district.

### Priority Concerns

1. Fifth grade missing the AYP math goal of 51.7% by 2.8%.
2. Fifth grade missing the AYP reading goal of 40.6% by 11.1%.
3. 62% of the school population receives lunch support and may be characterized as having low socioeconomic status. This is an increase of 7% from the previous year. Low FRL students were a low scoring subgroup on the CRT test.
4. Development and implementation of a new teacher plan is needed to support the 12 new teachers to the school. Twelve new teachers were hired and need mentor assistance beyond the scope of the Urban Mentor Teacher Program.

## INQUIRY PROCESS

### Section B: Root Cause Analysis

**For each concern**, identify the causes that impact or impede student achievement. Causes should focus on the adult actions in the school and must be verified with supporting data. Continue analyzing each cause until the root of the concern is reached. **Only by understanding the root cause of the concern, can effective solutions for increasing student achievement be determined.** After root causes have been identified, propose solutions **grounded in research** that clearly describe what instructional practices in the classroom/school (supported by professional development) will be implemented in the plan.

Priority Concerns	Root Causes	Solutions
1. Fifth grade missing the AYP math goal of 51.7% by 2.8%.	Student failure to complete class work and lack of assistance in the home with mathematical concepts.	To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.
2. Fifth grade missing the AYP reading goal of 40.6% by 11.1%.	Students with IEP's and limited English skills are not reading near grade level. Textbooks do not have reading selections that they can read with fluency.	Utilize a content-based English Language Learner Program using Sheltered Instruction strategies supported in Spanish as needed.
3. 62% of the school population receives lunch support and may be characterized as having low socioeconomic status. This is an increase of 7% from the previous year. Low FRL students were a low scoring subgroup on the CRT test.	Instructional adaptations for special education students are not consistently used in all classrooms. Students are not actively engaged in learning and instructional strategies do not foster higher level thinking skills.	Establish a science lab to increase student engagement, identify and acquire core content vocabulary, develop strategies for reading and interpreting informational text and model science and literacy approach to non-fiction writing.
4. Development and implementation of a new teacher plan is needed to support the 12 new teachers to the school. Twelve new teachers were hired and need mentor assistance beyond the scope of the Urban Mentor Teacher Program.	The school converted from nine month to year round.	Provide ongoing, intensive, on-site professional development of assessment strategies and researched based practices in core subject areas.

## SCHOOL GOALS AND MEASURABLE OBJECTIVES

**Goals and Measurable Objectives:**

Based on the results of the inquiry process, identify a **maximum of three goals** to focus the school improvement process. **Goals should address student achievement** in content, cognitive (ability) levels, instructional strategies, or remediation. A goal may address more than one content area if the results of the inquiry process indicate that identified subgroup(s) require instruction or remediation that includes similar action steps in multiple content areas, or that subgroup data is not significantly different and performance in ability levels decreases from A1 to A3. For each goal, write a measurable objective that is **specific, measurable, achievable, relevant, and timely**.

**EXAMPLE 1: Goal:** Students in grades 3, 4 and 5 will increase achievement in reading and math as measured by the 2008 Nevada CRT. Specific improvement will be made in cognitive/ability level three (A3).

**Measurable Objective:** Between September 07 and April 08, student performance as measured by the P-Values on the Nevada CRT will increase across all subgroups from .41 to .54 in Demonstrating a Critical Stance, and .43 to .52 in Problem Solving. Hispanic subgroups will demonstrate additional increases from .38 to .52 in Demonstrating a Critical Stance and .40 to .52 in Problem Solving. IEP subgroups will demonstrate additional increases from .32 to .52 in Demonstrating a Critical Stance and .38 to .52 in Problem Solving.

**EXAMPLE 2: Goal:** All students will increase achievement in reading as measured by the 2007 Nevada CRT. Hispanic, FRL, and IEP subgroups will demonstrate additional increases in performance in Reading to Comprehend, Interpret and Evaluate Informational Text.

**Measurable Objective 1:** Between September 07 and April 08, student performance on the Nevada CRT for Reading will increase from 44% to 51% in grade 3, 46% to 52% in grade 4 and 48% to 54% in grade 5. Hispanic subgroup scores will demonstrate additional increases from 38% to 48%, FRL subgroup scores will increase from 36% to 47%, and IEP subgroup scores will increase from 28% to 38% in Read to Comprehend, Interpret and Evaluate Informational Text.

**GOAL 1** Students in grades 3, 4, and 5 will demonstrate increased academic achievement in reading and math as measured by the 2008 CRTs. Specifically, students will exceed the reading minimum of 51.7% in reading strand (C3) and the math minimum of 54.6% in cognitive level (A3).

**MEASURABLE OBJECTIVE 1 (for Goal 1):** Between September 07 and April 08, students performance in content strand level (C3) will increase across all subgroups from 55.7% to 65.7% in Read to Comprehend, Interpret, and Evaluate Informational text and 55.1% to 65.1% in Problem Solving cognitive level (A3).

**GOAL 2** All students will increase achievement in reading as measured by the 2007 Nevada CRTs. Hispanic, FRL, and IEP subgroups will demonstrate additional increases in performance in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and will demonstrate additional increase in performance in Problem Solving cognitive level (A3).

**MEASURABLE OBJECTIVE 1 (for Goal 2):** Hispanic students will demonstrate additional increases from 33.5% to 51.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.2% to 54.6% in Problem Solving cognitive level (A3). FRL will demonstrate additional increases from 43.8% to 54.6% in Developing a Critical Stance cognitive level (A3) and 51.8% to 54.6% in Problem Solving cognitive level (A3). IEP students will demonstrate additional increases from 52.3% to 65.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.8% to 54.6% in Problem Solving cognitive level (A3).

**MASTER PLAN DESIGN****Section A: Action Steps and Monitoring Plan**

For each goal and measurable objective, list the action steps required to accomplish the goal. Each action step should implement a solution that supports the goal and objective and should therefore be **student focused**. Professional development required to support instruction **may** be identified as a resource to support the action step. Identify timelines, resources, data, and person(s) responsible for both implementation and monitoring **Example:** Students with IEPs will increase performance in critical thinking and problem solving by participating in the regular classroom setting.

**Goal 1:** Students in grades 3, 4, and 5 will demonstrate increased academic achievement in reading and math as measured by the 2008 CRTs. Specifically, students will exceed the reading minimum of 51.7% in reading strand (C3) and the math minimum of 54.6% in cognitive level (A3).

**Measurable Objective 1:** Between September 07 and April 08, students performance in content strand level (C3) will increase across all subgroups from 55.7% to 65.7% in Read to Comprehend, Interpret, and Evaluate Informational text and 55.1% to 65.1% in Problem Solving cognitive level (A3).

Action & Monitoring Plan Goal 1	ACTION PLAN			MONITORING PLAN		
	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Action Step						

Students will increase in the area of Read to Comprehend, Interpret, and Evaluate Informational text in reading (content strand (C3) and will show and increase in Problem Solving cognitive level (A3) by implementing the Urban Teacher Mentor Program (UTLC).	\$\$ for the UTLC for hours of college credit Library UTLC Mentor	Aug-Aug 2007-2008	UTLC Mentor UTLC Teachers	UTLC meeting agendas	Aug-Aug 2007-2008	UTLC Mentor UTLC Teachers Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Students will show an increase in achievement in the area of Read to Comprehend, Interpret and Evaluate Informational text in reading (content strand (C3) as grades K-5 classroom teachers will provide daily classroom instruction from Harcourt Brace Trophies, focusing on the Power Standards and incorporating the higher level thinking skills.	Trophies Leveled Readers (at grade level, below grade level, above grade level, ELL) Trophies Basal Readers Literacy Specialist	Aug-Aug 2007-2008	Teachers Literacy Specialists NE Teacher Mentor	Lesson Plans Classroom Observations	Aug-Aug 2007-2008	Teachers Literacy Specialist NE Teacher Mentor Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Student's needs will be met in the areas of Read to Comprehend, Interpret, and Evaluate Informational text in reading (content strand (C3) and will show and increase in Problem Solving cognitive level (A3). Teachers will meet those needs by identifying students in the emergent and approaching mastery levels on CRT test results and the Interims.	CRT results Grade level common assessments Trophies Reading Series (Intervention components) Saxon Math Series	Aug-Aug 2007-2008	Teachers Literacy Specialist NE Teacher Mentor	Lesson Plans Grade level common assessments	Aug-Aug 2007-2008	Teachers Literacy Specialist NE Teacher Mentor Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Students will participate in the use of a science lab designed to use collaborative teaching and modeling to demonstrate effective strategies for integrating non-fiction reading and writing in a content area.	2 Science Specialists Teachers FOSS kits FOSS non-fiction readers Science notebooks	Aug-Aug 2007-2008	Teachers Science Specialists NE Teacher Mentor	Lesson Plans Timeline of when FOSS kits will be utilized Classroom observations	Aug-Aug 2007-2008	Science Specialists Teachers Principal Assistant Principal
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**Tied to Solution:** Establish a science lab to increase student engagement, identify and acquire core content vocabulary, develop strategies for reading and interpreting informational text and model science and literacy approach to non-fiction writing.

Maintain full day kindergarten to facilitate language acquisition.	Trophies Reading Series Saxon Math Series Skills for Growing	Aug-Aug 2007-2008	Teachers Literacy Specialist UTLC Mentor Principal Assistant Principal	Attendance folders	Aug-Aug 2007-2008	Teachers Literacy Specialist UTLC Mentor Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Students will show an increase in Problem Solving cognitive level (A3) through the use of a professional book club in the area science.	\$\$ needed for books Library Staff Literacy Specialist UTLC Mentor ELL Facilitator Teacher Mentors UTLC	Aug-Aug 2007-2008	Teachers Literacy Specialist UTLC Mentor Principal Assistant Principal	Book Club meeting minutes	Jan 2008-Aug 2008	Staff Literacy Specialist UTLC Mentor ELL Facilitator Teacher Mentors UTLC
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**Tied to Solution:** Provide ongoing, intensive, on-site professional development of assessment strategies and researched based practices in core subject areas.

K-5 teachers will provide daily classroom instruction from Saxon Math focusing on Problem Solving cognitive level (A3) and the use of higher level thinking skills.	Saxon Math Series Re-fill of the daily assignments	Aug-Aug 2007-2008	Teachers	Common grade level assessments Classroom Observations	Aug-Aug 2007-2008	Teacher Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Provide professional development and tools to assist teachers in identifying overall school, grade level and individual class' at risk students in reading and math.	Library IDMS Data CRT Data LAS Links Data Power Standards Benchmarks Teachers Grade Level Chairs	Aug-Aug 2007-2008	Teachers Literacy Specialist ELL Facilitator Principal Assistant Principal	Disaggregated IDMS results CRT test results Worksheets identifying at risk students Power Standards	Aug-Aug 2007-2008	Teachers Principal Assistant Principal Data Team Grade Level Chairs ECS
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

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**Tied to Solution:** Please select a solution

Maintain attendance >95% for all tracks.	Grade level Chairs Perfect Attendance Flags Parent Teacher Association Teachers	Aug-Aug 2007-2008	Teachers PTA Counselor ELL Specialist Literacy Specialist Assistant Principal	Daily Attendance	Aug-Aug 2007-2008	Teachers PTA Counselor ELL Specialist Literacy Specialist Principal Assistant Principal
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**Tied to Solution:** Establish a science lab to increase student engagement, identify and acquire core content vocabulary, develop strategies for reading and interpreting informational text and model science and literacy approach to non-fiction writing.

## MASTER PLAN DESIGN

### Section A: Action Steps and Monitoring Plan

For each goal and measurable objective, list the action steps required to accomplish the goal. Each action step should implement a solution that supports the goal and objective and should therefore be **student focused**. Professional development required to support instruction **may** be identified as a resource to support the action step. Identify timelines, resources, data, and person(s) responsible for both implementation and monitoring **Example:** Students with IEPs will increase performance in critical thinking and problem solving by participating in the regular classroom setting.

**Goal 2:** All students will increase achievement in reading as measured by the 2007 Nevada CRTs. Hispanic, FRL, and IEP subgroups will demonstrate additional increases in performance in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and will demonstrate additional increase in performance in Problem Solving cognitive level (A3).

**Measurable Objective 1:** Hispanic students will demonstrate additional increases from 33.5% to 51.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.2% to 54.6% in Problem Solving cognitive level (A3). FRL will demonstrate additional increases from 43.8% to 54.6% in Developing a Critical Stance cognitive level (A3) and 51.8% to 54.6% in Problem Solving cognitive level (A3). IEP students will demonstrate additional increases from 52.3% to 65.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.8% to 54.6% in Problem Solving cognitive level (A3).

Action & Monitoring Plan Goal 1	ACTION PLAN			MONITORING PLAN		
Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Students will participate in the use of a science lab designed to use collaborative teaching and modeling to demonstrate effective strategies for integrating non-fiction reading and writing in a content area.	2 Science Specialists Teachers FOSS kits FOSS non-fiction readers Science notebooks	Aug-Aug 2007-2008	Teachers Science Specialists NE Teacher Mentor	Lesson Plans Time-line of when FOSS kits will be utilized Classroom observations	Aug-Aug 2007-2008	Science Specialists Teachers Principal Assistant Principal

**Tied to Solution:** Establish a science lab to increase student engagement, identify and acquire core content vocabulary, develop strategies for reading and interpreting informational text and model science and literacy approach to non-fiction writing.

Student's needs will be met in the areas of Read to Comprehend, Interpret, and Evaluate Informational text in reading (content strand (C3) and will show and increase in Problem Solving cognitive level (A3). Teachers will meet those needs by identifying students in the emergent and approaching mastery levels on CRT test results and the Interims.	Trophies Reading Series (Intervention) CRT results Grade level common assessments Saxon Math Series	Aug-Aug 2007-2008	Teachers Literacy Specialist NE Teacher Mentor	Lesson Plans Grade level common assessments	Aug-Aug 2007-2008	Teachers Literacy Specialist NE Teacher Mentor Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

Students will show an increase of achievement in the areas of non-fiction reading and writing in a content area by participating in our after school tutoring and inter-sessions in the area of science.	SB 185 Grants Re-Fill of FOSS Kits FOSS Kits Science Journals CRT Data IDMS Data Nevada CRT Practice Test Parent Permission Slips	Jan 2008-Aug 2007	2 Science Teachers Grade Level Chairs	Science Journals Attendance Roster Assessments of strands	Jan 2008-Aug 2008	2 Science Teachers Grade Level Chairs Principal Assistant Principal
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**Tied to Solution:** Establish a science lab to increase student engagement, identify and acquire core content vocabulary, develop strategies for reading and interpreting informational text and model science and literacy approach to non-fiction writing.

Students in grades 3-5 will increase in achievement through intervention instruction from Voyager Reading Program focusing on Reading to Comprehend, and Developing a Critical Stance incorporating the higher level thinking skills.	Voyager Intervention Kits	Oct 2007-Aug 2008	Teachers Literacy Specialist	Daily assessments	Oct 2007-Aug 2008	Literacy Specialist Principal Assistant Principal
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**Tied to Solution:** To teach concepts, active learning in the classroom with consistent teaching strategies, homework assignments that require students to master computational skills, exposure to challenging material.

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III (the 5 dimensions) that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

**Goal 1:** Students in grades 3, 4, and 5 will demonstrate increased academic achievement in reading and math as measured by the 2008 CRTs. Specifically, students will exceed the reading minimum of 51.7% in reading strand (C3) and the math minimum of 54.6% in cognitive level (A3).

**Measurable Objective 1:** Between September 07 and April 08, students performance in content strand level (C3) will increase across all subgroups from 55.7% to 65.7% in Read to Comprehend, Interpret, and Evaluate Informational text and 55.1% to 65.1% in Problem Solving cognitive level (A3).

#### Evaluation Plan For Goal 1 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
CRT Scores on Ability Level 3	Analyze performances to determine strategies that resulted in success	State Principal Assistant Principal Teachers
IDMS assessment data for Hispanic, FRL, and IEP students	Analyze performances to determine strategies that resulted in success	State Principal Assistant Principal Teachers Literacy Specialist ELL Facilitator ECS
School Wide Assessment Summaries	Compare by subgroups that achieved growth in classroom assessments with anticipated growth identified by SIP	Administration Principal Assistant Principal Teachers Literacy Specialist ELL Facilitator ECS Student Intervention Team

## MASTER PLAN DESIGN

## Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III (the 5 dimensions) that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

**Goal 2:** All students will increase achievement in reading as measured by the 2007 Nevada CRTs. Hispanic, FRL, and IEP subgroups will demonstrate additional increases in performance in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and will demonstrate additional increase in performance in Problem Solving cognitive level (A3).

**Measurable Objective 1:** Hispanic students will demonstrate additional increases from 33.5% to 51.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.2% to 54.6% in Problem Solving cognitive level (A3). FRL will demonstrate additional increases from 43.8% to 54.6% in Developing a Critical Stance cognitive level (A3) and 51.8% to 54.6% in Problem Solving cognitive level (A3). IEP students will demonstrate additional increases from 52.3% to 65.7% in Reading to Comprehend, Interpret and Evaluate Informational Text reading strand (C3) and 41.8% to 54.6% in Problem Solving cognitive level (A3).

### Evaluation Plan For Goal 2 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
CRT scores on Reading Strand (C3) and Cognitive Level (A3).	Analyze performances to determine strategies that resulted in success.	State Principal Assistant Principal 3, 4, 5 grade teachers
IDMS assessment data for FRL, Hispanic, and IEP students.	Analyze performances to determine strategies that resulted in success.	State Principal Assistant Principal 3, 4, 5 grade teachers
School wide assessment Summaries	Compare subgroups that achieved growth in classroom assessments with anticipated growth identified by SIP.	Principal Assistant Principal Teachers Literacy Specialist ELL Facilitator ECS Student Intervention Team
School wide assessment Summaries	Compare subgroups that achieved growth in classroom assessments with anticipated growth identified by SIP.	Principal Assistant Principal Teachers Literacy Specialist ELL Facilitator ECS Student Intervention Team

## COMPLETING THE SIP PLAN

### Section A: Required Elements for ALL Schools

All schools **MUST** complete the following questions.

1. What are the policies and practices in place that promote proficiency of each subgroup in the core academic subjects?

Liliam Lujan Hickey Elementary School faculty and staff are committed to ensuring the achievement of all students. IDMS results have been and will continue to be monitored carefully in order to identify at-risk students. Also, the professional learning communities are committed for Focusing on the Standards and using their Student Teacher Planning Time for professional development based in the low scoring strands from the CRTs and IDMS test scores.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Liliam Lujan Hickey Elementary School has revised their daily schedule to include time for students to enter the building in the mornings in lieu of playing in the playground for twenty minutes. During this time, students are reading, taking Accelerated Reader quizzes and getting additional instruction from teachers. We will continue to host an after school program in campus during the months of January, February, and March. Also, a partnership with Bailey Middle School has been created. Students are spending time in the classrooms helping teachers and assisting students. Currently, the Bailey students assist Hickey students within the classroom setting five days a week.

3. Describe the resources available to the school to carry out the plan.

Lilian Lujan Hickey Elementary School currently has a committed staff as a valuable resource. The school will rely on the PTA for sponsorship of incentive programs for students, resources from grants, the school budget, and the Northeast Region and district budgets. Professional development days will be used to support our goals. Liliam Lujan Hickey Elementary School also receives SB 185 monies. The SB 185 monies will be used to purchase FOSS kits, and science materials to support our Humanities program. The program supports the school improvement goal of increasing reading comprehension across the grade levels.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

CCSD receives state funds for class size reduction and full-day kindergarten. Smaller classrooms in grades 1-3 allow teachers to individualize instruction, spend more time with students performing below grade level, and target instruction. Also, the State Legislature has funded an Urban Teacher Mentor Program. This program supports the professional development and growth of new teachers to the Clark County School District. Lastly, the Legislature has funded us monies through the SB 404 that allowed us to purchase \$170,000 worth of books for our school library. We have seen an increase in our students comprehension thanks to this grant. For the 2007-2008 school year, the Legislature has funded us \$70,000 for 2 years. This money will be used to develop a Science Lab. We will also hold inter-session tutoring to raise student achievement.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

At Liliam Lujan Hickey Elementary we believe that communication between school and home is imperative. To ensure that we provide effective and clear communication we send all important school information home in English and in Spanish. To honor all traditions, the teachers and staff recognize all cultures through Ethnic Recognition Activities. We have an open door policy so that parents feel comfortable sharing their views. To meet our goals of the Honor Code, we have printed the Honor Code in all student folders in English and Spanish. The Honor Code was also discussed during Open House where parents able to ask questions if necessary. Our goal is to provide all children with access to a quality education.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

To meet AMAO targets for the 2007-2008 school year, Liliam Lujan Hickey will provide our ELL students with opportunities to grow and achieve in all academic areas. All students are STAR tested to gain a comprehension level. Once the comprehension level is attained, then all students are involved in Accelerator Reading Comprehension Reading Incentive. All of our ELL students are involved in our after-school Science Lab tutoring session. Lastly, all ELL students are also invited to attend our inter-sessions to raise achievement.

## COMPLETING THE SIP PLAN

### Section B: Required Elements for **Title 1** schools identified as "Needs Improvement" or "Needs Improvement Hold"

1. Describe the required services the school provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of "Needs Improvement" must identify Year 1 and Year 2 services, and so on).

Year 1	Year 2	Year 3	Year 4	Year 5
School Choice	Supplemental Services	Corrective Action	Restructuring Yr 1 Planning	Restructuring Yr 2 Implementation

2. Provide an assurance that the school will not spend less than 10% of its annual Title I allocation for quality professional development.

3. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

4. Specify how Title I funds will be used to remove school from "Needs Improvement" status.

5. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

6. Describe the school's strategies to attract high quality highly qualified teachers to your school.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

## COMPLETING THE SIP PLAN

### Section C: Required Elements for **Non-Title 1** schools identified as "Needs Improvement" or "Needs Improvement Hold"

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status.

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

