

Carson City School District

Mark Twain Elementary

School Address
2111 Carriage Crest Drive
Carson City, Nevada 89706

School Improvement Plan

2008-09

Mark Twain Elementary _____

Revised: 09/18/08

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Contents/General Information

I: Vision of Learning

A) **District Summary**

This section includes the District Vision/Mission Statement, District Highlights and District Goals. It is important for the school team to understand what the district sees as its vision/mission for district improvement and what the districts goals are for improved student achievement. If the school and district plans have some alignment it is believed that the district will be more able to support the schools success.

B) **School Summary**

This section includes the School Vision Statement, School Mission Statement, School Beliefs and School Highlights. It is imperative that the school understands what the vision, mission, and beliefs are of the school and that the SIP document is in alignment with them. The following questions should be used to help guide the discussion around vision, mission, and beliefs; Why do we exist? What are we known for? What are our highlights? What roles does the school assume? What do we want our school to become?

II: Inquiry Process

A) **Comprehensive Needs Assessment**

The comprehensive needs assessment is a systematic process of collecting and analyzing data. The goal is to determine the school's key strengths and priority concerns. All data available should be part of the needs assessment, this includes but is not limited to; student achievement data, observation data, survey data, demographic data, and other school data. The following questions should be asked while conducting the needs assessment: How well did we do? How do student groups compare in our school? What do other forms of data tell us about how we are performing? Are there any distinct trends?

** Before completion of the Comprehensive Needs Assessment the SIP team should use the Data Analysis Guide (DAG), see Appendix C, from the SAGE Guidebook to help identify the priority needs. The DAG will then be used to identify Causes and Solutions in the next section, and will help with the drafting of Goals and Goal Rubrics later in the document.*

B) **Causes & Solutions**

Once the comprehensive needs assessment is complete and the SIP team has identified the strengths, concerns, and priority needs the team must now clearly identify the causes of the priority needs and the solutions to those needs. The DAG provides the team important information surrounding specific key dimensions for school success and it may assist in determining the causes of the needs and possible solutions. The following are important questions to ask upon the final determination of the causes and solutions: What are the barriers for improved student learning? What areas of the DAG highlight barriers for improved student learning? What can we, as a school, do to make a difference in student achievement? What solutions can be selected to sustain current key strengths and that will address the priority concerns?

III: SIP Goals, Measurable Objectives and Interventions

A) **Goal Setting**

Once the priority concerns are identified and a list of solutions has been brainstormed, it is time to establish goals that address the priority concerns. It is recommended that school's limit the number of goals to as little as one and no more than three. Goals should be written to be overarching and identify a vision of improvement that targets an area of practice. It is recommended that the goal statements reflect from the following five areas highlighted in the DAG: 1) Professional Development, 2) Curriculum, Instruction/Intervention, & Assessment, 3) Shared Leadership, 4) Learning Environment and School Culture, and 5) Parent and Community Development.

B) **Measurable Objectives**

For each goal a measurable objective should be developed that is focused on student achievement. The measurable objective should contain the following: 1) an outcome indicator (ex. CRT), 2) baseline (ex. During the 2006-07 school year the 3rd grade students performed at – level), 3) Expected change in performance (ex. For the 2007-08 school year it is expected that the 3rd grade students perform at-----), 4) timeline (use dates to identify when growth is expected).

Interventions

Now that clear goals and objectives are identified it is time to select the interventions that will be used to meet the goal and measurable objective. When selecting the interventions the team should refer to the possible solutions that were identified during the inquiry process and determine if these solutions align with the goals and objectives. During this section the team should be asking the questions: What are our goals/objectives for improvements in classroom instruction and student learning? What are the best possible solutions/interventions that fit our needs? What advantages and/or disadvantages does each intervention bring? Does the intervention link directly to the goal, objective and causes? Does the intervention ensure sustained professional development? Are resources available to carry out the interventions?

IV: Master Plan

A) **Rubric for Goals**

Before the action plan is developed for each intervention a rubric should be developed. The rubric is established to help determine levels of implementation and progress that are being made towards the goal. A completed rubric should assist the team during the writing of the action plan and should be used during the monitoring, implementation and evaluation of the SIP. SIP teams are encouraged to use the DAG to help develop the rubrics as well as pages 102-105 of the SAGE Guidebook, see Appendix D.

Contents/General Information

B) Action Plan

An action plan should now be developed for each selected intervention. The action plan is a step-by-step guide to carrying out the SIP. It identifies the following pertinent information: What action steps are necessary to implement the intervention? What date/timeline will be followed during implementation for each action step? What resources are needed to implement the action step? Who is responsible for assuring the action step is completed? What artifact needs to be collected to verify the action step is complete? What evaluation/assessment tool determines the value of the action step?

C) Continuum of Change

The development of a continuum of change for each intervention assists in following the effectiveness of the intervention on the expected change in knowledge (conceptual understanding of information, theories, principles, and research), skills (strategies and procedures to apply knowledge), and behaviors (consistent application of knowledge and skills) as identified on a continuum of short term change, intermediate change, and long term change. The key to the development of the continuum of change is understanding it is the implementation of the intervention that is affecting the movement of the teaching staff across the continuum. The following are important questions to ask at this phase: What is the expected change in knowledge, skills, and behaviors? What are realistic changes that should occur in the short, intermediate, and long term for the intervention? What description addresses the changes in knowledge, skills, and behaviors in the short, intermediate, and long term for the intervention? What tool will be used to identify that changes have occurred? What administrative support is needed to support change?

D) Implementation-Monitor Plan

No work will need to be done on this section until the plan is underway. It is suggested that SIP teams create an implementation/monitor team who are responsible for assuring the intervention is being implemented and collects all the artifacts and evaluation/assessment data. It is also suggested that the SIP teams meet at minimum once a month to review the implementation and monitoring plan to determine steps completed and to what degree. These meetings will utilize the artifacts, evaluation/assessment tools, and the continuum of change to determine if any adjustments are needed. The following are important questions to ask at this phase: What action steps have been completed and when? Was an artifact collected? Was an evaluation/assessment given? What was the resulting value of the evaluation/assessment tool? What adjustments, based on the evaluation/assessment results, need to be made to this action step to help meet the measurable objective?

V: Evaluation of SIP

No work will need to be done on this section until it is time to evaluate the success of the SIP goals, measurable objectives and intervention. This evaluation is the final step of the school improvement cycle and the beginning step of the comprehensive needs assessment for future SIPs. The following are important questions to ask at this phase: How did actual growth compare to the measurable objective? What comments and recommendations should be made for future adjustments? What actual change occurred for each intervention? Based on the above information and the goal rubric, what success rubric rating is appropriate for the goal?

VI: Budget Information

Once the SIP team has completed all action steps for each intervention that address the goals, it is time to complete the budget page. For each goal the SIP team should identify the following three areas: What is the total amount of money needed to implement the goal (Intervention/Action Steps)? What funds are specifically set aside for the implementation of the goal? What funds are still needed to implement the goal?

VII: Required Elements - Title I and Non-Title I

The state requires other pages be completed. There are a series of questions to be answered by the SIP team.

Appendix A: Other Required Elements

The state requires these other elements be completed. There are a series of questions to be answered by the SIP team.

Appendix B: School Profile (Accountability and Other Data)

Appendix B includes all data that was used to complete the comprehensive needs assessment. The following items should be included: 1) AYP Report Cover, 2) AYP Matrix, 3) AYP Participation, 4) AYP Other Indicators, 5) AYP Source Data, and 6) T4S Comparison Data.

Appendix C: Data Analysis Guide (DAG)

Appendix C includes a segment of the SAGE Data Analysis Guide (DAG), pages 49-59, that the SIP team should use to help identify the priority needs during the comprehensive needs assessment, see Section II above.

Appendix D: SAGE, Implementation and Monitoring Guide Guiding Questions

Appendix D includes a segment of the SAGE Guidebook, Implementation and Monitoring Guide Guiding Questions (pages 102-105), that SIP teams are encouraged to use as well as the DAG to help develop the rubrics, see Section IV above.

Mark Twain Elementary

School Vision Statement

Our desire is to create an elementary school that recognizes and respects the individuality of each child, supporting the student's potential to develop intellectually, physically, socially and emotionally. We are committed to working with parents and community to reach each child ensuring a strong foundation to begin the lifelong process of learning. In this educational environment students can grow to become healthy, self-actualized, productive citizens in our democratic society.

School Mission Statement

Our mission is to create a learning community that fosters student achievement and promotes the development of confident, lifelong learners.

School Beliefs

We believe in honesty, respect, responsibility, self-discipline, compassion, perseverance and giving. We believe in commitment to being relentless in assuring that our students achieve in academics, with reading, math and writing as our primary focus. We believe in teamwork between school and home being essential to our students. We believe in our school atmosphere being one of purposeful learning. We believe in the importance of consistency and fairness in procedures, discipline, rules and behavior.

School Highlights

Mark Twain has been designated a Nevada State Title I Distinguished School. An SFA Facilitator is available to all staff members for instructional feedback and support. Technology available in each classroom includes Smartboards, multiple desktop computers and audio enhancement systems. Teachers have incorporated the use of Thinking Maps in their curriculum. A team of teachers has been trained and now serve as site trainers for the Write From Beginning Program. Gifted and Talented students in grades 3-5 receive specialized differentiated instruction and participate in afterschool enrichment instruction. A Co-teach full inclusion model is utilized for students with IEPs who have been identified as benefiting from this instructional model. School-wide committees meet to address the needs of the school and participate in shared leadership decision making. Mark Twain has established a Professional Learning Community (PLC) whereby grade level teams make data-driven instructional decisions for student achievement. All staff members have received high quality training in the area of PLCs. Mark Twain offers an on-site Pre-Kindergarten program. Additional curriculum opportunities for student success include individualized Computer Assisted

Comprehensive Needs Assessment	Mark Twain Elementary
<p>Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school data. All data available should be part of the needs assessment, this includes but is not limited to; student achievement data, observation data, survey data, demographic data, and other school data. The following questions should be asked while conducting the needs assessment: How well did we do? How do student groups compare in our school? What do other forms of data tell us about how we are performing? Are there any distinct trends?</p>	
<p>Key Strengths (e.g., subject areas that exceed targeted proficiency levels).</p>	
<p>Mark Twain students exceeded the AYP Math goal of 43.3% by sizeable margins in all areas. 5th grade students showed a 17% increase in writing proficiency from the previous school year. 06-07 34% of students met the AYP target. In 07-08 51% of students met the AYP target.</p>	
<p>Priority Concerns (e.g., subject areas below the targeted proficiency levels)</p>	
<p>All areas of English Language Arts testing showed a decline in % of students meeting targeted proficiency levels, including whole school and Caucasian students. Mark Twain AYP results reflect that an insufficient number of students in the subpopulations of FRL, IEP, Hispanic and LEP met the targeted proficiency levels as well as declining in % proficient from the previous school year. Mark Twain is currently on the Watch List for English Language Arts.</p>	
<p>Priority Needs: Based on your review and analysis, which <i>priority needs</i> are identified for improvement? Data Analysis Guide (DAG) from the SAGE Guidebook (Appendix C) should be used to help identify the areas of priority need.</p>	
<p>English Language Arts achievement needs to improve for Hispanic, IEP, LEP and FRL subpopulations</p>	
<p>Time allotment for professional development is required to train staff on school and district curriculum initiatives including, Thinking Maps and Write From the Beginning, SFA and MAP assessment training</p>	
<p>T4S protocol observation results, as they reflect the implementation of effective teaching strategies, indicate a need for continued focus.</p>	

Causes & Solutions		Mark Twain Elementary	
<p>1. Inquiry Process. In this section the team will clearly identify the causes of the priority needs and the solutions to those needs. The following are important questions to ask in determination of the causes and solutions: What are the barriers for improved student learning? What areas of the DAG highlight barriers for improved student learning? What can we, as a school, do to make a difference in student achievement? What solutions can be selected to sustain current key strengths and that will address the priority concerns?</p> <p>When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under Senate Bill 1: School Improvement plans must include:</p> <ol style="list-style-type: none"> a. Scientifically based research strategies to strengthen core academic subjects, b. Strategies to promote effective parental involvement c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities d. Strategies to improve academic achievement, including strategies to: <ul style="list-style-type: none"> • instruct pupils who are not achieving to their fullest potential; • increase student attendance and reduce the drop out rate; • integrate technology into the instructional and administrative programs; • manage effectively the discipline of pupils; and • enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34) 			
Priority Needs		Causes (Example: Inconsistent curriculum, Ineffective teaching strategies)	Possible Solutions (Suggested strategies)
<p>English Language Arts achievement needs to improve for Hispanic, IEP, LEP and FRL subpopulations</p>		<p>SFA components not stressed equally among all staff. Instruction in test taking skills and constructed response needs to be provided. Reading strategies need to be modeled and practiced throughout the content areas.</p>	<p>Survey teachers re: current practices via already established curriculum committees. Utilize shared leadership decision making process to establish consistent curriculum guidelines for teachers and to reach agreement on a monitoring process. Utilize STPT collaboration to agree on essential standards and common assessments to collect student achievement data to drive instruction</p>

Causes & Solutions

<p>Time allotment for professional development is required to train staff on school and district curriculum initiatives including, Thinking Maps and Write From the Beginning, SFA and MAP assessment training</p>	<p>Lack of accountability to implement or share knowledge/expertise gained from Professional Development opportunities attended by staff members. Early release time is too brief for in-depth training. Multiple school and district initiatives introduced simultaneously.</p>	<p>Survey grade level teams in order to determine research-based differentiated professional development based on STPT team goals. Optimize district provided professional development early release and institute days with multiple offerings reflecting team goals. Provide job-embedded professional development, with use of literacy coach and staff expertise, i.e. Thinking Maps coordinator, voluntary peer coaching, MAP Coordinator.</p>
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Goal Setting

Goal Setting		Mark Twain Elementary
<p>Setting Goals: The focus of this section is to establish Goals that address the priority concerns. It is recommended that school's limit the number of goals to as little as one and no more than three. Goals should be written to be overarching and identify a vision of improvement that targets an area of practice. It is recommended that the goal statements reflect from the following five areas highlighted in the DAG: 1) Professional Development, 2) Curriculum, Instruction/Intervention, & Assessment, 3) Shared Leadership, 4) Learning Environment and School Culture, and 5) Parent and Community Development.</p> <p>EXAMPLE: Teachers will be provided professional development on instructional strategies to improve student achievement.</p>		
Priority Needs	Causes (Example: Inconsistent curriculum, Ineffective teaching strategies)	Possible Solutions (Suggested strategies)
<p>English Language Arts achievement needs to improve for Hispanic, IEP, LEP and FRL subpopulations</p>	<p>SFA components not stressed equally among all staff. Instruction in test taking skills and constructed response needs to be provided. Reading strategies need to be modeled and practiced throughout the content areas.</p>	<p>Survey teachers re: current practices via already established curriculum committees. Utilize shared leadership decision making process to establish consistent curriculum guidelines for teachers and to reach agreement on a monitoring process. Utilize STPT collaboration to agree on essential standards and common assessments to collect student achievement data to drive instruction</p>
<p>Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.</p>		
<p>Time allotment for professional development is required to train staff on school and district curriculum initiatives including, Thinking Maps and Write From the Beginning, SFA and MAP assessment training</p>	<p>Lack of accountability to implement or share knowledge/expertise gained from Professional Development opportunities attended by staff members. Early release time is too brief for in-depth training. Multiple school and district initiatives introduced simultaneously.</p>	<p>Survey grade level teams in order to determine research-based differentiated professional development based on STPT team goals. Optimize district provided professional development early release and institute days with multiple offerings reflecting team goals. Provide job-embedded professional development, with use of literacy coach and staff expertise, i.e. Thinking Maps coordinator, voluntary peer coaching, MAP Coordinator.</p>

Objectives & Interventions

Measurable Objectives & Interventions

Purpose: For each goal a measurable objective should be developed that is focused on student achievement. The measurable objective should contain the following: 1) an outcome indicator (ex. CRT), 2) baseline (ex. During the 2006-07 school year the 3rd grade students performed at – level), 3) Expected change in performance (ex. For the 2007-08 school year it is expected that the 3rd grade students perform at-----), 4) timeline (use dates to identify when growth is expected). Once the measurable objective is written it now time to select the interventions. The team should refer to the possible solutions that were identified during the Inquiry Process and determine if these solutions align with the goals and objectives. During this section the team should be asking the questions: What are our goals/objectives for improvements in classroom instruction and student learning? What are the best possible solutions/interventions that fit our needs? What advantages and/or disadvantages does each intervention bring? Does the intervention link directly to the goal, objective and causes? Does the intervention ensure sustained professional development? Are resources available to carry out the interventions?

Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.

Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs

Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to to the curriculum.

Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.

Intervention 3: Assessment strategies will be utilized to drive instruction.

Rubric for Goal1

<p><i>Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.</i></p>				
<p>Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs</p>				
	Rating 1 (Limited)	Rating 2 (Partial)	Rating 3 (Substantial)	Rating 4 (Full)
	<p><i>Teachers, and administration are familiar with research-based effective instructional, assessment and collaboration strategies.</i></p>	<p><i>Teachers begin to apply effective instructional strategies in the delivery of ELA curriculum. Administration requires the inclusion of strategies in lesson planning and provides resources including coaching . Teachers and administration begin to analyze assessment data in a collaborative setting. Students have an awareness of teachers use of assessment data.</i></p>	<p><i>Teachers are proficient in the implementation of most effective instructional strategies and are beginning to use assessment data to drive instruction. Teachers guide students to utilize the components of effective instruction in their own learning. Administration provides timely and specific feedback regarding utilization of the strategies. Teachers meet collaboratively following a team-set agenda that meets timeline parameters set by administration. Students are familiar with the assessment components for goal setting.</i></p>	<p><i>Teachers meet administrative expectation for proficiency in all components of the research-based effective strategies for instruction. Students use the components of effective instruction for their own learning. Teachers meet collaboratively following a team set agenda and timeline that results in the formation of common formative assessments in the areasof ELA. Administration provides resources for team-developed collaborative goals. Assessment data is regularly utilized by teachers to differentiate instruction. Students participate in dialogue with teachers for setting personal learning goals based on assessment data.</i></p>

Action Plan-Goal1 Int1

Mark Twain Elementary		2008-09				
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.						
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs						
Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to to the curriculum.						
#		Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
2	Teachers to be trained in Thinking Map/"Language For Learning" and implement program in classrooms	9/08 - 6/09	TM trainer; early release time; inservice; curriculum material	Administration; teacher trainer	Teacher survey; staff sign-in sheet	MAP data
3	Teachers to be trained in Write from the Beginning Program and implement program in classrooms	9/08 - 6/09	Writing Trainer; writing mentor, training teacher sub for scoring days; early release time; inservice; curriculum material	Administration; teacher trainer	Student work scored with writing traits rubric; staff sign-in sheet; trainer survey results	Writing Proficiency scores
4	School administration will provide leadership to create individualized professional development in SFA, providing opportunities for peer observations, coaching in individual components.	9/08 - 6/09	SFA facilitator; SFA conference; sub time for observation/coaching;	SFA facilitator; Administration	Observation protocol; professional development agendas and sign-in sheets; Peer observation log.	Coaching log; SFA assessment; Quarterly Assessment Forms

Continuum of Change-Goal1 Int1

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to the curriculum.				
Expected Change in Staff: Staff will consistently deliver English Language Arts instruction with fidelity to the SFA curriculum and the Write From the Beginning instructional model.				
		Short Term Change	Intermediate Change	Long Term Change
Knowledge	conceptual understanding of information, theories, principles, and research	Teacher: will have a clear understanding of curriculum standards	Teacher: clear understanding of enduring and important rated standards of ELA.	Teacher: Clear understanding of enduring and important standards and their assessability at the local and state levels
		Administrator: Provide curriculum material and curriculum training for ELA.	Administrator: attend training and serves as a role model for the learning	Administrator: attend training and observe teachers using protocol for ELA.
		Tool to evaluate: professional development survey	Tool to evaluate: Student friendly objectives and standards included in lessons plan	Tool to evaluate: Observation data
Skills	strategies and procedures to apply knowledge	Teacher: will demonstrate strategies or procedures to implement curriculum based lesson	Teacher: will demonstrate strategies or procedures to implement curriculum reflecting enduring and important standards of ELA.	Teacher: will demonstrate strategies or procedures to lesson plans with fidelity to curriculum based on their understanding of enduring and important standards and their assessability at the local and state levels
		Administrator: Provide curriculum material and curriculum training for ELA.	Administrator: attend training and serves as a role model for the learning	Administrator: attend training and observe teachers using protocol for ELA.
		Tool to evaluate: lesson plan review	Tool to evaluate: lesson plan review	Tool to evaluate: lesson plan review

Continuum of Change-Goal1 Int1

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to the curriculum.				
Expected Change in Staff: Staff will consistently deliver English Language Arts instruction with fidelity to the SFA curriculum and the Write From the Beginning instructional model.				
Behavior	consistent application of knowledge and skills	Teacher:will implement strategies or procedures to implement curriculum based lesson	Teacher: will implement strategies or procedures to implement curriculum reflecting enduring and important standards of ELA.	Teacher: implement strategies or procedures to lesson plans with fidelity to curriculum based on their understanding of enduring and important standards and their assessbility at the local and state levels
		Administrator: conduct observations to collect data to determine needs for teachers and provide support/coaching	Administrator: conduct observations to collect data to determine needs for teachers and provide support/coaching	Administrator: conduct observations to collect data to determine needs for teachers and provide support/coaching
		Tool to evaluate: T4's, SFA Observation protocol	Tool to evaluate: T4's, SFA Observation protocol	Tool to evaluate: T4's and SFA Observation protocol

Imp & Mon Plan-Goal1 Int1

Mark Twain Elementary		2008-09					
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.							
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs							
Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to to the curriculum.							
#	Action Steps to implement the intervention	Date Completed	Artifacts to be collected	Artifact Verified (Y/N)	Evaluation / Assessment Tool	Results of Evaluation / Assessment	Adjustments needed
2	Teachers to be trained in Thinking Map/"Language For Learning" and implement program in classrooms	6/07-6/09	Teacher survey; staff sign-in sheet		MAP data		
3	Teachers to be trained in Write from the Beginning Program and implement program in classrooms	6/08-6/09	Student work scored with writing traits rubric; staff sign-in sheet; trainer survey results		Writing Proficiency scores		
4	School administration will provide leadership to create individualized professional development in SFA, providing opportunities for peer observations, coaching in individual components.	6/08-6/09	=Action Plan-Goal1 Int1!F11		Coaching log; SFA assessment; Quarterly Assessment Forms		

Action Plan-Goal1 Int2

Mark Twain Elementary		2008-09				
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.						
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs						
Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Establish timeline for Professional Development in the area(s) of STPT and Collaboration	9/07 - 6/08	Teacher/Administration	Administration; grade level representatives	professional development schedule; timeline	Evaluate feedback forms
2	Staff participation in Professional Development in the area of STPTs and Collaboration	9/07 - 6/08	PDC; on-site staff conferences; early release days; guest speakers; PLC conference	Administration; staff	Staff surveys upon completion of trainings; administrative walk throughs; T4s data; sign in sheet	Survey results; T4s results; evaluate feedback forms
3	Staff participation in weekly STPT meetings	9/07 - 6/09	Common Prep Time; Curriculum resources	Team Facilitators; teachers	STPT team feedback forms; common formative assessments;	Weekly STPT feedback; common formative assessment results
4						
5						

Continuum of Change-Goal1 Int2

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.				
Expected Change in Staff: Teachers will implement the components of the PLC model at weekly STPT meetings including the setting SMART goals, collection and monitoring of achievement data, planning for instruction based on data and planning for relevant professional development.				
Short Term Change		Intermediate Change		
Long Term Change				
Knowledge	conceptual understanding of information, theories, principles, and research	Teachers will have an understanding of the components of the PLC model.	Teachers will have an understanding of the components of the PLC model and how it's used to establish learning goals and prepare common assessments.	Teachers will have an understanding of how the weekly STPT meetings are used to monitor achievement data, plan for instruction based on data and plan for relevant professional development.
		Administrator will provide training on the PLC model and attend weekly STPT meetings.	Administrator will be an active member during collaborative meetings.	Administrator will be an active member during collaborative meetings and respond to feedback forms.
		Tool to evaluate: Weekly STPT Feedback Forms	Tool to evaluate:Weekly STPT Feedback Forms	Tool to evaluate:Weekly STPT Feedback Forms
Skills	strategies and procedures to apply knowledge	Teachers will participate in weekly STPT meetings	Teachers will collaborate in weekly STPT meetings to establish learning goals and prepare common assessments.	Teachers will collaborate in weekly STPT meetings to evaluate achievement data and plan for relevant professional development
		Administrator will provide training on the PLC model and attend weekly STPT meetings.	Administrator will be an active member during collaborative meetings.	Administrator will be an active member during collaborative meetings and respond to feedback forms.
		Tool to evaluate: Weekly STPT Feedback Forms	Tool to evaluate: Weekly STPT Feedback Forms	Tool to evaluate: Weekly STPT Feedback Forms

Continuum of Change-Goal1 Int2

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.				
Expected Change in Staff: Teachers will implement the components of the PLC model at weekly STPT meetings including the setting SMART goals, collection and monitoring of achievement data, planning for instruction based on data and planning for relevant professional development.				
Behavior	consistent application of knowledge and skills	Teachers will implement the components of the PLC model at weekly STPT meetings.	Teachers will implement the components of the PLC model at weekly STPT meetings including the establishment of learning goals and the preparation of common formative assessments.	Teachers will implement the components of the PLC model at weekly STPT meetings including the monitoring of achievement data, planning for instruction based on data and planning for relevant professional development.
		Administrator will provide training on the PLC model and attend weekly STPT meetings.	Administrator will provide training on the PLC model and attend weekly STPT meetings.	Administrator will provide training on the PLC model and attend weekly STPT meetings.
		Tool to evaluate: Weekly STPT Feedback Forms	Tool to evaluate:Weekly STPT Feedback Forms	Tool to evaluate: Weekly STPT Feedback Forms and MAP achievement data

Imp & Mon Plan-Goal1 Int2

Mark Twain Elementary		2008-09					
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.							
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs							
Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.							
#	Action Steps to implement the intervention	Date Completed	Artifacts to be collected	Artifact Verified (Y/N)	Evaluation / Assessment Tool	Results of Evaluation / Assessment	Adjustments needed
1	Establish timeline for Professional Development in the area(s) of STPT and Collaboration		professional development schedule; timeline		Evaluate feedback forms		
2	Staff participation in Professional Development in the area of STPSs and Collaboration		Staff surveys upon completion of trainings; administrative walk throughs; T4s data; sign in sheet		Survey results; T4s results; evaluate feedback forms		
3	Staff participation in weekly STPT meetings		STPT team feedback forms; common formative assessments;		Weekly STPT feedback; common formative assessment results		

Action Plan-Goal1 Int3

Mark Twain Elementary			2008-09			
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.						
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs						
Intervention 3: Assessment strategies will be utilized to drive instruction.						
#	Action Steps to implement the intervention	Date/Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Establish timeline for Professional Development in the area(s) of Formative and Summative Assessment and Data Analysis	9/08-6/09	Teacher/Admin Collaboration	Administration, Grade level Representatives; MAP Coordinator	Professional Development Schedule	PD Schedule
2	Staff will participate in Professional Development in the areas of Formative and Summative Assessment and Achievement Data Analysis to make instructional decisions.	9/08 - 6/09 Specific dates as determined by PD schedule	PDC; On-site staff; conferences; Early Release Days	Administration, Staff; MAP Coordinator	PD Sign-in sheets; staff surveys upon completion of PD; Training materials.	Staff PD Surveys; MAP Data Self-Evaluation
3	Teachers will adapt instruction based on assessment data	9/08 - 6/09	Formative and Summative Assessments; STPT meetings; DesCartes Continuum of learning; Reflective coaching opportunities	Administration; teachers, Grade level Reps; MAP Coordinator	PLC Self assessment Rubric; Team intervention plans; PLC Team Feedback Forms	Lexia Data; Common Assessment Data; MAP Achievement Status and Grow Summary (ASG) crystal Report; Student Personal Education Plans (PEPs)
4	MAP Assessment data and classroom assessment will be used to drive instruction	9/08 - 6/09	MAP Coordinator; Data from classroom and MAP assessment	MAP Coordinator; Administration; classroom teachers	PLC Self assessment Rubric; Team intervention plans; PLC Team Feedback Forms	Lexia Data; Common Assessment Data; MAP Achievement Status and Grow Summary (ASG) crystal Report; Student Personal Education Plans (PEPs)

Continuum of Change-Goal1 Int3

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 3: Assessment strategies will be utilized to drive instruction.				
Expected Change in Staff: Teachers will demonstrate knowledge and carry out implementation of strategies and procedures for the adaptation of instruction based on achievement data				
		Short Term Change	Intermediate Change	Long Term Change
Knowledge	conceptual understanding of information, theories, principles, and research	Teachers will have an understanding for the uses of formative and summative assessments.	Teachers will have an understanding of the analysis of data derived from formative and summative assessments .	Teachers will have an understanding of the adaptation of instruction based on data derived from formative and summative assessments.
		Administrator will provide resources to facilitate understanding of the uses of formative and summative assessment.	Administrator will provide resources to facilitate understanding of the analysis of data derived from formative and summative assessments.	Administrator will provide resources to facilitate understanding of the adaptation of instruction based on data derived from formative and summative assessment.
		Tool to evaluate: Professional Development survey	Tool to evaluate: Professional Development Survey	Tool to evaluate: Professional Development Survey
Skills	strategies and procedures to apply knowledge	Teachers will demonstrate strategies or procedures for the uses of formative and summative assessments.	Teachers will demonstrate strategies and procedures for the analysis of data derived from formative and summative assessments .	Teachers will demonstrate strategies and procedures for the adaptation of instruction based on data derived from formative and summative assessments.
		Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.	Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.	Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.
		Tool to evaluate: T4S Observation, Lesson Plan Review	Tool to evaluate: T4S Observation, Lesson Plan Review	Tool to evaluate: T4S Observation, Lesson Plan Review

Continuum of Change-Goal1 Int3

Mark Twain Elementary		2008-09		
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.				
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs				
Intervention 3: Assessment strategies will be utilized to drive instruction.				
Expected Change in Staff: Teachers will demonstrate knowledge and carry out implementation of strategies and procedures for the adaptation of instruction based on achievement dat				
Behavior	consistent application of knowledge and skills	Teachers will implement strategies or procedures in the use of formative and summative assessments.	Teachers will implement strategies and procedures for the analysis of data derived from formative and summative assessments .	Teachers will implement strategies and procedures for the adaptation of instruction based on data derived from formative and summative assessments.
		Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.	Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.	Administrator will observe and provide feedback regarding the teachers' use of formative and summative assessment.
		Tool to evaluate:T4S Observation, Lesson Plan Review	Tool to evaluate:T4S Observation, Lesson Plan Review	Tool to evaluate:T4S Observation, Lesson Plan Review

Imp & Mon Plan-Goal1 Int3

Mark Twain Elementary		2008-09					
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.							
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs							
Intervention 3: Assessment strategies will be utilized to drive instruction.							
#	Action Steps to implement the intervention	Date Completed	Artifacts to be collected	Artifact Verified (Y/N)	Evaluation / Assessment Tool	Results of Evaluation / Assessment	Adjustments needed
1	Establish timeline for Professional Development in the area(s) of Formative and Summative Assessment and Data Analysis		Professional Development Schedule		PD Schedule		
2	Staff will participate in Professional Development in the areas of Formative and Summative Assessment and Achievement Data Analysis to make instructional decisions.		PD Sign-in sheets; staff surveys upon completion of PD; Training materials.		Staff PD Surveys; MAP Data Self-Evaluation		
3	Teachers will adapt instruction based on assessment data		PLC Self assessment Rubric; Team intervention plans; PLC Team Feedback Forms		Lexia Data; Common Assessment Data; MAP Achievement Status and Grow Summary (ASG) crystal Report; Student Personal Education Plans (PEPs)		

Imp & Mon Plan-Goal1 Int3

Mark Twain Elementary		2008-09					
Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.							
Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs							
Intervention 3: Assessment strategies will be utilized to drive instruction.							
#	Action Steps to implement the intervention	Date Completed	Artifacts to be collected	Artifact Verified (Y/N)	Evaluation / Assessment Tool	Results of Evaluation / Assessment	Adjustments needed
4	MAP Assessment data and classroom assessment will be used to drive instruction		PLC Self assessment Rubric; Team intervention plans; PLC Team Feedback Forms		Lexia Data; Common Assessment Data; MAP Achievement Status and Grow Summary (ASG) crystal Report; Student Personal Education Plans (PERs)		

Evaluation of SIP-Goal1

Evaluation of SIP

Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.

Measurable objectives: Mark Twain Elementary will make AYP in all subpopulation groups in English Language Arts as measured by CRTs

Actual growth compared to measurable objective	Comments/Recommendations
[How did actual growth compare to the measurable objective?]	[What comments and recommendations should be made for future adjustments?]

#	Intervention	Expected Change	Actual Change	Comments/Recommendations
1	Intervention 1: English Language Arts curriculum to be refined; delivery of curriculum be monitored for fidelity to to the curriculum.	Expected Change in Staff: Staff will consistently deliver English Language Arts instruction with fidelity to the SFA curriculum and the Write From the Beginning instructional model.	[Actual change should be based on the continuum of change]	[What comments and recommendations should be made for future adjustments?]
2	Intervention 2: Teachers will participate in PLC/STPT to establish learning goals, prepare common assessments, monitor achievement data for all learners and plan for relevant professional development.	Expected Change in Staff: Teachers will implement the components of the PLC model at weekly STPT meetings including the setting SMART goals, collection and monitoring of achievement data, planning for instruction based on data and planning for relevant professional development.	[Actual change should be based on the continuum of change]	[What comments and recommendations should be made for future adjustments?]
3	Intervention 3: Assessment strategies will be utilized to drive instruction.	Expected Change in Staff: Teachers will demonstrate knowledge and carry out implementation of strategies and procedures for the adaptation of instruction based on achievement dat	[Actual change should be based on the continuum of change]	[What comments and recommendations should be made for future adjustments?]

Overall Success of this Goal

[Narrative addressing success of this goal]

Goal success: Based on the above information and the goal rubric, what success rubric rating is appropriate for the goal?

Success Rubric: [Circle or Bold appropriate rating]

Rating 1 (Limited) / Rating 2 (Partial) / Rating 3 (Substantial) / Rating 4 (Full)

Mark Twain Elementary

BUDGET <i>All schools MUST complete this page.</i>					
School Goals		Total Amount Needed to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal	
Goal#1	Goal 1: Student achievement in ELA will improve with the provision of professional development and adherence to research-based practice in the areas of instruction, assessment and teacher collaboration.	328,025	328,025	0	
Goal#2	Goal 2:				
Goal#3	Goal 3:				

Budget Information

Mark Twain Elementary

Provide the other sources of funds you are currently receiving and identify the purposes for which those funds are spent. Possible sources of funds might include Title I, Title II, Title III, Title IV, Title V, 21st Century, Gear Up, Reading First, Busin

BUDGET *All schools MUST complete this page .*

Source of Funds	Amount Received for current school year	Purposes for which funds are used
Title I	181,485	Paraprofessional support, School Improvement activities, supplies, technology, books, professional development
SB185		
Title III	20,000	Remediation Programs
ECE	126,540	Pre-K Teacher and 2 paraprofessionals

Other Required Elements of a School Improvement Plan. All Schools complete this page

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Mark Twain has fully embraced the tenets of the No Child Left Behind Act. All of our students receive the same high level of educational services . Academic support programs are provided to students based on school wide assessments that are administered to all students. Subpopulations are provided academic supports specific to their defined needs per state and federal requirements, including IDEA and Title III. Mark Twain has adopted the RTI (Response to Intervention) model of student support whereby teachers, parents and other concerned staff identify students who are in need of additional academic support in the core subject areas. Interventions are designed and monitored for student success. All students are taught by a highly qualified staff. 100% of our teachers and paraprofessionals have been certified highly qualified per state requirements. All students receive a minimum of 90 minutes of reading instruction daily in the school wide reading program and a minimum of 60 minutes of math instruction per day. Pre-K program establishes criteria for admission that targets the needs of FRL and ELL students.
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
A before-school homework program is offered to students who have chronic tardy, attendance, and work completion issues. An afterschool remediation program (Soaring Hawks) is offered to students in the areas of Reading and Writing. Students have been identified for the 4-day/wk program per the results of the MAP assessments administered 2 times per year and writing samples assessed with the Writing Traits rubric. A 5-week summer school program is offered to students in need of remediation in the core academic areas and/or English as a Second Language.
3. Describe the resources available to the school to carry out the plan.
Mark Twain receives Title I and Title III funds. Mark Twain also receives funds from a NV Early Childhood Education grant.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
ECE and funds appropriated by the Legislature have benefited Mark Twain's pre-K program and the school wide Math program respectively. Student achievement data bears out that students who have a pre-K experience are better prepared to enter kindergarten.
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
Mark Twain is in compliance with all aspects of the law. The Educational Involvement Accords are signed by parents at the beginning of each school year and kept on file at the school site. Parents are included in the educational process via parent conferences, weekly Pee Chee folders which include citizenship grades, academic parent nights and the SFA home-school connection homework program.
6. If applicable, describe how the school will make it's Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking
All English Language Learners are assessed per Title III requirements. ESL staff provide support for students in the mainstream classroom. Curriculum specific to the developmental needs of English Language Learners includes the Zip Zoom literacy program for grades 1-2 and the Ellis Learning Lab for grades 3-5. Classroom teachers have been trained in HQSI, differentiated instruction and T4S effective instructional strategies. All English Language Learners receive 90 minutes of uninterrupted literacy instruction daily in the school wide Success For All reading program.

Appendix A

Other Required Elements

Mark Twain Elementary

Mark Twain Elementary

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		96%	Eligible	yes	
Transiency Rate			Served		
% enrolled continuously since Count Day			Targeted Assisted		
Incidents of School Violence: Student-to-Student	0		Schoolwide	yes	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	yes	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)			Did you appeal your latest AYP designation?	yes	
Graduation Rate (HS)			Was your latest appeal granted?	yes	
			Designated as Persistently Dangerous School?	no	
			Receiving State Remediation funding?	no	
			Has a State SST been assigned to your school?	no	

School Year 2007-2008

Mark Twain Elementary School

Adequate Yearly Progress Report for 2007-2008 School Year *FINAL RESULTS 07/21/2008

School ID Number:

13211.1

School District: Carson City School District

Grades Served: Kindergarten - Grade 5

Principal: Laura Austin

Address: 2111 Carriage Crest Drive
Carson City, NV 89706

Phone: 775-283-1000

School Designation: Watch

Designation Area Status:

ELA	Watch
Math	Adequate
Other Indicator	Adequate

Student Demographics:

[Questions?](#)

Eligible Population: 324.5 students

Race & Ethnicity Composition	
American Indian / Al	1.5%
Asian / Pacific Island	4.0%
Hispanic / Latino	41.3%
Black / African Amer	1.8%
White / Caucasian	51.3%

Students with an IEP:	13.9%
Limited English Proficient (LEP) Students:	35.6%
Students Receiving Free or Reduced Price	51.2%

Students Continuously Enrolled: 93.8%

Title I Funded School? Yes

AYP Classification Information:

Mark Twain Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the

AYP Report Information:

This report contains information regarding the performance of this school during the 2007-2008 school year under the NCLB

*If you need further information please visit <http://nde.doe.nv.gov/AYPInfoMaterials.htm>

Mark Twain ES 2007-2008 AYP Results

[Questions?](#)

Population	ELA Participati on	ELA Achievement		Math Participati on	Math Achievement		Other Indicator
		ELA Status	ELA Safe Harbor		Math Status	Math Safe Harbor	
School	Yes	Yes	-	Yes	Yes	-	Yes
American Indian / Alaskan Native	Yes	***	***	Yes	***	***	
Asian / Pacific Islander	Yes	***	***	Yes	***	***	
Hispanic / Latino	Yes	No	No	Yes	Yes	-	
Black / African American	Yes	***	***	Yes	***	***	
White / Caucasian	Yes	Yes	-	Yes	Yes	-	
IEP	Yes	No	No	Yes	Yes	-	
LEP	Yes	No	No	Yes	Yes	-	
FRL	Yes	No	No	Yes	Yes	-	

Color Key	
	Did Not Make Adequate Yearly Progress
	WARNING: Status Level Below Baseline
	Sample Size Too Small to Evaluate
	Criteria Met Through Appeal

NA Denotes Sample Size = 0; Participation Rate Analysis Not Applicable

*** Denotes Sample Size < 25; Status and Safe Harbor Evaluations Not Applicable

* Denotes Safe Harbor Not Made Due To Other Indicator

- Denotes Data Not Available

#REF!

#REF!	ELA Participation				Math Participation Questions?			
Population	Enrollment	ELA Participation (N >= 20)	ELA Participation (N < 20)	Make ELA Participation?	Enrollment	Math Participation (N >= 20)	Math Participation (N < 20)	Make Math Participation?
#REF!	322.0	100.00%		Yes	323.0	100.00%		Yes
#REF!	5.0	-	5.0	Yes	5.0	-	5.0	Yes
#REF!	7.0	-	7.0	Yes	7.0	-	7.0	Yes
#REF!	133.0	100.00%		Yes	134.0	100.00%		Yes
#REF!	5.0	-	5.0	Yes	5.0	-	5.0	Yes
#REF!	172.0	100.00%		Yes	172.0	100.00%		Yes
#REF!	46.0	100.00%		Yes	46.0	100.00%		Yes
#REF!	112.0	100.00%		Yes	113.0	100.00%		Yes
#REF!	158.0	100.00%		Yes	164.0	100.00%		Yes

Color Key

NA	Participation Rate Analysis Not Applicable; Sample Size = 0
	Participation Rate Target Not Met
Appealed	Participation Rate Target Met Through Appeal

Participation Rate Goals

Group Size	Goal
N>=20	95%
N<20	N-1

Source	Current Year AYP Data			
Mark Twain ES	2007-2008	Population	PAC	CI
Mark Twain ES ELA	N-Size	Goal	51.70%	
	304.5	School	52.71%	4.71%
	5.0	American I	0.00%	0.00%
	13.0	Asian / Pac	0.00%	0.00%
	126.5	Hispanic / I	41.50%	7.21%
	5.0	Black / Afri	0.00%	0.00%
	155.0	White / Ca	60.97%	6.45%
	41.0	IEP	28.05%	11.54%
	108.0	LEP	39.35%	7.73%
	153.5	FRL	44.63%	6.60%

Previous AYP Data		
PAC	N-Size	CI
56.71%	294.5	4.75%
0.00%	5.0	0.00%
0.00%	7.0	0.00%
43.21%	121.5	7.39%
0.00%	2.0	0.00%
66.98%	159.0	6.14%
36.90%	42.0	12.25%
39.23%	104.5	7.86%
48.94%	141.0	6.93%

Growth Analysis		
Change	CI Change	Safe Harbor
10.00%		
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.19%	7.44%	7.64%
0.00%	0.00%	0.00%

Mark Twain ES Math	N-Size	Goal	54.60%	
	304.0	School	67.11%	4.43%
	5.0	American I	0.00%	0.00%
	13.0	Asian / Pac	0.00%	0.00%
	126.0	Hispanic / I	60.32%	7.17%
	5.0	Black / Afri	0.00%	0.00%
	155.0	White / Ca	71.61%	5.96%
	41.0	IEP	46.34%	12.81%
	112.0	LEP	61.61%	7.56%
	153.0	FRL	60.13%	6.51%

56.12%	294.0	4.76%
0.00%	5.0	0.00%
0.00%	7.0	0.00%
45.45%	121.0	7.45%
0.00%	2.0	0.00%
64.78%	159.0	6.23%
26.19%	42.0	11.16%
45.19%	104.0	8.03%
45.89%	146.0	6.78%

10.00%		
25.03%	6.08%	31.11%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
27.25%	7.78%	35.03%
0.00%	0.00%	0.00%
19.40%	10.04%	29.44%
27.30%	9.45%	36.75%
29.95%	8.26%	38.21%
26.32%	7.13%	33.45%

School Year 2007-2008

School Year 2007-2008

Mark Twain ES	Graduation Rate	Average Daily Attendance		Questions?
		2007-2008	2006-2007	
Population				Make Other Indicator ?
School		95.19%	-	Yes
American Indian / Alaskan Native		92.42%	-	Yes
Asian / Pacific Islander		94.21%	-	Yes
Hispanic / Latino		95.93%	-	Yes
Black / African American		95.56%	-	Yes
White / Caucasian		94.64%	-	Yes
IEP		95.65%	-	Yes
LEP		96.11%	-	Yes
FRL		95.39%	-	Yes

Color / Code Key	
	School Did Not Make AYP Due To Other Indicator
	Other Indicator Target For Disaggregated Group Not Met
	WARNING: Other Indicator Target Met Due to Growth
	Other Indicator Target Met Through Appeal
-	Other Indicator Data Not Available
NA	Not Applicable (No Data to Analyze)

T4S Data Sheet

Mark Twain Elementary School	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5
Date of observation	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Instructional Practices to Engage and support all students in learning					
Facilitation of Student conversation	9	5	11	1	
Teacher-led Instruction	45	35	34	33	
Student seatwork with Teacher Engaged	37	30	25	24	
Student seatwork with teacher Disengaged	1	1	0	2	
Total Disengagement	0	0	0	0	
Student Engagement Throughout the Learning					
85% +	18	20	17	8	
Teacher Elicits students to be engaged in academic learning			39	35	
85% of students engaged throughout the learning			35	28	
Student engagement is made mandatory for 85% of students			20	8	
Maintains the engagement of 85 percent or more throughout			17	8	
Instructional Strategies (Marzano, et al., 2001)					
Identifying similarities and/or differences		11	11	2	
Note taking		8	3	3	
Advanced Organizers		21	9	1	
Summarizing		6	5	4	
Nonlinguistic representations		6	6	6	
Level of Cognition					
Remember	37	39	39	35	
Understand	31	32	29	26	
Apply	21	12	13	13	
Analyze-Evaluate-Create	12	5	7	4	
Instructional Practices related to standards/curriculum and students					
Standards / Learning objective(s) communicated to all students	35	35	31	25	
Learning is made relevant for learners	35	33	32	21	
Key vocabulary emphasized	16	23	14	13	
Instructional scaffolding to assist and support student understanding	16	25	28	22	
Verbal scaffolding to assist and support student use of academic language	0	0	21	14	
Student interactions and/or discussions related to the learning	20	24	28	20	
output	36	31	24	21	
All teacher actions are related to standard(s)/Objective(s)	24	35	33	26	
Assessing Student Learning					
Summative assessment to determine mastery of learning	0	0	4	1	
Formative assessment to determine instructional needs of all students	6	15	10	5	
Monitors and/or adjusts individually or collectively	40	34	36	28	
Creating and maintaining effective learning environments for student learning					
Climate of fairness, caring, and respect is maintained by teacher	43	38	39	29	
Standards for behavior are maintained by teacher	45	37	36	25	
Reinforces effort and provides recognition	43	37	39	31	
Literacy rich environment established	19	29	33	30	
Instructional time maximized	11	17	13	8	
Total number of observations	45	39	39	35	