

**SCHOOL
IMPROVEMENT
PLAN**

2005-2008

**Louisburg Elementary School
Franklin County**

Principal

William Harris

50 Stone Southerland Road

Louisburg, NC 27549

Phone: 919-496-3676

Fax: 919-496-2460

Williamharris@fcschools.net

Prepared by

L.E.S. Faculty & Staff

Co-chairs: Trenace Gilmore & Carolyn Mack

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2005-2008

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SCHOOL IMPROVEMENT TEAM

**Louisburg Elementary School
2005-2008**

**William Harris, Principal
David Averette, Assistant Principal
Trenace Gilmore co-chair-person
Carolyn Mack co -chairperson
Gina Bass - Kindergarten teacher
April Younger - First grade teacher
Rebecca Palen - Second grade teacher
Brenda Smithwick - Third grade
Ann Burchette - Fourth grade teacher
Paula Loges - Fifth grade teacher
Jennifer Brax - Exceptional Children
Sherry Perdue - Teacher assistant
Jacquelyn Hartsfield - Curriculum Resource
Tina Williams- (parent)
Wendy Crudup - (parent)**

Voting Results

100 % of the eligible school staff voted to approve this school improvement plan.

Incentive Funds Distribution

The following is a description of how incentive funds will be distributed.

Incentive funds will be distributed in accordance with the general statutes passed by the legislature.

SCHOOL PROFILE:

Executive Summary

Louisburg Elementary School
2005-2008

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school characteristics, and our stakeholders' perspective.

Student Performance Data

Student Performance Data

The students and teachers at Louisburg Elementary strive each year to improve in all areas of the curriculum. The 2004-2005 EOG scores decrease in both reading and math for third grade from the previous year. We attribute this decline to implementation of new programs and several changes during the year. The total percent of students at level III or above in reading increased from the previous year for grades 4 and 5 with the percents of 79% (gained 4%) and 78% (gained 5%) respectively. The decline in reading scores in third grade and math scores in grades 3-5 are viewed as a challenge for our school. We are addressing this challenge in our Whole Faculty Study Groups by looking at student work and utilizing assessments to develop strategies to meet individual needs of each child. We will continue to review data, identify sub-groups, and implement new strategies to improve student achievement. We recognize that Closing the Achievement Gap must continue to rank high on our priority list and will eliminate social economic and cultural diversity factors from reflective aspects of student achievement.

Student Demographic Data

Student Demographic Data

Louisburg Elementary is recognized as a PreK -5, Title I school that serves approximately 471 students. Approximately 75% of the school's population receives free or reduced lunch. The racial composition is comprised of 45% Black, 28% White, 22% Hispanic (10% of which receive ESL services). The remaining 5% of the population is Asian, Native America and multi-racial. The Exceptional Education Program offers services for 17% of the total population.

Community Demographic Data

SCHOOL PROFILE:

Executive Summary

Louisburg Elementary School
2005-2008

Community Demographic Data

Louisburg North Carolina is a combination of urban, suburban, and rural communities. People from a wide array of racial, cultural and socioeconomic backgrounds live, work and play together. The community offers limited family or recreational activities for its citizens. The diversity of the community is mirrored on the faces of students at Louisburg Elementary.

School Characteristics

School Characteristics

Louisburg Elementary School is located on highway 39 east of Louisburg. Highway 39 intersects with Stone Southerland Road which acts as a service road to the school's two entrances. Construction of the school was completed in 2000. The facility began housing students in 2001. The building is constructed as a self-contained unit. It features 38 classrooms, 2 computer labs and resource rooms, a media center, a dining area, gymnasium, 4 student restrooms, and wide hallways. Two of the 38 classrooms have specific designations as to their use one for music and the other art. The music room walls contain buffers to absorb sound. The art room is adjacent to a kiln room used for curing ceramic art at extremely high temperatures. Twelve of the classrooms have restrooms inside for students' use. The computer labs have the capacity to accommodate a teacher's class list all at once for every grade level. The media center has several components; a great room utilized by students in open circulation and various activities coordinated by the media specialist, a conference area utilized by staff for planning and profession growth resources, office space, bookroom for leveled books, communication center and audio/video room. The gymnasium has a high school regulation basketball court and a stage area. It also serves as an assembly area. The dining area is comprised of a fully equipped kitchen with 2 serving lines and storage for food items, the eating area is spacious and furnished with tables, chairs and booths. The hallways encompass the building providing access to all of the before mentioned features within the facility including boys and girls restrooms throughout the building. The hallways are color-coded blue, green, yellow and red. All exits are clearly marked. An office complex is located at the Main Entrance to the front of the building. A reception area, conference room, record room, teachers workroom and lounge, office space for administrators and support personnel are units of this complex. A separate guidance suite complete with a meeting room and offices is connected to the office complex. Storage space for books, instructional materials and maintenance supplies are properly identified and utilized.

The grounds facilities include an interior courtyard with an amphitheater, a fenced in play area for Pre-k and kindergarten students, and an open playground with equipment and area for team/group participation activities. Parking for employees and visitors is located at the front of

the building, bus parking is located in the back.
Both the building and grounds are handicap accessible.

Stakeholder Perspective on the Quality of Education

Stakeholder Perspective

Our stakeholders include teachers, parents and students. Several surveys were done to establish a need from the major stakeholders of Louisburg Elementary. 87% of the parents felt that administrators, teachers and teacher assistants treat students with respect and genuinely care about their child. 93% of parents feel that the teachers are dedicated to helping students learn. The survey showed that 93% of students and parents feel safe at school. 96% of Louisburg Elementary parents are pleased with the quality of the education their child receive..

The student surveys revealed the following data:

87% of students like attending school at L.E.S. and felt their teacher really liked him/her. 82% of students surveyed in grades 3-5 felt that teachers are doing a great job at helping all students to learn and their teachers make learning fun.

The faculty and staff survey opened our eyes to areas of need for teachers. Communication, which was a need to improve the previous year, showed improvement. When asked, "Do you feel that our communication within our school has improved from last year?", out of 43 surveys, only 9 responded no. We found the area of extreme need is creating positive teacher morale. Suggestions from the faculty and staff included listen more to teachers, love notes from the principal and assistant principal, a receptionist for the front desk and duty free lunch.

This section of the school improvement plan is devoted to a brief description of the school's process for defining its vision, mission, and beliefs. The remainder of the plan is driven by the basic philosophies expressed herein.

School's Process for Defining Vision, Mission, and Beliefs

The faculty and staff of Louisburg Elementary see the need for each student to achieve to their highest potential. When our teachers were asked they felt that education should be developmentally appropriate and students should be challenged in all areas, not just academics. We feel Louisburg Elementary's faculty and staff, along with parents, should work collaboratively to prepare our students to be successful in whatever they decide to undertake.

Date of Staff Consensus: October 5, 2005

Vision

The faculty and staff of Louisburg Elementary envision providing a variety of experiences that will enable all students to gain the highest level of intellectual, physical, emotional, social and core-based knowledge in attaining an education that will prepare them to function successfully in their educational growth and society.

Mission

The faculty and staff of Louisburg Elementary School have made a commitment:

To accept all,
To teach all,
To challenge all,
To improve all
Children

Beliefs

We believe all students should receive a developmentally appropriate education.

ANALYSIS OF CURRENT PRACTICES

**Louisburg Elementary School
2005-2008**

This section of the school renewal plan is devoted to a brief analysis of the school's current practices. This analysis is based upon review of strategies utilized and their impact on student achievement. Systematic analysis of practices provides sound support for effective planning.

General Narrative

General Narrative

Louisburg Elementary School is a PreK-5 Title I school with approximately 75% of its population receiving free or reduced lunch.

Students are instructed in heterogeneous classrooms for reading and math. All grades utilize a daily two hour block for reading instruction.

Kindergarten is the first time many students enter a school setting. We provide a week of transition for both the new kindergartener and the parent. Parents sign students up to come in for early assessing and a chance to meet the teacher. This also gives the kindergartener an opportunity to meet new classmates prior to the first day of school. It is an exciting time for everyone.

A "Comprehensive Needs Assessment" was completed to identify the needs of our school. As a result of the findings committees and Whole Faculty Study Groups were formed to address the needs identified. The principal monitors to see that the needs are being met through "classroom walk throughs" and required observations.

Teachers work in Whole Faculty Study groups to analyze student work and identifying strategies and best practices to meet individual student needs. Whole Faculty Study groups (WFSG) have given teachers the direction to use the many initiatives and programs we have in place. Teachers meet weekly to plan strategies using the Standard Course of Study. Exceptional Education, ESL and Guidance teachers attend WFSG meetings and meetings scheduled by the county.

In order to provide opportunities for all children to meet the state's proficient level and advance the levels of student achievement the county has initiated the Guided Reading Framework for teaching reading. All teachers K-5 have implemented this framework when planning lessons. Teachers in Kindergarten -third grade began using this approach in 2004-2005 after Louisburg Elementary was awarded "The Reading First Grant" by the state of North Carolina. The grant provided teachers with eighty (80) hours of professional development in teaching reading using effective methods and instructional strategies based upon scientifically based research. Teachers in 4th and 5th grades are using the Guided Reading framework teaching this year. A "model classroom" has been established in fourth grade to serve as a model for other teachers to observe.

All teachers are required to develop Personalized Education Plans (PEPs) for students who

ANALYSIS OF CURRENT PRACTICES

**Louisburg Elementary School
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are failing or at-risk of failing. These PEPs are reviewed at the end of each nine weeks and adjustments are made as needed. Parents and students are informed of the students progress.

The 21st Century Grant allows teachers to address the needs of all students. The primary focus is to identify the academic needs of our low performing and at-risk students who are not meeting the state standards and address those needs. The grant provides tutors to mentor these student needs in a small group environment after-school.

Study Island, a computerized research web-based program, is used in grades 3-5. The program is considered additional support which provide students who experience difficulty mastering levels of academic achievement the opportunity for additional practice. Study Island identify student difficulties on a timely basis which allows both teacher and parents to see the student abilités immediately.

Compass Lab, another academic support for students, allow students in grades 3- 5 the opportunity to work independently at their own levels in both reading and math.

Investigative math is incorporated into daily lessons by teachers. Ideas generated by the county's Investigative math committee are shared with teachers and used in classrooms. Principals should observed a minimum of one investigative math lesson during the year.

As a part of the Healthy Child initiative students at Louisburg Elementary are fortunate to receive fruit four days a week. Students receive 30 minutes of physical activity daily with the physical education teacher or the regular classroom teacher. The Nutrition Grant offers students the opportunity to sample fruit that otherwise may never been within their reach. This grant also allows teachers the opportunity to encourage students to use the new & revised food pyrimaid when choosing healthy foods.

Louisburg Elementary's School Improvement team consists of administrators, parents and teachers. Our parents are involvement in the planning, review and improvement of our schoolwide program. Family literacy services are provide for ESL parents to help improve their ability to effectively communicate with teachers and other school personnel. Parent are notified of student achievement results during PTA , parent conferences, media and correspondence from teachers.

Approximately seventeen percent of the population is identified as academically, intellectually gifted or high achieving. These students are served in cluster groups and/or the AIG Resource classroom. L.E.S Sunshine Club offers enrichment activities for all students. Sunshine Clubs provide students the opportunity to engage in activities like cooking, making web pages, photography, knitting, gardening, etc.

The media center acts as the center of reading for Louisburg Elementary. With a collection of over 12,000 books, students are in and out all day. By utilizing the dual media schedule (flex & tradition) students can enjoy the best of both worlds.

The student support team is designed to give teachers additional strategies to help meet the needs of the struggling or at-risk student. The core curriculum team gathers information on students home social and academic environment to assist the teacher in understanding the

ANALYSIS OF CURRENT PRACTICES

**Louisburg Elementary School
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whole child and how to encourage improvement.

Our staff consists of two administrators, thirty-six highly qualified teachers, fourteen teacher assistants, a bookkeeper, NC Wise co-ordinator, one custodian, and cafeteria staff. Four teachers are AIG certified and an additional 2 are currently enrolled in the certification program. One teacher is currently working on HOUSSE.

Louisburg Elementary has partnered with the Louisburg United Methodist Church program- Hand in hand. Members share lunch once a month with third grade students in our cafeteria. Hand in Hand also provides daily tutoring to at-risk students.

University Instructors offer assistance to third and fourth grade students tutoring on a weekly basis. The unique piece of this program is that it also offers those students who have been identified as low performers or at-risk the opportunity to receive additional practice.

Louisburg Elementary School is a community of learners and teachers working together in an exciting educational atmosphere. The classrooms are busy with activity. The staff exhibits a caring attitude for the children. The teachers go above and beyond their duties to provide the students with opportunities for learning.

**ANALYSIS OF CURRENT
PRACTICES**

Louisburg Elementary School
2005-2008

Jackie

Description of the Process for Desired Results for Student Learning

Process Followed for Defining Desired Results for Student Learning

Analysis of Student Learning Needs -- Measures and Current Level of Achievement

Goal

Measures

Summary of Evidence

Desired Results for Student Learning and Indicators of Student Achievement

Desired Results for Student Learnin

Indicators

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**ANALYSIS OF CURRENT
PRACTICES**

Louisburg Elementary School
2005-2008

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Analysis of the Overall Instructional and Organizational Effectiveness from a Systems Perspective

Priorities for Improvement

<u>System</u>	<u>Areas in Need of Improvement (Principles)</u>	<u>Evidence</u>
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GOALS

Louisburg Elementary School
2005-2008

GOAL	DESCRIPTION
01	To improve student performance in reading.
02	To improve students performance in mathematics
03	To improve writing performance of all students
04	To improve the attendance rate of students and employees
05	To provide a safe and orderly environment conducive to teaching and learning.
06	To increase parental involvement
07	To provide staff with current staff development
08	To promote a wellness comprehensive health plan that provides for a healthy school environment aimed at enhancing physical education and health.
09	To improve student performance in science

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 01.01 By the end of the 2005-2008 school year student's reading achievement in grades K-5 will meet target scores as projected by NCDPI.

01.01.01	Teachers will use Reading First framework to incorporate the five (5) components of reading (phonemic awareness, phonics, word study vocabulary, fluency, and comprehension) to address multiple learning styles.	2005/08/12 2008/05/25	- development, -teacher's guides, -NC Read	-K-3 Teachers	-Lesson plans, -classroom observation, -student grades -Reading consultants -Texas Primary Reading Inventory -End-of-Grade test
New					
01.01.02	Teachers will utilize the Compass Lab software to individualize and reinforce SCOS objectives with classroom instruction	2005/12/08 2008/05/25	-Compass Lab -Title I	-K-5 teachers	-data from Compass Lab
Revised					
01.01.03	Teachers will use Accelerated Reader to differentiate reading instruction and encourage, and reward students.	2005/08/12 2008/05/25	-Accelerated Reader -Software, -Media center -Incentives for students	-Teachers in grades 1-5	-Accelerated Reader reports, -test scores, -reading logs

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.05 Revised	Teachers will use Benchmark test and/or Texas Primary Reading Inventory for diagnostic testing and monitoring of student progress.	2005/09/04 2006/02/06 2006/09/07 2006/02/08 2006/09/09	-Benchmark tests -Benchmark test data -Palms -Texas Primary Reading Inventory -PAC	- Administrators K - 5 Teachers -Curriculum Resource Teacher -Reading Coach	-Lesson plans -Benchmark results -Spring EOG data -Texas Primary Reading Inventory -Iowa Test of Basic Skills
01.01.06	Incorporate a remediation plan for levels I and II in Reading and Math with an after school tutorial for students in grade 3, 4 and 5..	2005/10/15 2006/01/15 2006/09/09	-EOG scores --Title I funds, -volunteers -teachers -21st CCLC funds	- teachers -Administrators -SIMS	-EOG results -student grades -volunteer log
01.01.07 Revised	To extend learning activities through the Star Quest program for identified students.	2005/08/12 2008/08/16	-AIG Resources -Sunshine Clubs	-AIG Teacher -1-5 teachers	-AIG progress reports, -student projects -Sunshine Club reports
01.01.08 Revised	To provide incentives for student achievement	2005/12/19 2008/05/23	-Honor Roll -Book-It -Accelerated Reader Incentives -Teachers -Quarterly Award Recognition -Accelerated Reader Recognition Wall	-All Teachers -all assistants -administrators	-Honor Roll assembly, -Student awards -Purchase orders -parental invitations -Accelerated Reader certification levels

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.09	The administration will incorporate daily 120 minutes of uninterrupted reading instruction for all students.	2005/08/12 2008/05/24	-Basal -media center -media center specialist -supplemental materials -professional development	-All Teachers -Administrators -all teacher assistants -Curriculum Resource teacher -Reading coach	-Lesson plans -teacher survey -observations -student test data
01.01.10	To sort and analyze EOG goal summaries, TPRI levels, and subgroups to determine areas of strengths and needs for students in grades K-5.	2005/09/15 2006/05/28 2006/09/22 2007/05/25	-EOG data -Excel software -NCWISE -TPRI data	All Teachers -Administrators -Curriculum Resource Teacher -Reading First Coach	-data on graphs -minutes from grade level meetings -grade level meeting agendas
01.01.12	Teachers will incorporate testing vocabulary and question stems verbally and/or in written form.	2005/08/12 2008/05/27	-Testlets -Pacing guides -Supplemental materials -End-of -Grade Resource Book	-All Teachers -Administrators	-Lesson plans -classroom observations -assessment tools used
01.01.13	Each teacher will be given a pacing guide and a Standard Course of Study to teach required skills.	2005/08/06 2006/08/09 2006/08/08 2007/08/17	-Standard Course of Study -Franklin County Pacing Guide	-All Teachers -Administrators -Mentors	-SCOS & Pacing Guide in teachers possession -observations -grade level meetings -lesson plans

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.14	Students will participate in individual conferences with teachers to develop goals for academic growth demonstrated on local, state and national assessments.	2005/08/19 2006/01/15 2007/08/22 2008/01/15	-EOG data -Star Report -Benchmark data TPRI data -ITBS data -Report cards	-All Teachers -Administrators Curriculum Resource Teacher Reading First Coach	-Benchmark letters -Conference logs -EOG results -Reading First data
01.01.15	All students will be evaluated and participate in reading instruction to accelerate achievement and increase the enjoyment of reading.	2005/08/12 2008/05/26	-Standard Course of Study -Star Test -EOG -Accelerated Reader Program -Reading First Program	-Administrators -All Teachers -Mentors -Reading First Coach -Curriculum Resource Teacher	Accelerated Reader data -Star reports -report cards -EOG data -Reading First data
01.01.16	English as a Second Language students will be placed with other ESL students when possible.	2005/08/07 2006/08/13 2007/08/11 2008/08/10	ESL teachers -NCWISE roster	-ESL Teachers SIMS co-ordinator NC WISE co-ordinator	-Class rosters
Revised					
01.01.17	ESL students will be given supplemental instruction according to the most appropriate placement.	2005/08/12 2006/08/13 2007/08/11 2008/08/11	-ESL teachers -ESL evaluations	-ESL Teachers -All Teachers -Administrators	-NCWISE class roster -ESL evaluations

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.18 Accelerated instruction will be provided to all students who qualify for AIG.	2005/08/12 2006/08/13 2007/08/14 2008/08/11	-AIG test data - Lesson plans -thinking maps -Panning for Gold Assessments -EOG data -ITBS	-AIG Teacher - AIG Cluster Teachers -Administrators -Reading First teachers	-Annual Review -NCWISE report -student surveys -AIG progress reports -student folders -EOG data -Reading logs -ITBS (RF data)
01.01.19 IEP goals and objectives will be used in all instructional settings for each exceptional education student, along with modifications to provide for least restrictive environment as needed per student.	2005/08/26 2006/08/14 2007/08/11 2008/08/10	-Referral -Screening -evaluation results -eligibility determination -Individual Education Plan	-EC teachers -Exceptional Ed. Teachers -Regular ed. Teachers	-Individual Education Plan 4.5/nine week report -re-evaluations as needed
01.01.20 Teachers will integrate communication skills with all subject areas across the curriculum.	2005/11/19 2006/02/18 2007/11/18 2008/02/24	-Textbooks, -pacing guides, -SCOS, - Computer -gameboards -manipulatives	-All Teachers -teacher assistants	-Lesson plans, observations, portfolio, - Benchmark test data

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.22	All classes will be heterogeneously mixed and teachers will differentiate instruction and vary learning styles in the classroom.	2005/08/12 2008/05/25	-NCWISE class roster, reading tests, computers, AR, Compass Lab, supplemental text, pacing guide, audio-visuals, books on tape	-All Teachers -all assistants -volunteers -media specialist	-observations -test results -portfolio -Lesson plans
01.01.23	Teachers will attend regular grade level meetings to assure Standard Course of Study objectives are being taught by all.	2005/08/17 2008/05/24	-Standard Course of Study -Franklin County Pacing Guide - teacher manuals of subjects taught -supplemental materials	-All Teachers -Administrators	-minutes from grade level meetings -grade level reports
01.01.24	Students will engage in recreational reading for daily enjoyment.	2005/08/12 2008/05/24	-Accelerated Reader program -media center	-All Teachers -teacher assistants -Administrators	-observations -student reading logs
01.01.25	Teachers will provide tutoring for students with reading difficulties in grade 3-5 through 21st Century grant and University Instructors.	2005/08/30 2008/05/24	-University Instructors program -21st Century after-school tutoring -Volunteers -SRA -Accelerated Reader -Computers	- all after school tutors -21st Century site co-ordinator - teacher assistants -University Instructors tutors volunteers	-test results -teacher observation and records

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.26 Teachers assess reading comprehension, vocabulary, and basic reading skills.	2005/08/20 2008/08/23	-McGraw-Hill assessment -Open Court Assessment -teacher made assessments	-all teachers	-test scores -assessment materials -teacher made assessments -intergrated lesson plans
01.01.27 Implement the Accelerated Reader program by recommending students in grades 3-5 read 30 minutes a day.	2005/08/20 2008/05/24	-AR program -media center	-All Teachers -all assistants -administrators	-test scores -observations -student reading logs -lesson plans
01.01.28 Teachers will assess reading comprehension, vocabulary and basic reading skills throughout the year utilizing NC Best Practices for Reading.	2005/08/12 2008/05/24	Accelerated Reader Program Renaissance Star test, -basal, -NC Best Practices, -Benchmark Bookroom	-All Teachers	- TPRI -AR Star report, -Student report card, -teacher made tests -basal test results
01.01.29 Enrichment Clusters and Guided Reading will be the focus for reading to ensure all needs and learning styles are being met.	2005/08/12 2008/05/27	-Computer Lab -Tiered Lesson plans -Benchmark bookroom -Reading First materials -media center	-All Teachers -AIG Resource Teacher -AIG certified Teachers -Administrators -Media Specialist	-student work samples -projects -lesson plans -observations

ACTION PLAN**2005-2008****Louisburg Elementary School**

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<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.30 Students will use reading programs on computer to increase the five major components of reading and develop computer skills.	2005/08/25 2008/05/27	-Standard Course of Study -Computers -SRA -Accelerated Reading -Compass Lab	-All Teachers -Administrators	-lesson plans -observations -student work samples	
01.01.31 Teachers will incorporate reading skills during physical education activities which include spelling and comprehension directions for activities.	2005/08/25 2008/05/27	-age appropriate equipment -games P.E. materials	P.E. Teacher	-Independent student performance	
01.01.32 Provide literature enrichment activities which extend beyond basic reading skills and promote enjoyment of reading. -Improve collection -Story time for PreK-2 -Book talks K - 5 -Reading Incentives	2005/08/25 2008/05/27	-Books -flannel boards --book props -websites -magazines -CD's -cassette tapes -videos	-media specialist -administrators	-circulation statistics -reading scores -observations	
01.01.33 Incorporate children's literature of cultures where the language is spoken.	2005/08/25 2008/05/27	-supplemental materials -books -tapes -video	-Spanish Teacher	-Lesson of file, -Observation	

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.34 The teacher will teach information literacy skills for the research process to meet information needs: -Identify information needs -Develop search strategies - Gather information -Organize and use information	2005/08/25 2008/05/27	-teacher assignments -online catalog, books -internet, CD -ROM, -note cards, paper -pencil -final project	-All Teachers -media specialist	-lesson plans -teacher evaluation of projects
01.01.35 Utilize a variety of art resource materials to integrate the curriculum.	2005/08/25 2008/05/27	-Art text -Variety of literature -grade level textbooks	-Art Teacher	-EOG data -student art work & portfolio -reading, writing and assessment materials
01.01.36 To use song lyrics to teach vocabulary	2005/08/25 2008/05/27	-music textbook and CDs	-music teacher -administrators	-Individual student performance and observation
01.01.37 To reinforce reading skills by reading music history information.	2005/08/25 2008/05/27	-music textbooks	-music teacher -	-Individual student performance

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.38	Each teacher will provide test taking strategies for students	2005/08/25 2008/05/27	-Blast-off, NC Coach -Grade level Item Banks, -Released tests -Competitive Edge -computers	-All Teachers -Administrators -lesson plans -observations -computerized data
01.01.39	Family members will be encouraged to participate and celebrate successful activities in Reading.	2005/08/25 2005/11/15 2006/02/15 2006/03/09 2006/05/27	-Biography Breakfast Newsletter -Read-In -Book-It -AR awards, -Family Read Night -Book Fair	-All Teachers -Administrators PTA, Pizza Hut -students -Teacher observations -Parental attendance -Media center -Media Specialist -Parent sign-in log
01.01.40	The faculty and staff will review yearly data to determine areas of need to be addressed for the next school year.	2005/05/25 2006/05/23 2007/05/20	-EOG data -K-2 EOY math data TPRI end of year data ITBS end of year data	-All Teachers -Administrators -Curriculum Resource Teacher -Counselor -School Improvement Update
01.01.41	Teachers will use the Guided Reading framework to incorporate various teaching methods to address multiple learning needs.	2005/08/25 2008/05/23	-Staff development -teacher guides -Accelerated Readers-- -GuidedReading/ Reading First lesson plans	-all Language Arts teachers - -Lesson plans -classroom observation -student grades

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STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.42 Teachers will increase parent awareness of student requirements and expectations in all academic areas.	2005/08/30 2008/05/24	-pacing guide -Standard Course of Study -Promotion/Retention policy -Gateway Accountability Standards	-All Teachers -administrators -PTA Executive Board	-Parent sessions -Parent-teacher conferences -PTA meeting
01.01.43 Teachers will disaggregate data looking at levels and subgroups.	2005/19/30 2006/01/19 2006/05/24 2006/11/30 2007/01/25	-Test data	-All regular classroom teachers -Adminstrators -Reading Coach -Curriculum Resource teacher -AIG teacher/ Testing Co-ordinator	-student performance -grade level meeting minutes,

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STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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Objective: 02.01 By the end of the 2005-2008 school year students math achievement in grades 1-5 will meet target scores as projected by NCDPI.

02.01.01	Teachers will integrate math skills with other subject areas.	2005/08/25 2008/05/27	-pacing guide -Standard Course of Study -Harcourt textbooks -Benchmark bookroom	-All Teachers -All assistants -Administrators -Volunteers	-observations -lesson plans -portfolio
02.01.02 Revised	Teachers will plan lessons to help increase math logic, provide investigative math activities and improve problem solving skills.	2005/08/25 2006/08/30 2007/08/30 2008/08/30 2008/05/18	-Harcourt math textbook -manipulatives -pacing guides -math resource materials	-All Teachers -Administrators math study group representatives	-observation -lesson plans, math assessment -portfolio -checklist
02.01.03	Teachers will attend " Whole Faculty Study Group" meetings to assure Standard Course of Study and pacing guide objectives are being taught by all.	2005/08/25 2006/08/30 2007/08/30 2008/08/30	-Standard Course of Study -pacing guides -teacher manuals	-All Teachers -administrators -Curriculum Resource Teacher	-grade level minutes -grade level agendas
02.01.04	Teachers will help students understand and use standard and non-standard units of measure through investigative math activities.	2005/08/25 2008/05/27	-Harcourt math textbook -math kits -standard & non-standard forms -manipulatives	-All Teachers math study group representatives	-lesson plans -teacher observations -portfolio

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STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
02.01.05 Teachers will make parents aware of math requirements for grades K-5.	2005/08/30 2006/08/30 2007/08/30 2008/08/27	-pacing guides -Core Curriculum Summary -Standard Course of Study -Lesson plans -internet -student agendas	-All Teachers -Administrators Reading Coach AIG teacher Curriculum Resource	-newsletters -conferences -progress reports -parent signatures
02.01.06 Teachers will incorporate math manipulative into their lessons by using Harcourt textbook and NC-DPI math essentials strategies.	2005/08/28 2008/05/27	-math manipulative -Harcourt math text -NC-DPI Math Essentials Strategies	-All Teachers	-observations -lesson plans -Harcourt text assessments -teacher made tests -NC-DPI quartely assessments (K-2)
02.01.07 Teachers will give division, multiplication, addition, and subtraction drills to strengthen computation for math EOG test.	2005/08/28 2008/05/27	-Teacher generated skills -adopted math series -supplementary math materials	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	-Test results
02.01.08 Teachers will use investigative math activities to help guide iinstruction for individual, and whole group learning.	2005/08/28 2006/05/27	-multi-materials -learning centers, volunteers, -computers -manipulative	-All Teachers	-screen groups -student work products -math assessments -portfolio

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02.01.09 Teachers will inform students of their current EOG level and scale score during a conference and discuss expectations for the next test.	2005/08/30 2006/08/30 2007/08/30 2008/08/30	-EOG data -monitoring charts	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers -	-EOG -conference logs
02.01.10 Teachers will discuss benchmark results given by the county with each student and show strength and weakest.	2005/12/10 2006/03/28 2007/11/30 2008/03/30	-Benchmark test data	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	-Benchmark test data -conference log
02.01.11 Teachers will utilize technology to enhance math skills.	2005/08/30 2008/05/27	-Compass Lab -Computer lab -calculators -math websites Study Island (web-based program)	-third grade teachers -fourth grade teachers -fifth grade teachers	-Compass Lab data - data from all web-based programs -Study Island data
02.01.12 Teachers will utilize a problem of the day for instruction.	2005/08/30 2008/05/27	-textbook, overhead, Item banks, supplemental materials -NC-DPI Problem solving cards	-First Grade Teachers -Second Grade Teachers -Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	-student work samples -math journals

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STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
02.01.13 Teachers will familiarize students with math vocabulary, question stems, and strategies.	2005/08/25 2008/05/19	-NC Coach, -Blast-Off resources -Test Ready Booklets, -Competitive Edge, -Harcourt math text -word walls	-All Teachers	-test results -observations -lesson plans
02.01.14 Decrease math weaknesses, as identified by previous test data, through the use of various resources.	2005/08/25 2008/05/27	-Compass Lab -Computer Lab -Testing books -manipulatives -volunteers -Study Island	-All Teachers -volunteers -Administrators	-K-2 quarterly test data -EOG test data -Benchmark results - student report card -teacher assessments
02.01.15 Increase parent awareness of testing expectations, student weaknesses and progress.	2005/08/25 2008/05/27	-Progress reports, -Pacing guides -Standard Course of Study	-All Teachers	-report card grades -test scores -parent conference log
02.01.16 Teachers will use materials to enhance testing skills and strategies.	2005/08/25 2008/05/27	-Blast-off, NC Coach, - Item Banks, -Competitive Edge -Test taking videos -math manipulatives	-Second Grade Teachers -Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers -Testing co-ordinator	-EOG test -Testlets
02.01.17 Students will use hands-on materials for investigative math activities to enhance critical thinking skills.	2005/08/30 2008/05/27	-Math manipulatives -investigative math lesson plans	-All Teachers math study teachers	-Lesson plans -Observations -student work samples

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02.01.18	Students will incorporate technology into mathematics.	2005/08/30 2008/05/27	-Computerized software	- 2 - 5 teachers	-Lesson plans -Compass lab reports -Study Island (web-based program)
02.01.19	Teachers will use varied instruction to meet the differentiated learning styles of our children and cultural needs.	2005/08/30 2008/05/27	-ESL Teachers -Community Resources -Pacing guide -Volunteers -Guided Reading framework -Benchmark bookroom	-ESL staff -All Teachers -Administrators	-student progression assessments -observations -lesson plans
02.01.20	Incorporate math skills during Physical Education activities.	2005/08/30 2008/05/27	-age appropriate equipment, games, -P.E. materials	P.E. Teacher	-Independent student performance
02.01.21	The teacher will incorporate number recognition, shapes, sequencing, time, addition, subtraction, and multiplication in Spanish.	2005/08/25 2008/05/27	-clocks, flash cards, counting songs	Spanish Teacher	-Independent student performance
02.01.22	Teachers will use whole numbers, fractions in general terms to describe work areas, or amounts of materials etc.	2005/08/25 2008/05/27	-Teacher demonstrations -math manipulative	-Art teacher	-Teacher observations -Lesson plans

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02.01.23 Teachers will incorporate geometric concepts into the art curriculum.	2005/08/26 2008/05/27	-rulers -math shapes -math manipulative	-Art Teacher	-Teacher observations -Student work samples
02.01.24 The learner will use addition, subtraction, and fractions in rhythm notation.	2005/08/30 2008/05/27	-music textbooks -musical CDs	Music Teacher	-Individual student performance -teacher observation
02.01.25 To use the teaching of time signature in music to teach fractions and the division of the measure.	2005/08/30 2008/05/27	-music textbooks -musical CDs	-Music Teacher	Individual student performance -teacher observations
02.01.26 Teach comprehension of the Dewey Decimal System to grades 3-5	2005/08/30 2008/05/27	-collections -games -CDs	-Media specialist	-lesson plans -testing
02.01.27 Conduct story times with counting books for K-1	2005/08/30 2008/05/27	-collection -counting books	Media specialist	-teacher observation
Revised				
02.01.28 Improve math software collection	2005/08/08 2008/05/27	-Netware Software	-Media specialist -Media specialist -Administrators	-test data -student success through testing

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02.01.29 Teachers will provide students opportunities for self-evaluation of their work and progress.	2005/10/30 2006/01/15 2007/05/15 2008/10/30	-self -evaluation forms -journals	-all teachers -Administrators	-portfolio -observation/evaluation -student conference logs
02.01.30 Graph results of the vote for NC Children's Book Award	2002/12/18 2003/12/18 2004/12/13 2005/12/12	NCCBA	-Media specialist -Administrators	-student success at reading a graph
Deleted				
02.01.31 The faculty and staff will review yearly data to determine areas of need to be addressed for the next school year.	2005/05/24 2006/02/25 2007/05/19	-EOG data -K-2 end of year math data	-All Teachers -Administrators -Counselors Curriculum Resource teacher	-School Improvement Plan update -LES needs assessment data
Revised				
02.01.32 Teachers will encourage visits by business and volunteers to discuss certain functions of math in their specific profession.	2005/09/30 2008/05/19	-area business volunteers	- Teachers -Business personnel	-Log of activities
02.01.33 Teachers will disaggregate data by levels and subgroups to develop strategies to meet individual student needs	2005/11/19 2006/01/19 2007/05/24 2008/11/11	- math test data (K-5) -weekly lesson plans	-All Teachers	-grade level meeting minutes, -student performance
Revised				

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Objective: 03.01 Students writing scores will increase by 10% annually as measured by NCDPI.

03.01.01	K-1 students cooperatively create stories, poems, and songs that are recorded on charts by the teacher.	2005/08/21 2008/05/27	-chart paper -construction paper -various writing tools	-Kindergarten Teachers -First Grade Teachers -students	-finished products
03.01.02	Computer assisted instruction will be used for the students to edit, compose, and print their creative works.	2005/08/08 2008/05/27	-computer software -computer lab	-All Teachers -students	-student completed assignments
03.01.03	Teachers will make parents aware of writing requirements for improving scores, dates of Mock Test, and other test information.	2005/08/30 2008/05/27	-PTA Newsletter -class newsletters	-All Teachers -test co-coordinator -Administrators	-Newsletter -EOG -Writing test results
03.01.04	Students will be allowed to select topics of interest for classroom writing samples that are relevant to their studies, meaningful, purposeful, and involve real-world situations that may present problem solving opportunities.	2005/08/12 2008/05/27	-Interest Inventories -Empowering Writers manual -lesson plans	-K-5 teachers -all assistants -administrators students	-portfolio -writing folders -publications

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03.01.05	Student will keep "Writing folders" for reflection.	2005/08/12 2008/05/27	-Journals or composition books,	-All Teachers -students	-student journals
Revised					
03.01.06	Introduce Zaner-Bloser Handwriting Framework in K-5.	2005/10/15 2006/10/16 2007/10/15 2008/10/15	-Visuals -Zaner-Bloser desk strips	-all teachers	-teacher observations, -student work samples,
Revised					
03.01.07	Writing will be integrated with all subject areas with emphasis on open-ended assignments.	2005/08/08 2008/05/27	-Thinking Maps, -Rubrics	-All Teachers	-NC Writing Test, -Mock Writing Test
03.01.08	Students will write in journals to express their feelings, ideas and responses to situations.	2005/08/12 2008/05/27	-journals	-All Teachers	-student journals
03.01.09	Mock writing test will be administered school wide each nine weeks.	2005/10/24 2006/10/24 2007/10/24 2008/10/24	-Prompts from county office.	-All Teachers	-Test results
Revised					

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03.01.10	Students will practice cursive writing using the Zaner-Bloser framework.	2005/08/08 2008/08/27	-Handwriting charts	-Third Grade Teachers -Fourth Grade Teachers -Fifth Grade Teachers	-work sample, observations
03.01.11	Teachers will conference with students about strengths and weaknesses in writing.	2005/09/18 2006/11/01 2007/12/19 2008/04/02	-students written work samples	-All Teachers -students	-conference logs
Revised					
03.01.12	Teachers will conduct "mini-workshops" with class weaknesses.	2005/08/08 2008/05/27	-overhead projector, -work samples of students	-All Teachers	-lesson plans
03.01.13	To create and write new verses to songs.	2005/08/12 2008/05/27	-music textbooks -musical CDs	-Music teacher	-Individual student performance and observation
03.01.14	To compose new songs with new lyrics.	2005/08/08 2008/05/27	-music textbook -musical CDs	-Music teachers	-Individual student performance and observations
Deleted					

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03.01.15	Use a variety of writing activities pertaining to student artwork.	2005/08/12 2008/05/27	-portfolio Art text -writing resource -art teacher	-Art Teacher	-portfolio resources -assessment & writing -teacher observations
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Objective: 04.01 To increase student attendance each year and decrease student tardiness.

04.01.01	To recognize students with perfect attendance each nine weeks.	2005/12/19 2006/05/23 2007/12/19 2008/05/23 2008/12/17	-code of conduct book, -NC Wise roster, - awards,	-NC Wise co-ordinator -teachers	-Attendance honor roll -
Revised					
04.01.02	Counselors will notify parents when students are tardy or absent three or more consecutive days.	2005/09/18 2006/11/01 2007/12/19 2008/02/17 2008/05/23	-Counselors -Social workers, -code of conduct book, -Telephones, -NC WISE absentee and tardy report,	-Counselors -Administrators -Social workers, -Teachers	-NCWISE 20 day letters -Telephone logs, -Conferences, -Home visits
Revised					

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Objective: 05.01 To increase positive behavior, accountability, and learning for all students.

05.01.01	To promote positive bus behavior	2005/08/12 2008/05/27	-Bus Drivers -Monitors -Assistant Principal	-Bus drivers -Assistant Principal -Assistant Principal	-Bus incentives, discipline referrals
05.01.02	To implement school wide behavior plans.	2005/08/08 2008/05/27	-workshops, -school staff, -consultants -voice charts	-Administrators -All Teachers	Cue's , number of suspensions, behavior logs,
05.01.03	To promote school wide academic and behavior incentive programs.	2005/08/12 2008/05/27	-PTA, counselor, Volunteers, Principal/Assistant Principal -voice chart tickets	-Administrators -All Teachers	-Awards programs, -student recognition -certificates -voice chart tickets
05.01.04	To update school wide crisis plan.	2005/08/12 2008/05/27	Crisis Team and central office staff	-Principal -Counselor	Training certificates, crisis drill
05.01.05	To increase citizenship skills through Character Education	2005/08/08 2008/05/27	-Character Education committee, -Newsletters -Community Agencies	-All Teachers	-lesson plans, -bulletin boards -observations

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05.01.06	Develop school wide rules and conduct for hallways and cafeteria	2005/08/12 2008/05/27	- Schoolwide safety Plan -voice charts -safety patrols	-All Teachers -Administrators	-observations
05.01.07	Seek support from outside agencies as needed.	2005/08/12 2008/05/27	-Mental Health, Social Services,	-Administrators -EC chairperson -Counselors	Agencies letters, log of meetings IEP's
Revised					
05.01.08	Increase awareness of all staff and faculty to the safe school plan.	2005/08/08 2008/05/27	-Safe School Plan	-Administrators -Mentors	-Record of minutes, -survey on information, - mock drills
Revised					
05.01.09	Incorporate a crisis plan to insure student and staff safety.	2005/08/08 2008/05/27	-Crisis team, classroom telephone, walkie talkie, intercom system, evacuation plans	Principal -Assistant Principal -Crisis team members	-Tornado and fire drills, crisis drills, accident reports
Revised					

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Objective: 05.02 To keep all facilities and grounds well-maintained and supervised to provide an environment safe for learning.

05.02.01 Revised	Monitor and control safe and efficient traffic flow before and after school.	2005/08/08 2008/05/27	-Traffic signs in parking areas, -orange cones, -safety patrol	-Principal -Assistants -all teachers & teacher assistants	-Accident reports, -Parent survey -teacher duty assignment schedule
05.02.02	Maintain accessibility and maintenance of outdoor play equipment for the handicapped.	2005/08/08 2008/05/27	PTA, community volunteers, county maintenance	-Principal -custodian	-Visual improvements, maintenance logs, -accident reports, -maintenance repair reports,
05.02.03 Revised	Control number of unlocked entrances to the school building.	2005/08/08 2008/05/27	Staff, administration	-Principal -Assistant Principal -Custodian -All Teachers	-Number of incidences where an individual can obtained access to the building other than through the office
05.02.04	Regulate and monitor visitors on campus.	2005/08/08 2008/05/27	-visitor's sign-in log -visitor passes, -school staff, -administration visible on campus	-Entire school staff	-visitor sign-in log

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Objective: 06.01 To increase communication and involvement within the school, between the school, home and within the community.

06.01.01	Involve community resources for tutoring, classroom demonstrations, and lectures.	2005/08/08 2008/05/27	-Teachers, PTA volunteers, Retired teachers, College students, Service Learning students, -Elected officials, -Hand-in- Hand organization	-PTA Executive Board -All Teachers -Counselors	-Log/record of volunteers
06.01.02	Parents will be invited to attend Math and Science Family Night, and the annual Book Fair.	2005/02/30 2006/02/30 2007/02/30	Teachers, volunteers, students, central office personnel, manipulatives, games, media center, media specialist,	-All Teachers -Principal	-Attendance -observation
06.01.03	Students in all grades will have an opportunity to perform at PTA meetings.	2005/09/15 2005/10/29 2005/11/29 2006/01/10	-Teachers, -Volunteers -students	-All Teachers PTA members	-Log of activities,
Revised					
06.01.04	All parents in grades K-5 will be made aware of the accountability standards.	2005/09/15 2005/09/30 2006/01/22 2006/03/14	-Title 1 Home/School Compact, Parent Sessions, PTA meetings, -Parent-Teacher conferences,	-PTA president -All Teachers -Principal	-Parent surveys, -Attendance Records, -Conference logs,

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06.01.05 Revised	To improve communication between teachers and parents. 2005/10/04 2008/09/15	-Student agendas, newsletters, email notes, telephone calls, progress reports, report cards, -Parent-Teacher conferences,	-All Teachers -parents	-Parent survey, -conference log
06.01.06 Revised	Maintain Volunteer Program 2005/10/22 2008/05/29	-Parents -Louisburg College -Louisburg Methodist Church -sign up sheet -other volunteers	-Assistant Principal Curriculum Resource Teacher Teachers -PTA Executive Board	sign-in logs, -student test data, -reception at the end of the school year,
06.01.07	To revise parent involvement to reflect the "No Child Left Behind" policy. 2005/12/19 2006/05/24 2007/12/18 2008/05/23	- School Improvement Team -Parent session 1118 compact	-School Improvement Team -Administrators	
06.01.08 Revised	Translation and distribution of the Home/School Compact 2000/52/30 2006/12/17 2007/12/18 2008/12/17	-County Office personnel,	-County Office personnel -School Improvement Team	-Multi-languge Home/School Contract

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Objective: 07.01 To provide opportunity for faculty and staff to stay current on the latest educational techniques in order to increase student performance.

07.01.01	Each ILT will have a mentor and must complete the TPAI training.	2005/08/25 2008/06/15	-Mentors -Effective Teacher Training, Central Office,	-Principal -Curriculum Resource Teacher -Mrs. Judy Lassiter	CEU credits, survey
Revised					
07.01.02	Each teacher will complete the required amount of CEU credits for renewal in Reading First, Guided Reading, Whole Faculty Study Groups and Empowering Writers.	2005/08/25 2008/06/15	-Mentor programs -County staff development calendat -School - based staff development	-Mentors -Administrators -County Office -teachers	Professional Development Plan
07.01.03	Each certified staff member will complete a Professional Development or an Individual Growth Plan.	2005/06/30 2006/06/15 2007/06/15 2008/06/15	-Central office -necessary forms, -staff development	-Administrators, -Staff	-Completed Professional Development Plan
07.01.04	Each teacher assistant will participate in professional training in technology and instructional strategies.		-Accelerated Reader training, -Reading First training	Administrators,	-Certification of completion

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07.01.05 All staff will participate in Safety Training.	2002/08/22 2003/08/24 2004/08/30 2005/08/25	-school nurse -blood-borne pathogens, -medications, evaluations, drills,	-Administrators -School nurse -County office -school staff -school staff	-completed checklist

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Objective: 08.01 Provide a comprehensive health plan that promotes a healthy active environment and enhance school climate.

08.01.01	Students will receive 30 minutes of physical activity daily through physical education teacher or regular classroom teacher.	2005/09/08 2006/06/15	-playground equipment -indoor play area -Body Mass Inventory Screening(BMI) -fitness stations	adminstrators -Physical education teacher teachers	-teacher observation -lesson plans -nurses BMI screening reports
New					
08.01.02	Teacher work with students to improve knowledge of making healthy choice using the new, revised food pyrimaid.	2005/30/08 2008/06/06	-Food pyrimaids -choices in cafeteria -fresh fruit	-cafeteria manager -teachers -adminstrators -students	-student lunches -student work samples

ACTION PLAN**2005-2008****Louisburg Elementary School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 09.01 To increase students performance in science

09.01.01	Science will be intergrate in reading & math	2005/30/08 2008/10/06	-reading text -Benchmark level books -science text	-adminstrators -teachers	-student work samples -teacher lesson plans
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New

09.01.02	Students will use science kits to complete experiments	2005/30/08	-science kits -teacher science manuals -science text	-adminstrators -teachers -students	-student experiments & reports -teacher observations -student assessments
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New

09.01.03	Teachers will use the North Carolina Standard Course of Study to teach science objectives.	2005/30/08 2008/10/06	-North Carolina Standard Course for Science	-adminstrators -teachers -curriculum resource teacher	
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New

WAIVERS**2005-2008****Louisburg Elementary School**

Waiver No	Waiver Name	Law, Regulation or Policy from Which Exemption is Requested	How Waiver Will Be Used	How Waiver Will Promote Achievement of Performance
1	Louisburg Elementary School requests to increase class size to over 29 students in grades 4 - 5.	301 - 115	The administration and staff will use the waiver when assigning students to grade level classes. This waiver is to reduce the risk of combination classes.	The waiver would allow teachers to teach the curriculum of one grade level rather than two. The teachers can focus more on grade level goals ,required objectives and provide remediation and acceleration in areas taught.
2	Louisburg Elementary School requests that K-3 teacher assistants, whose primary assignment is to K-3 the majority of the time, serve the school-wide population no more than 49% of the time.	Allotment Manual as adopted by the State Board of Education	Teacher assistants may be used to cover classes during lunch and assist a class when the teacher is absent or attending a meeting.	This waiver will allow teachers time to plan for instructional strategies that meet the performance goals and to attend required meetings during the instructional day. It will allow the students' instructional day to continue when a substitute is not ava
3	Transfer or Funds	115C-86 State Board of Eucation to select and adopt textbooks	Allow the use of textbook funds of non-adopted texts and/or other material and equipment.	Research has shown that using leveled text to meet individual student needs help to increase student fluency, vocabulary and comprehension. Level text offer a variety of genre for student & teachers.

Staff Characteristics

Louisburg Elementary School 2005-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
Allen	Dana	W	F	2/Teacher	B.S.	Child Development	Second Grade	N	6
Allen	Kimberly	W	F	AIG Teacher	B.S.	4th /AIG	AIG K-5	N	14
Allen	Mary	W	F	2/Teacher	B.A.	Earyl Childhood	Second Grade	N	29.5
Anderson	Athena	W	F	4/Teacher	B.A.	Elementary Ed.	Fourth Grade	N	2
Averette	David	W	M	Assistant Principal	B.A.	Administration	Assistant Principal	N	5
Bartholomew	Megan	W	F	5/Teacher	B.A.	Elementary Ed.	Fifth Grade	N	0
Bass	Gina	W	F	K/Teacher	B.A.	Elementary Ed.	Kindergarten	N	16
Beck	Elizabeth	W	F	Art / K-5	B.A.	Elementary Ed.	K-5	N	21
Benjamin	Allison	W	F	K/Teacher	B.A.	Elementary	Kindergarten	N	0
Bernstein	Audrey	W	F	5/Teacher	Master	Elementary	Fifth Grade	N	28
Bethea	Meloni	W	F	2/Teacher	B.A.	Elementary	Second Grade	N	29
Brax	Jennifer	W	F	EC Teacher		EMD K-12	Exceptional	N	
Brink	Janelle	W	F	1/Teacher	B.A.	Elementary	First Grade	N	1
Burchette	Shirley	W	F	4/Teacher	B.A.	Elementary	Fourth Grade	N	29

Staff Characteristics

Louisburg Elementary School 2005-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
Cooper	Betty	W	F	Reading Coach	B.A.	Elementary	Reading Coach	N	13
Dohnert	Nydia	H	F	Spanish	B.A.	Spanish/Literature	Spanish Teacher	N	23
Dunston	Christy	B	F	Kindergarten	B.A.	Elementary Ed.	Kindergarten	N	1
Efoaguui	Phyllis	W	F	Kindergarten	B.A.	Elementary	Third Grade	N	29
Felix	Sandra	W	F	Exceptional Ed.	Master	EMD/BED/K-12	Exceptional	N	26
Frazier	Joan	W	F	Music	B.A.	Elementary Ed.	Music	N	5
Gilmore	Trenace	B	F	3/Teacher	B.A.	Elementary Ed.	Third Grade	N	5
Gobble	Kathy	W	F	Kindergarten	B.A.	Elementary Ed.	Kindergarten	N	31
Harris	William	B	M	Principal	B.A./	Principal K-12	Principal	N	20
Hartsfield	Jacquelyn	B	F	Curriculum Resource	B.A.	Elementary Ed.	Curriculum Resource	N	28
Joyner	Amber	W	F	1/Teacher	B.A.	Elementary Ed.	First Grade	N	1
Kagarise	Randy	W	M	5/Teacher	B.A.	Elementary Ed.	Fifth Grade	N	2
Kane	Kristy	W	F	1/Teacher	B.A.	Elementary	First Grade	N	5
Lecorchick	Jennifer	W	F	5/Teacher	B.A.	Elementary Ed.	Fifth Grade	N	4

Staff Characteristics

Louisburg Elementary School 2005-2008

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
Loges	Paula	W	F	5/Teacher	B.A.	Elementary	Fifth Grade	N	24
Mack	Carolyn	W	F	P.E. Teacher	B.S.	K-12	Physcial Ed.	N	19
McGhee	Donald	W	F	4/Teacher	B.A.	Elementary	Fourth Grade	N	19
Miller	Abby	W	F	2/Teacher	B.A.	K-6	Second Grade	N	1
Palen	Rebecca	W	F	2/Teacher	B.A.	K-6	Second Grade	N	5
Peoples	Ann	W	F	3/Teacher	B.A.	K-6	Third Grade	N	29
Person	Bonnie	W	F	Speech	Master	Speech/Lan guage	Speech	N	22
Phillips	Brandi	W	F	1/Teacher	B.A.	K-6	First Grade	N	0
Robinson	Michelle	W	F	Media	Master	K-6/Media	Media Specialist	N	7
Smithwick	Brenda	W	F	3/Teacher	B.A.	K-6	Third Grade	N	29
Strickland	Jan	W	F	Counselor	B.A.	K-12	Counselor	N	17

Composite Data

Louisburg Elementary School
2005-2008

	<u>Yr_1</u>	<u>Yr_2</u>	<u>Yr_3</u>	<u>Yr_4</u>	<u>Yr_5</u>	<u>Yr_6</u>	<u>Yr_7</u>	<u>Yr_8</u>	<u>Yr_9</u>	<u>Yr_10</u>
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007		

Composite Score: 66.5 63.5 67.4 81.5 73.8

School Status:

School Growth: Expect Expect

Other: AYP Met Met Not Met

Codes:

Writing Scores

Louisburg Elementary School 2005-2008

	<u>Yr_1</u>	<u>Yr_2</u>	<u>Yr_3</u>	<u>Yr_4</u>	<u>Yr_5</u>	<u>Yr_6</u>	<u>Yr_7</u>	<u>Yr_8</u>	<u>Yr_9</u>	<u>Yr_10</u>
School Years:	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007		

Grade 4: 32.7 44 34.9 0 36

Grade 7:

Grade 10:

Notes: