Vandalia Elementary School
2008-09

<table>
<tr><th>School</th><th>Profile</th><th>Priority Subject/s Data</th><th>Priority Subgroups</th><th>Instructional Improvement Officer</th></tr>
<tr>
<td>Vandalia</td>
<td><u>Student Demographics</u>
79% FRL - Feb. 2008

<u>Teacher/Adm Demographics</u>
1st yr principal

Experienced high teacher turnover in 2007-08

NCLB Status:
Watch - math
Watch - reading</td>
<td>2007-2008 EOG
<table>
<tr><th>Subgroup</th><th>Reading PP/AYP target</th><th>Math PP/AYP target</th></tr>
<tr><td>All</td><td>32.7/40.5</td><td>54.2/61.9</td></tr>
<tr><td>AA</td><td>31.6/39.8</td><td>51.0/59.2</td></tr>
<tr><td>FRL</td><td>29.6/36.3</td><td>53.5/63.0</td></tr>
</table>
Math EVASS 2008:
Grade 4 – Below Grade 5 – Above

Reading EVASS 2008
Grade 4 - NDD Grade 5 - Below</td>
<td>All
AA
FRL</td>
<td>Steve Oates</td>
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<tr>
<td colspan="5">Which SIP strategies are addressing this gap?
Math: K-5 students not proficient in math will receive 1.5 hours of additional direct instruction per week in math with emphasis on Math Initiative (3-5) and Math Toolkit (K-2).
Reading: K-5 students not proficient in reading will receive 1.5 hours of additional reading instruction per week through Title I reading teachers, EC teacher and/or reading tutors.</td>
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MATH		READING	
Support Strategies	**Who and When**	**Support Strategies**	**Who and When**
Observe grade planning and instruction to determine if the identified deployment strategies are being deployed with fidelity and if the strategies will be sufficient for change to occur. • Is the Math Instructional Model evident? • Are the objectives appropriate? • Does the differentiated instruction meet the students' needs? • Are mini-assessments analyzed for instructional grouping?	IIO, principal, CF, math specialist 3 visits each of math instruction and MGMs prior to Jan. 16	Observe grade planning and instruction to determine if the identified deployment strategies are being deployed with fidelity and if the strategies will be sufficient for change to occur. • Is the balanced literacy model evident? • Are the objectives appropriate? • Is guided reading (differentiated reading instruction) meeting students' needs? • Is assessment being effectively used?	IIO, principal, CF, reading specialist 3 visits each of math instruction and MGMs prior to Jan. 16
Discuss findings with principal, CF, math specialist and grade level teams.	Prior to Jan. 16	Discuss findings with principal, CF, math specialist and grade level teams.	Prior to Jan. 16
Based on findings design plan of support including targets for improvement that are aligned with SIP (see above bulleted items) and available resources.	Prior to Jan. 16	Based on findings design plan of support including targets for improvement that are aligned with SIP (see above bulleted items) and available resources.	Prior to Jan. 16
Design a "push in" tutoring model to support classroom instruction. Tutors will be assigned to specific classroom teachers during math instruction. Possible roles of	IIO, principal, CF, and math specialist. Prior to Jan. 23	Design a "push in" tutoring model where a trained tutor comes into a classroom during the 90-minute reading instructional time. The	IIO, principal, CF and literacy specialist Prior to Jan. 23

MATH		READING	
Support Strategies	**Who and When**	**Support Strategies**	**Who and When**
tutors are assisting students in math stations, following up on teacher directed instruction, teaching small groups, and providing individual assistance to students. Tutors will not provide clerical assistance.		volunteer listens to the modeled and shared instruction and, as the teacher begins to work with small groups for guided reading or small group skills work, the tutor helps to manage centers or may work with a small group (3-5) to practice any literacy skills.	
Design training for tutors based on specific needs of students and classroom teachers to support implementation of math initiative.	Math specialist Prior to Jan. 23	Design training for tutors based on specific needs of students and classroom teachers to support implementation of balanced literacy	Reading specialist Prior to Jan. 23
Provide training for tutors	Math specialist Prior to Jan. 23	Provide training for tutors	Reading specialist Prior to Jan. 23
Implement “push in” tutoring program.	Principal, CF, classroom teachers Prior to Jan. 23	Implement “push in” tutoring program.	Principal, CF, classroom teachers Prior to Jan. 23