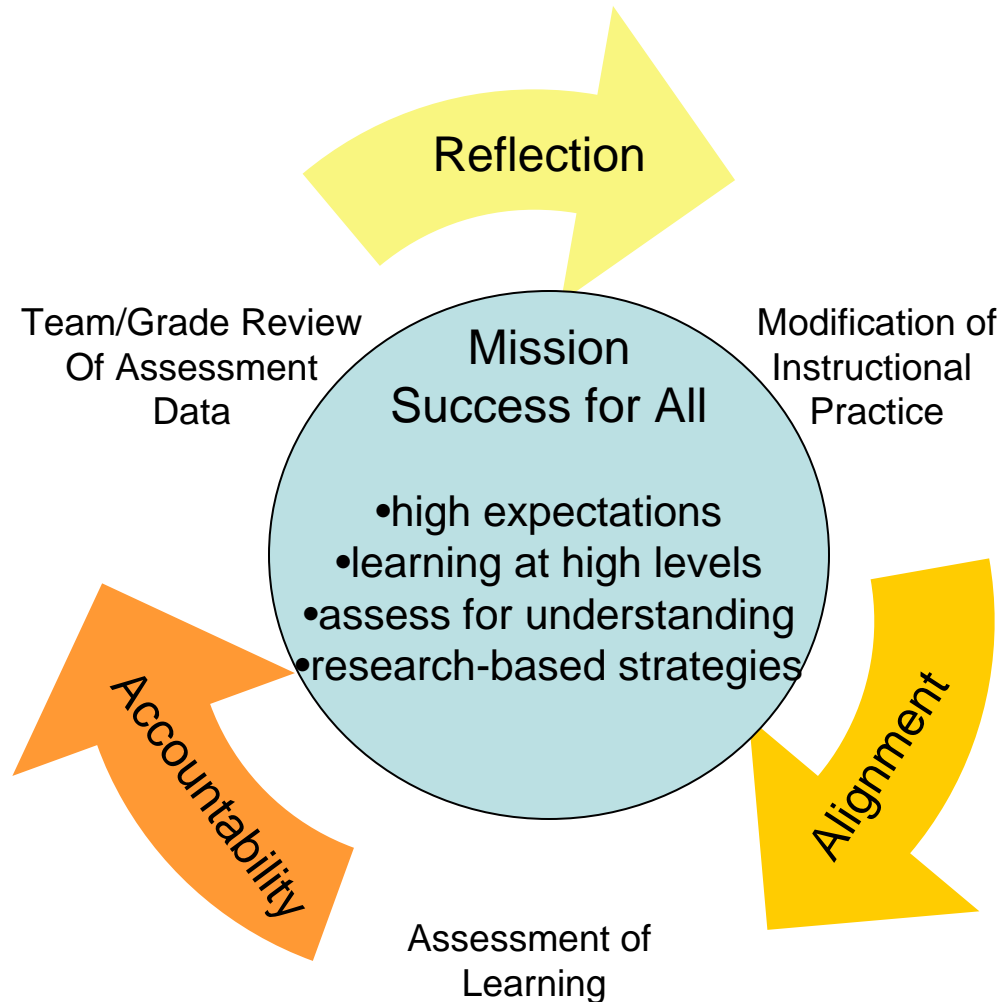


Lonoke School District

Model for School Improvement
2009-2010

Lonoke School District Model for School Improvement



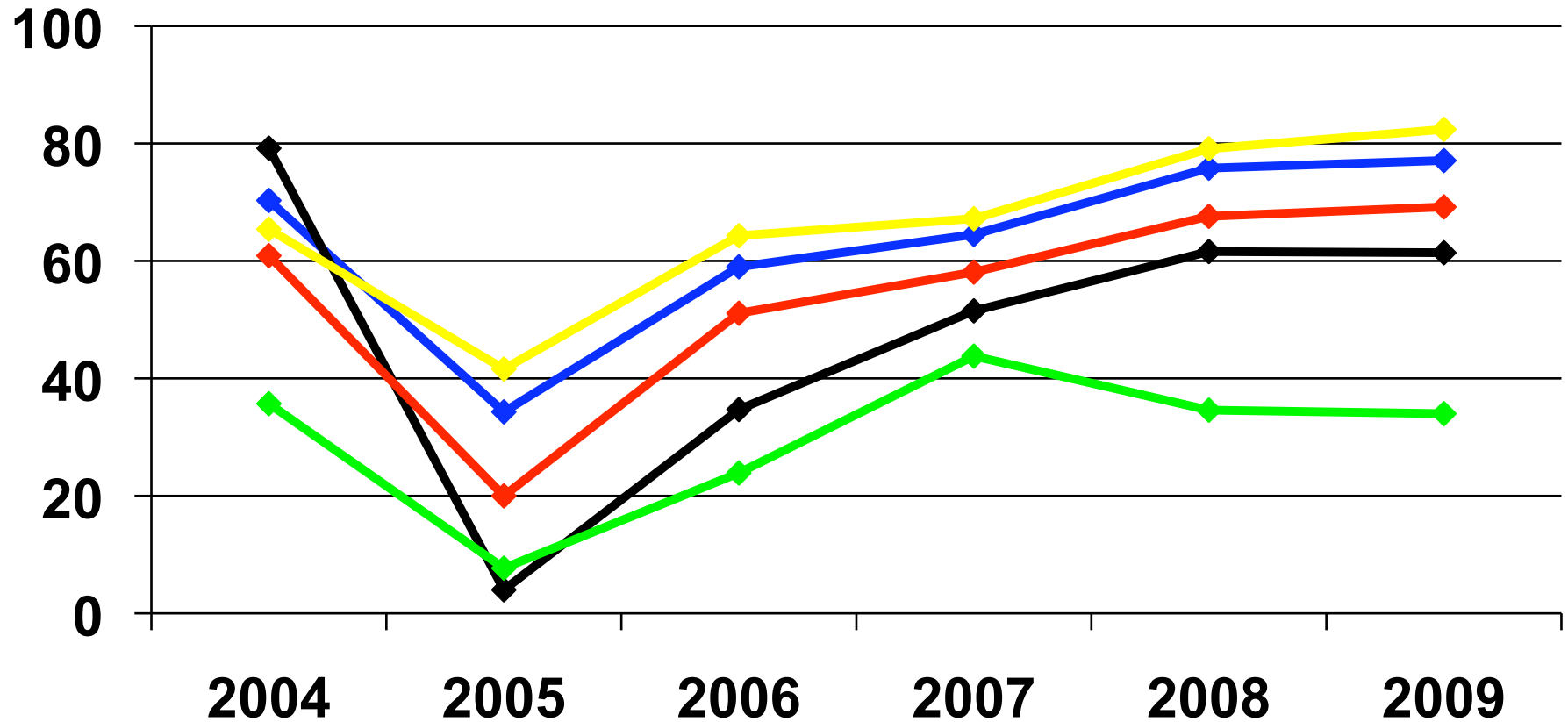
Academic Improvement for All Students

The Lonoke School District believes that the most important factor affecting student learning is the teacher. Effective teachers are effective with students of all achievement levels regardless of the levels of heterogeneity in their classes (Sanders & Horn, 1994; Wright, Horn, & Sanders, 1997 as cited in *What Works in Schools*, Marzano, 2003, p.72). Given the vital role teachers play in student learning, high expectations for all students and the effective use of research-based instructional strategies by every teacher are critical. Teachers in the Lonoke School District recognize their impact on student learning and work to deliver effective, research-based instruction as student performance data dictate the need for varied approaches for diverse levels of achievement. The Lonoke School District's Model for School Improvement illustrates a plan for each school to improve student performance by periodically reviewing student assessment data in collaborative teams, reflecting on implications of the data for instructional practice, and modifying instructional strategies as a response to the data. Instruction and assessment are aligned and data are reviewed again for performance gains. State assessment data for 2009 resulted in Year 3 School Improvement in Literacy in Primary and Elementary schools for Students with Disabilities (Targeted Improvement – Year 3 – Corrective Action). Lonoke Middle School “Met Standards” in every subpopulation and was removed from “School Improvement Status.” Lonoke High School entered School Improvement Year 3 in Literacy for

The Combined population. Math scores in the district continue to show gains. Teachers in the district are currently participating in collaborative meetings to review several sources of data (i.e. formative, The Learning Institute, SAT-10, augmented benchmark, End-of-Course, 11th grade literacy, Biology, ACT, etc.) to plan for the most effective instructional strategies. Comprehensive unit plans are being placed on our website to communicate essential learning and academic expectations. We believe that Lonoke Schools provides the best in teaching and learning experiences and are committed to improved professional practice until all students achieve at high levels.

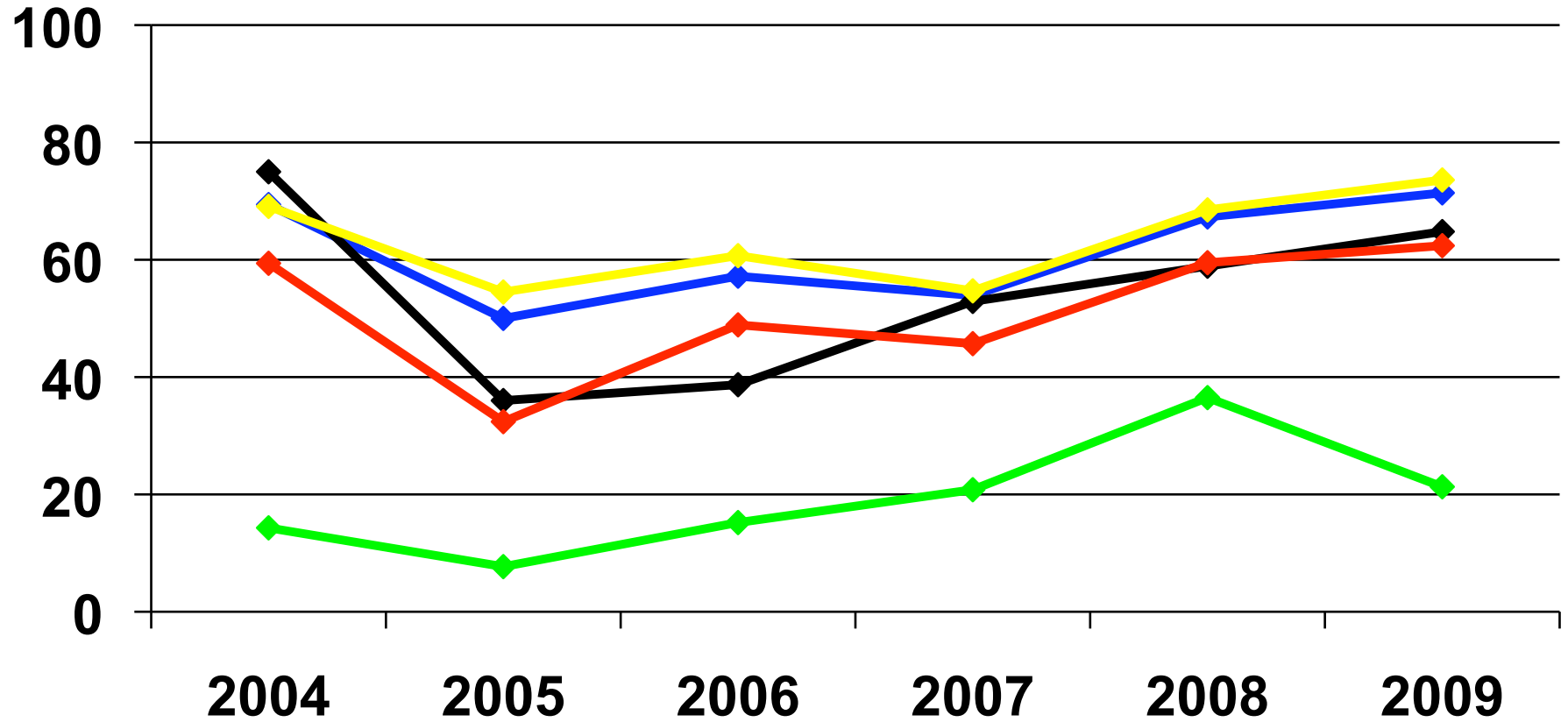
Primary/Elementary Schools (K-5)

Math – CRT (2004-2009)



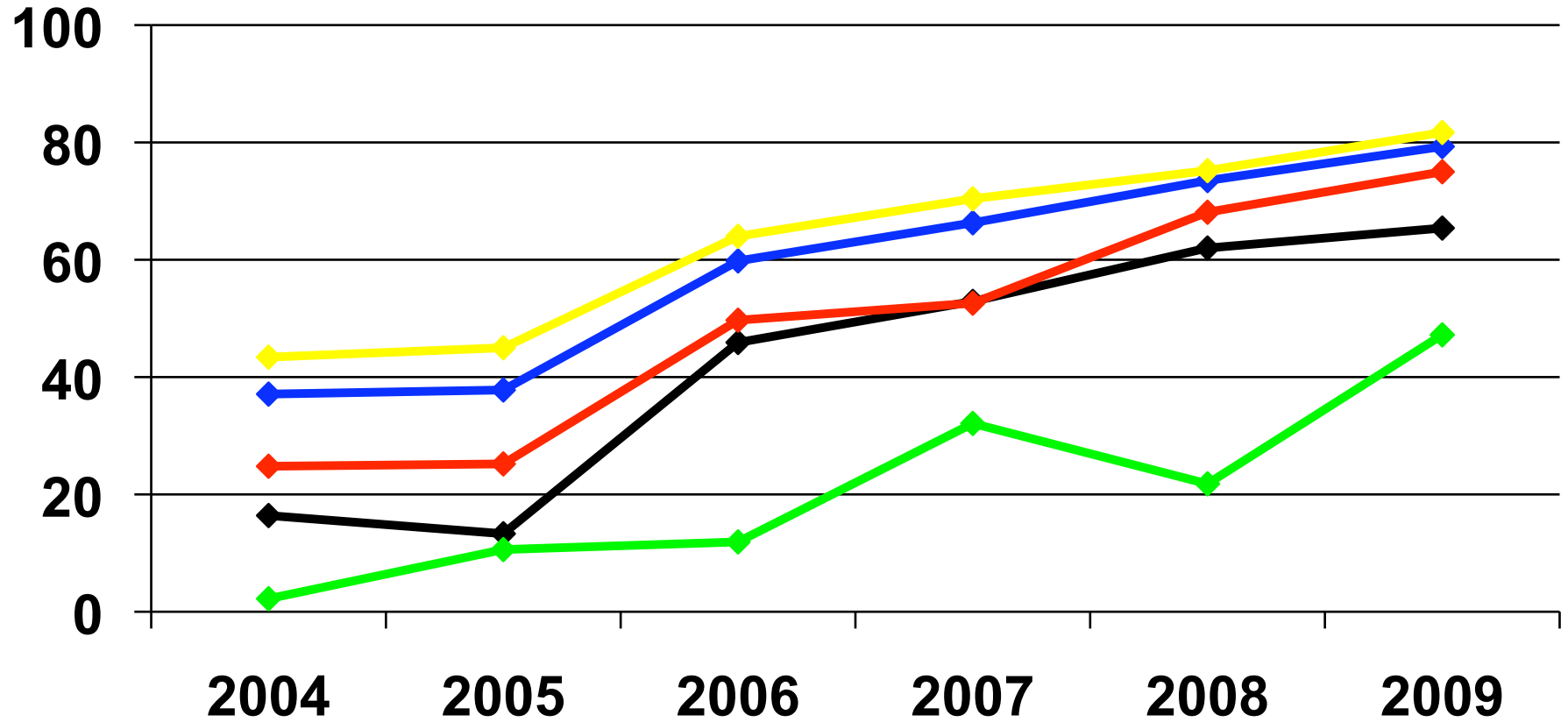
Primary/Elementary School (K-5)

Literacy – CRT (2004-2009)



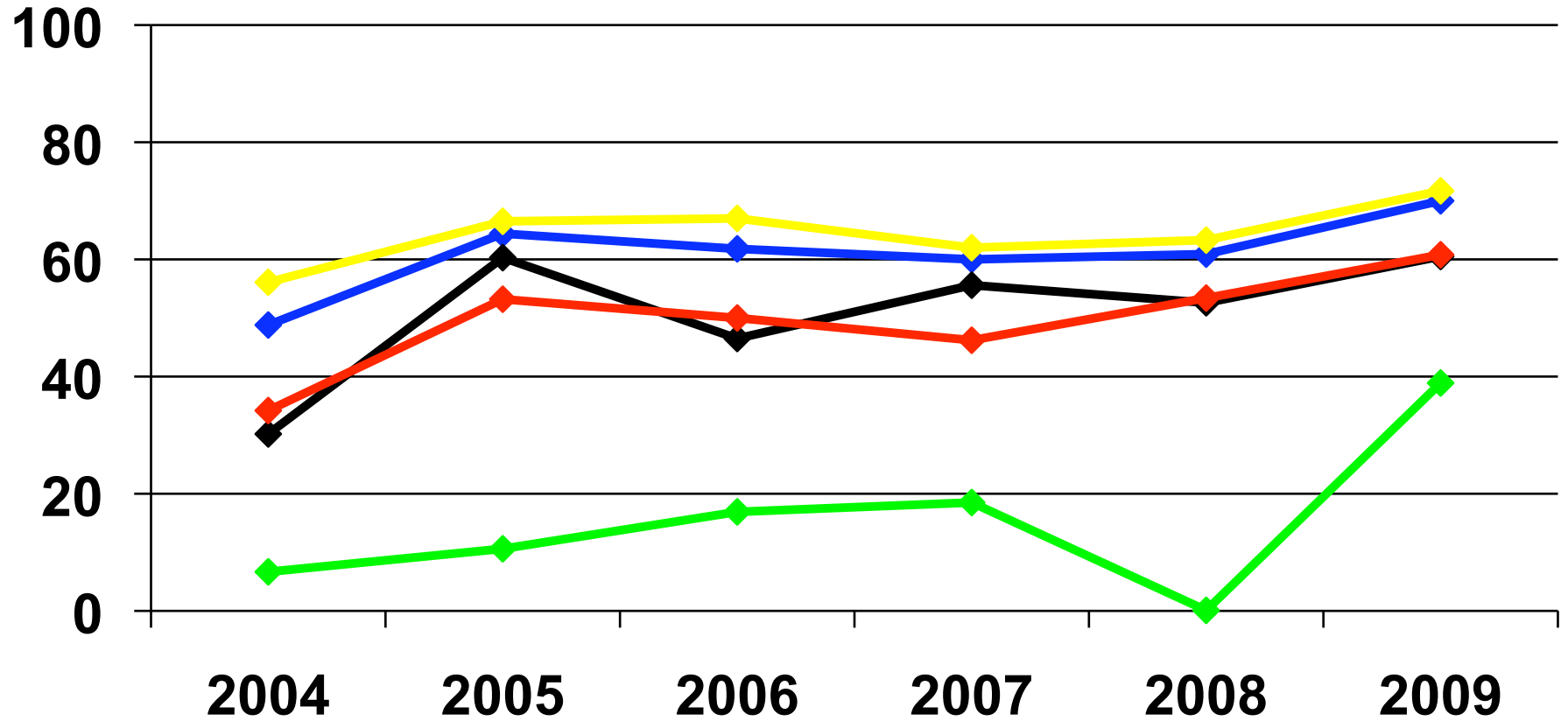
Middle School

Math – CRT (2004-2009)



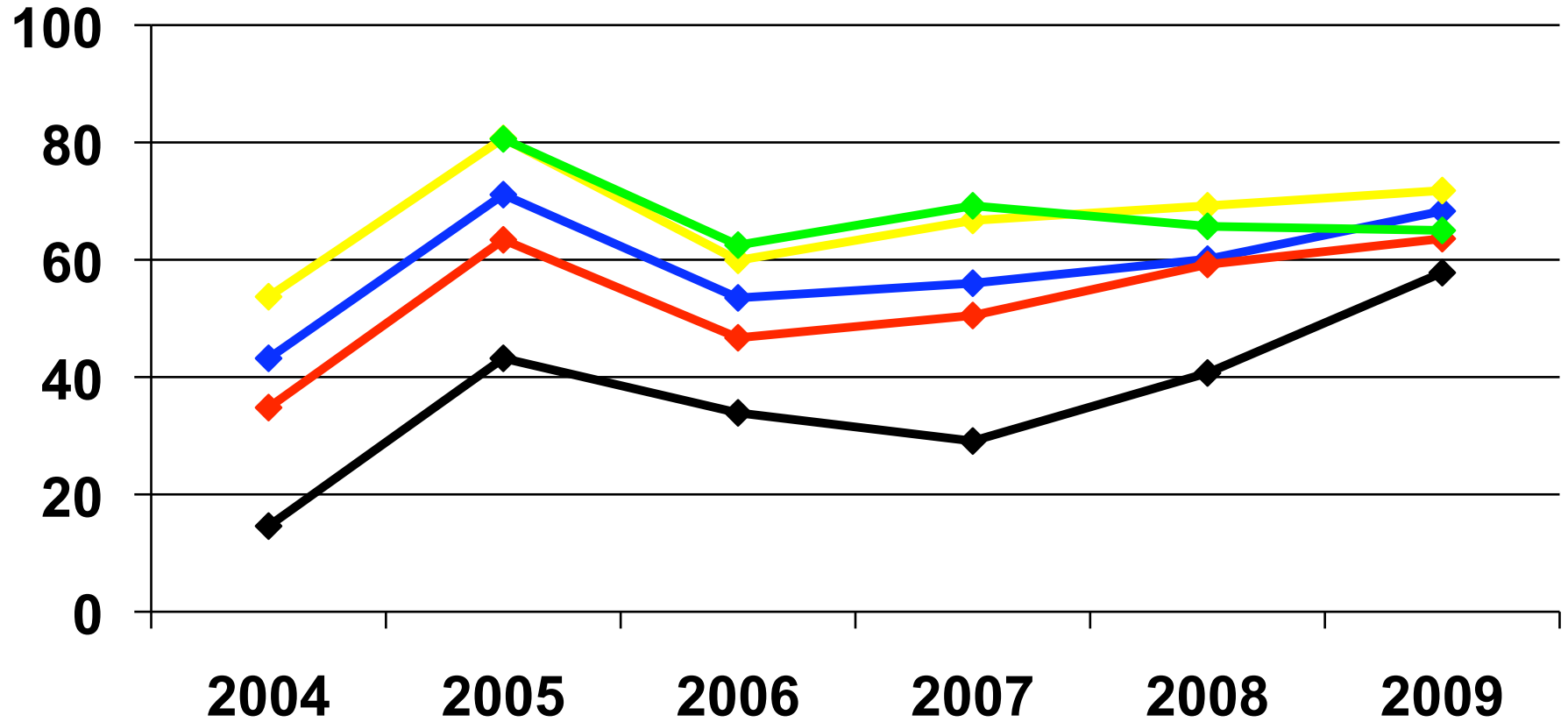
Middle School

Literacy – CRT (2004-2009)



High School

Math – CRT (2004-2009)



High School

Literacy – CRT (2004-2009)

