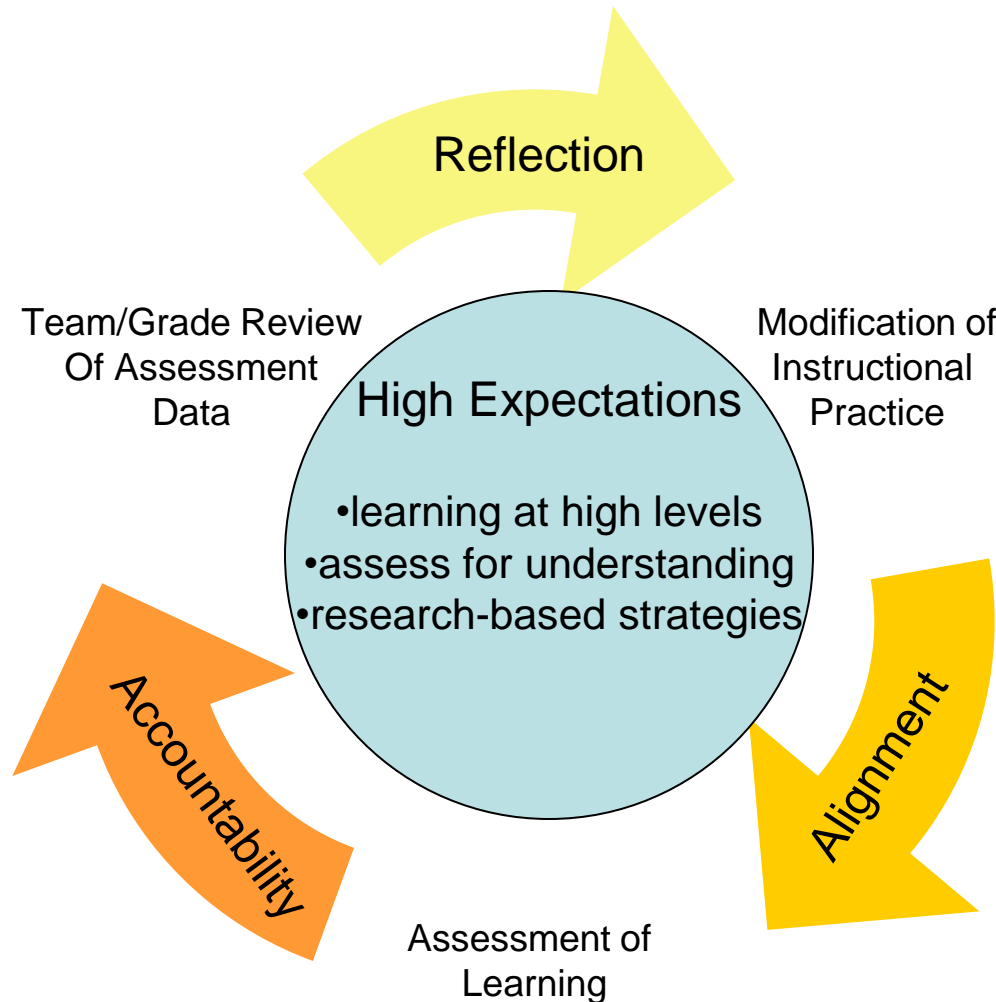


Lonoke School District

Model for School Improvement
2011-2012

Lonoke School District Model for School Improvement

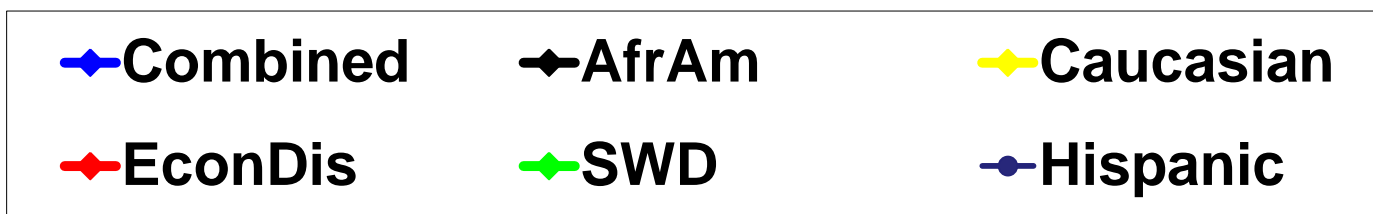
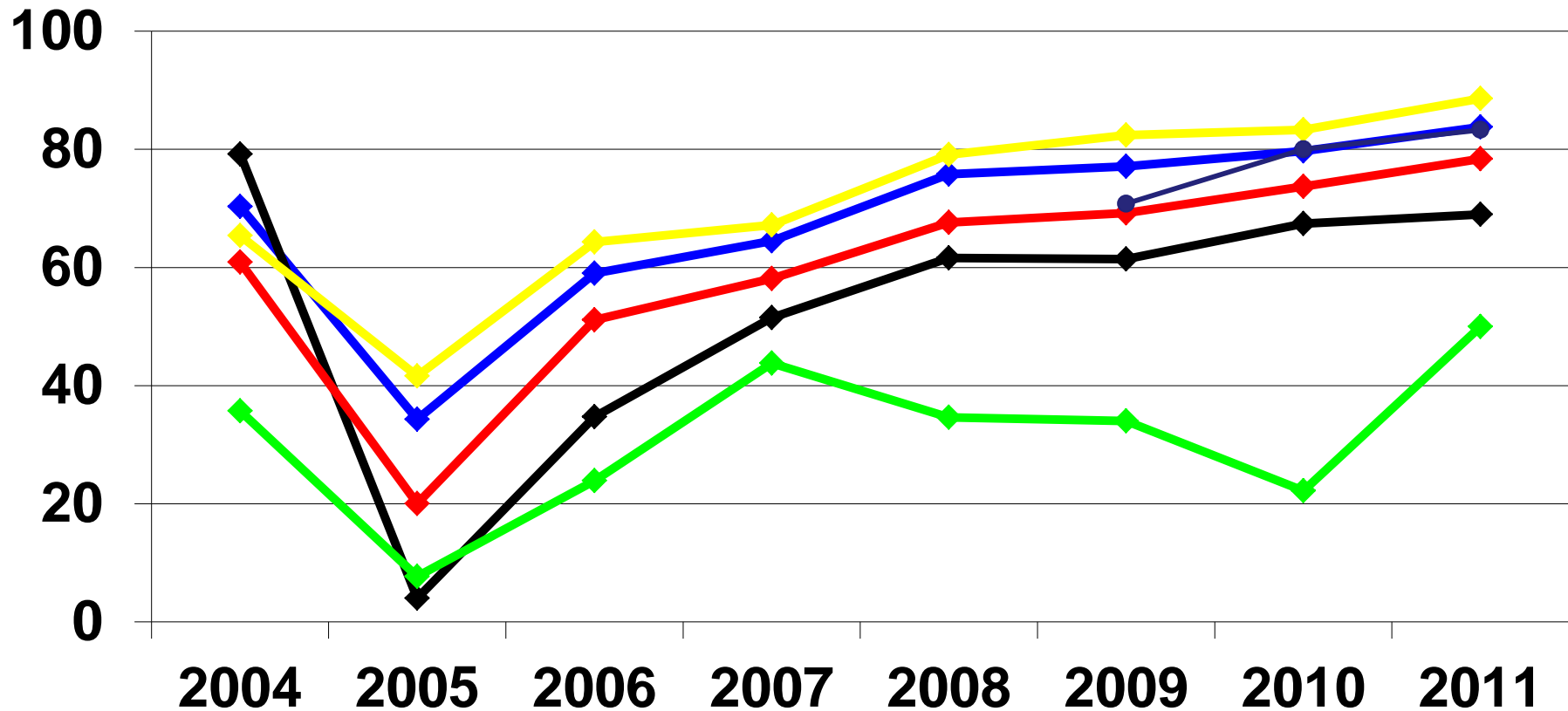


Academic Improvement for All Students

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. Our goal is to align instruction and assessment and to review those data for performance gains. State assessment data for 2011 resulted in Whole School Improvement Year 4 (WSII-4) in Literacy for Primary and Elementary schools, School Improvement Year 1 (SI-1) in Mathematics for Middle School, and Whole School Improvement Year 4 (WSII-4) in Literacy for Lonoke High School. Mathematics 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 assessments, The Learning Institute, ITBS, augmented benchmark, End-of-Course, 11th grade literacy, Biology, ACT, etc.) to plan for the most effective instructional strategies. The District has begun to work on the planning and implementation of Common Core State Standards. The effective implementation and assessment of those standards will result in more depth of student understanding of essential college and career knowledge and skills.

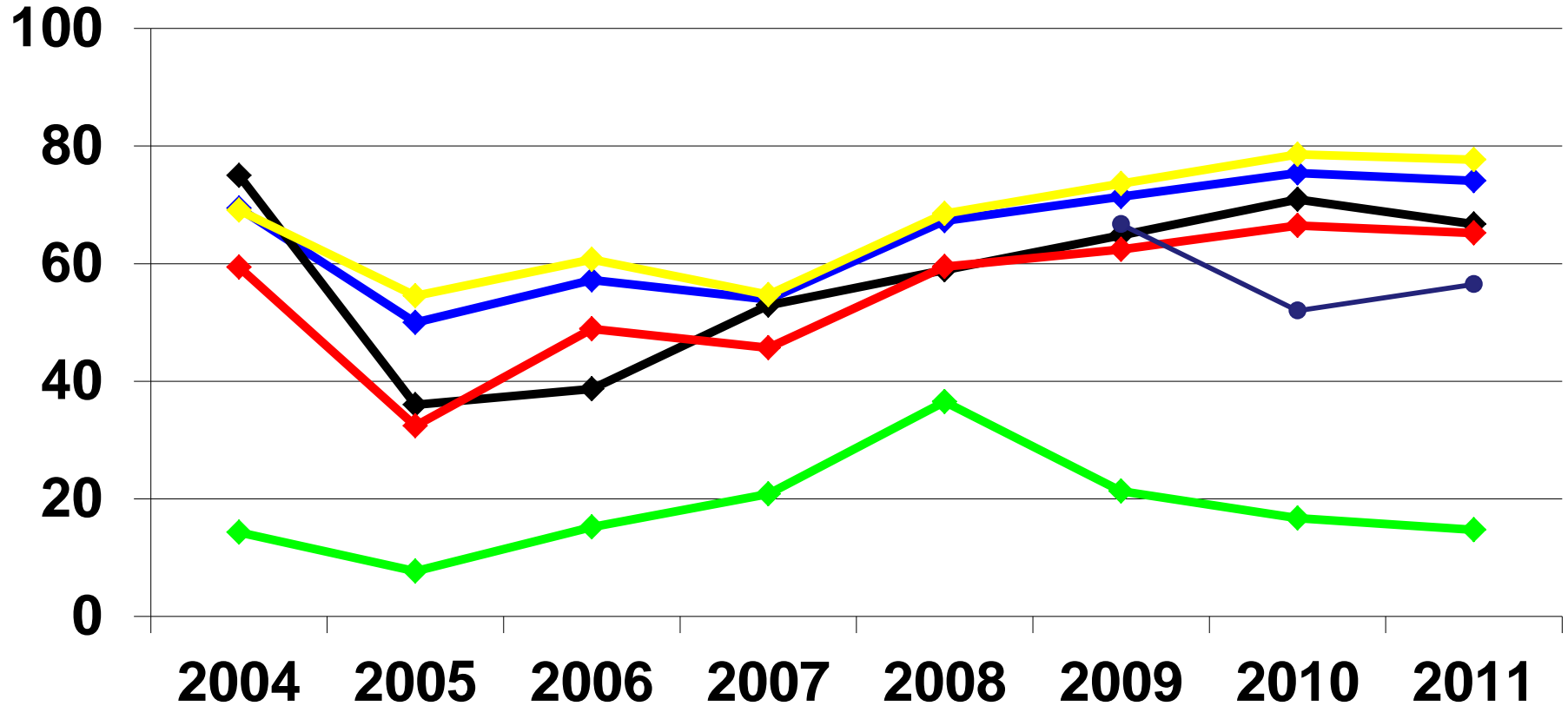
Primary/Elementary Schools (K-5)

Math – CRT (2004-2011)



Primary/Elementary School (K-5)

Literacy – CRT (2004-2011)



◆ Combined

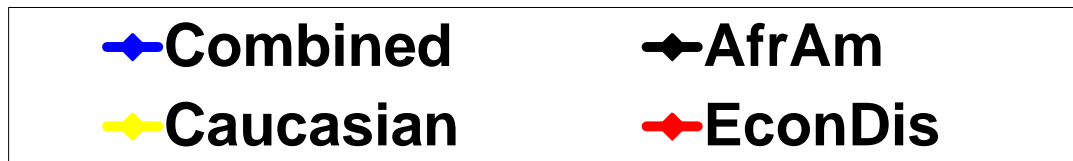
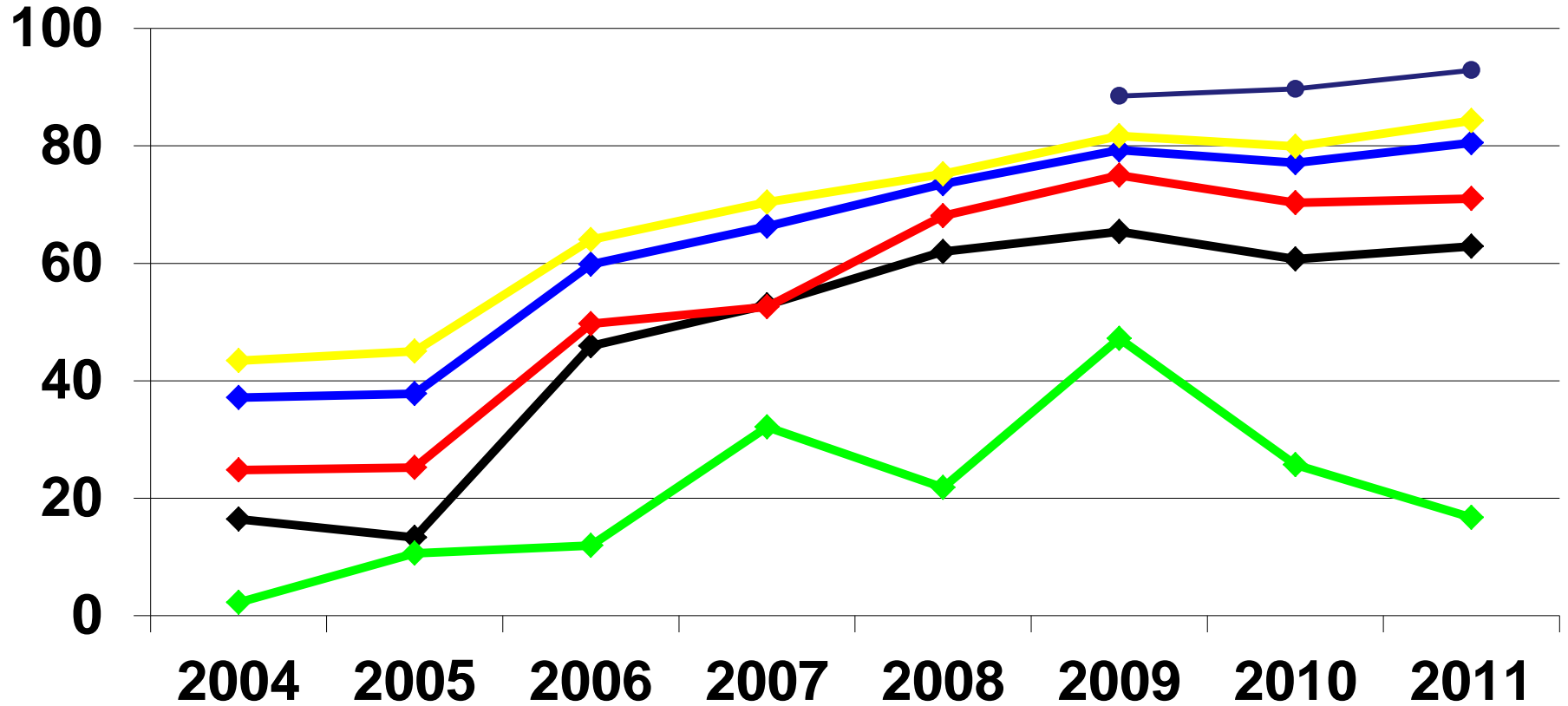
◆ AfrAm

◆ Caucasian

◆ EconDis

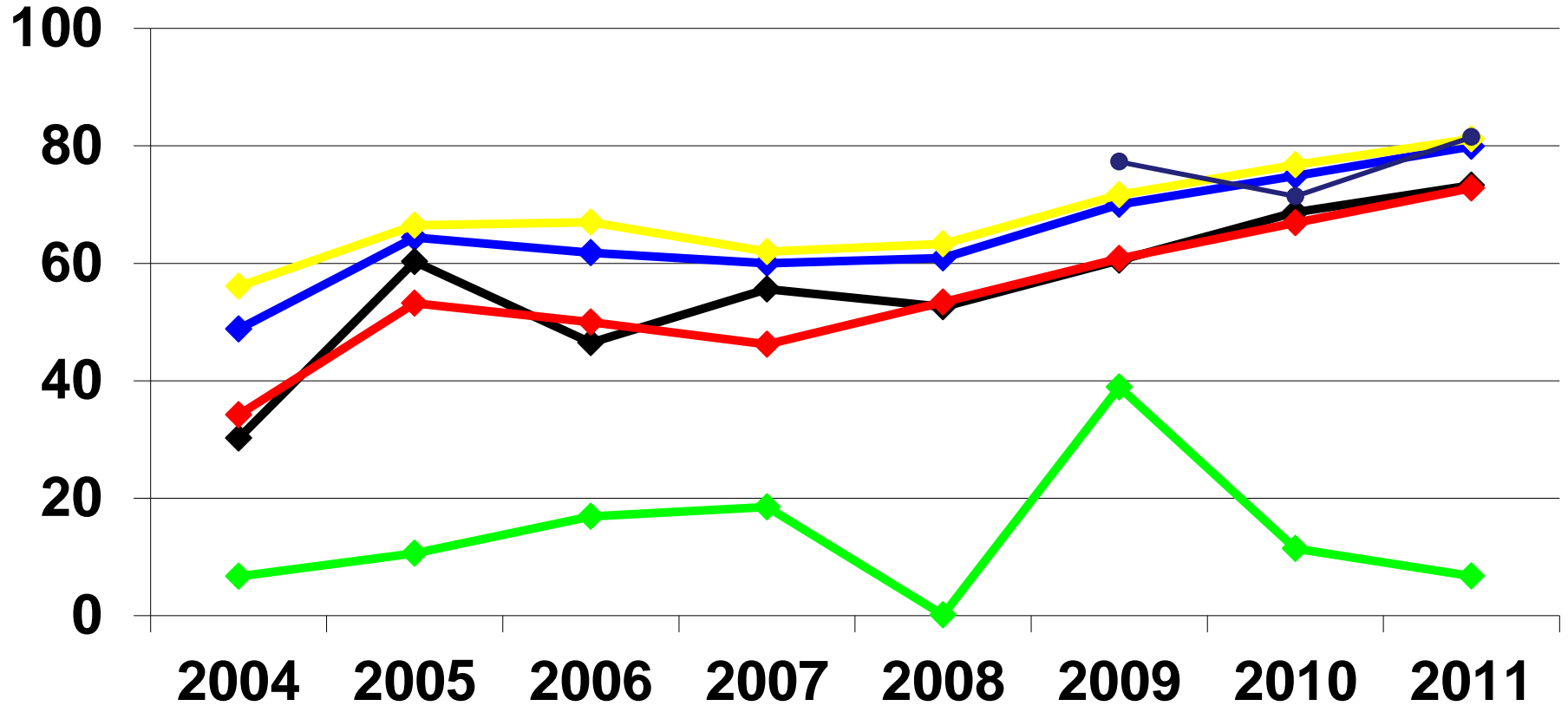
Middle School

Math – CRT (2004-2011)



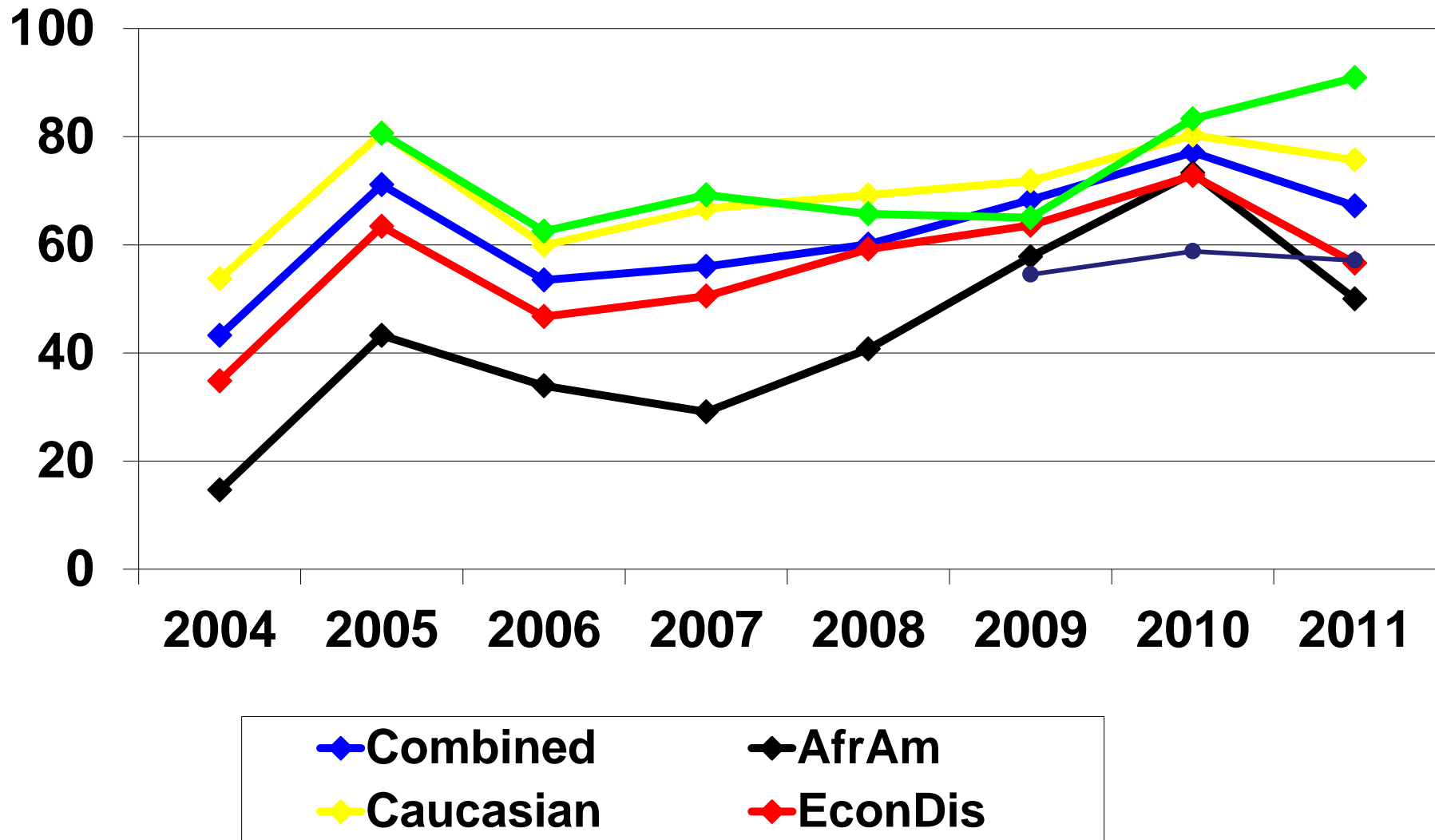
Middle School

Literacy – CRT (2004-2011)



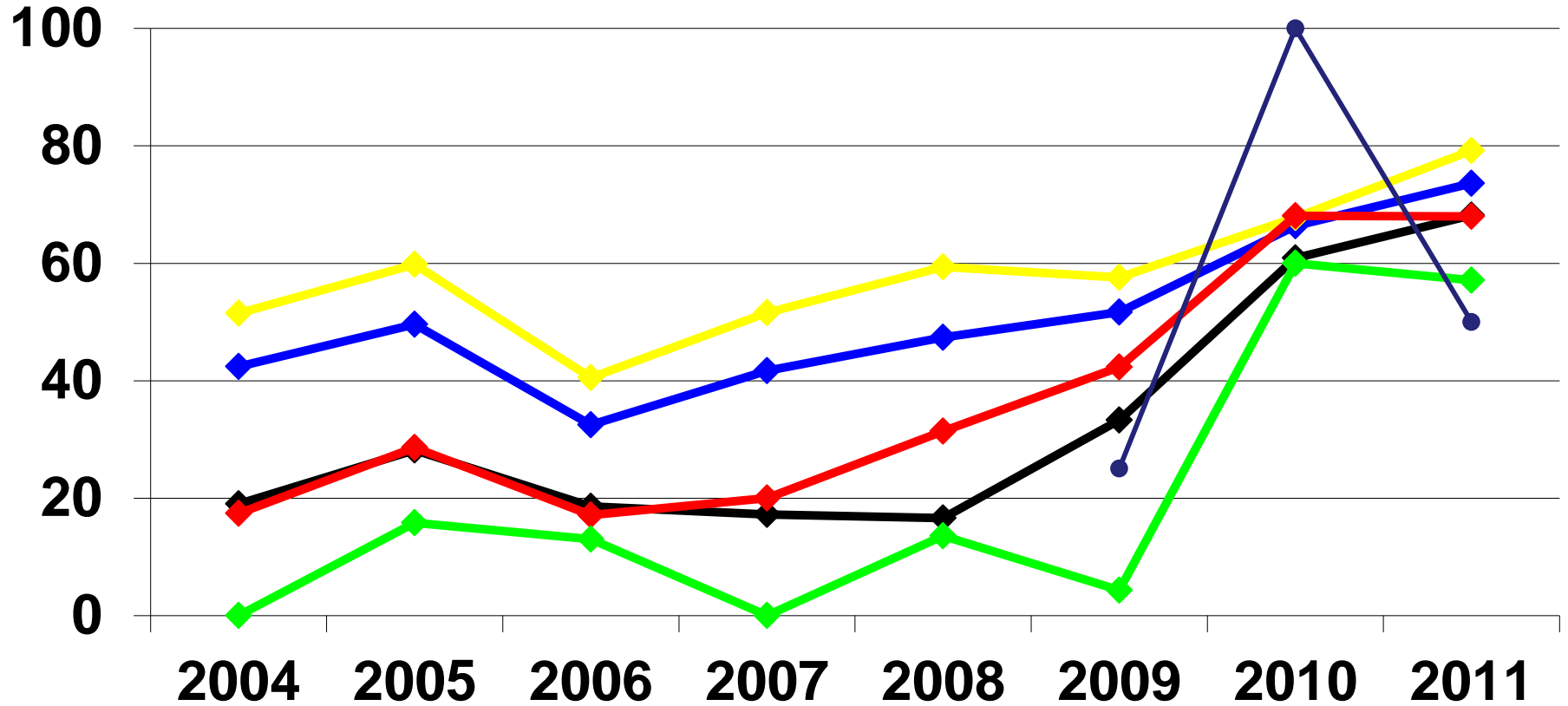
High School

Math – CRT (2004-2011)



High School

Literacy – CRT (2004-2010)



◆ Combined

◆ AfrAm

◆ Caucasian

◆ EconDis