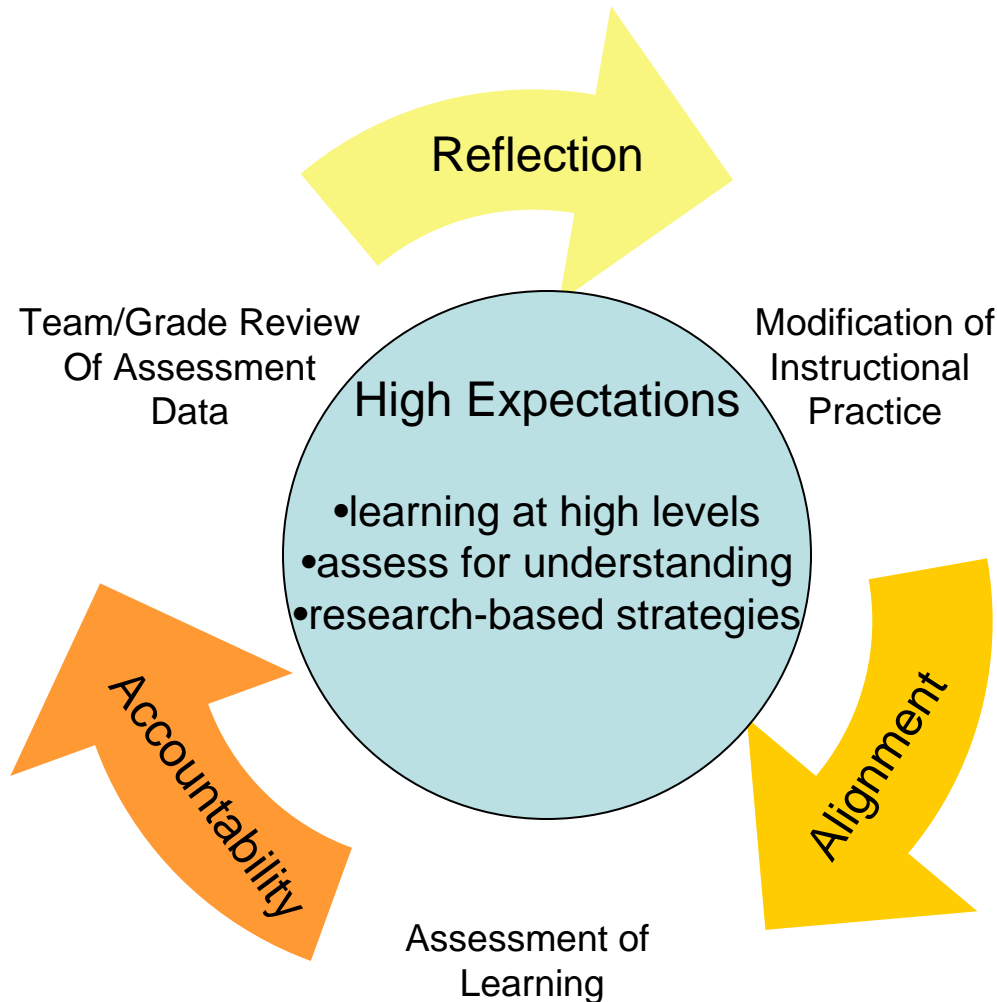


Lonoke School District

Model for School Improvement
2008-2009

Lonoke School District Model for School Improvement

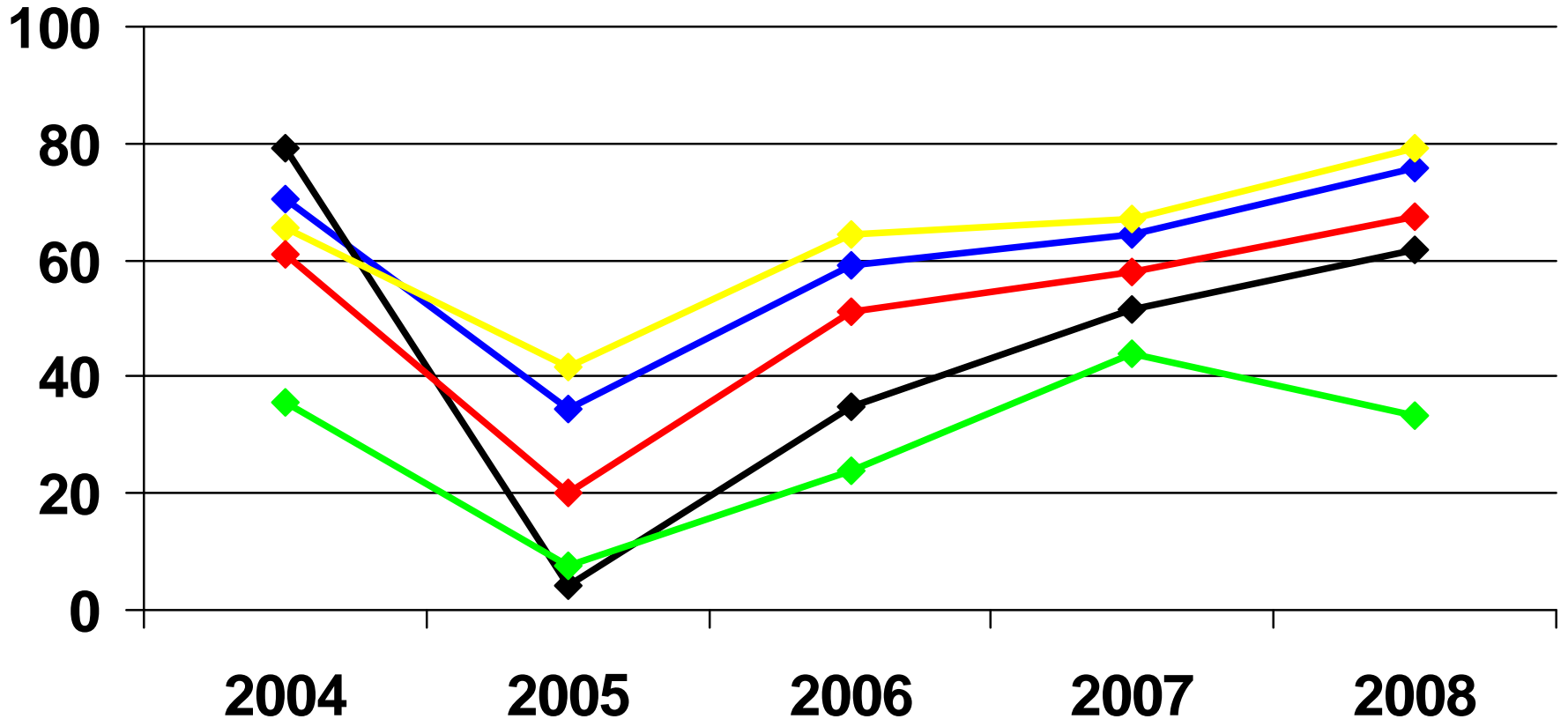


Academic Improvement for All Students

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 2008 resulted in three of the four schools in the district (Primary, Elementary, and Middle) meeting standards with a classification of School Improvement Year Two-MS (Meets Standards). Primary and Elementary did not meet standards in mathematics for Students with Disabilities. Lonoke High School is in School Improvement Year Two for Literacy in the Combined subpopulation. Trend data reflect ongoing gains in student performance. Gains are expected to continue as instruction reflects attention to the data. Teachers in the district are currently attending collaborative meetings to review several sources of data (i.e. formative, The Learning Institute, SAT 10/ITBS, augmented benchmark, End-of-Course, 11th grade literacy, Biology, ACT, etc.) to plan for the most effective instructional strategies.

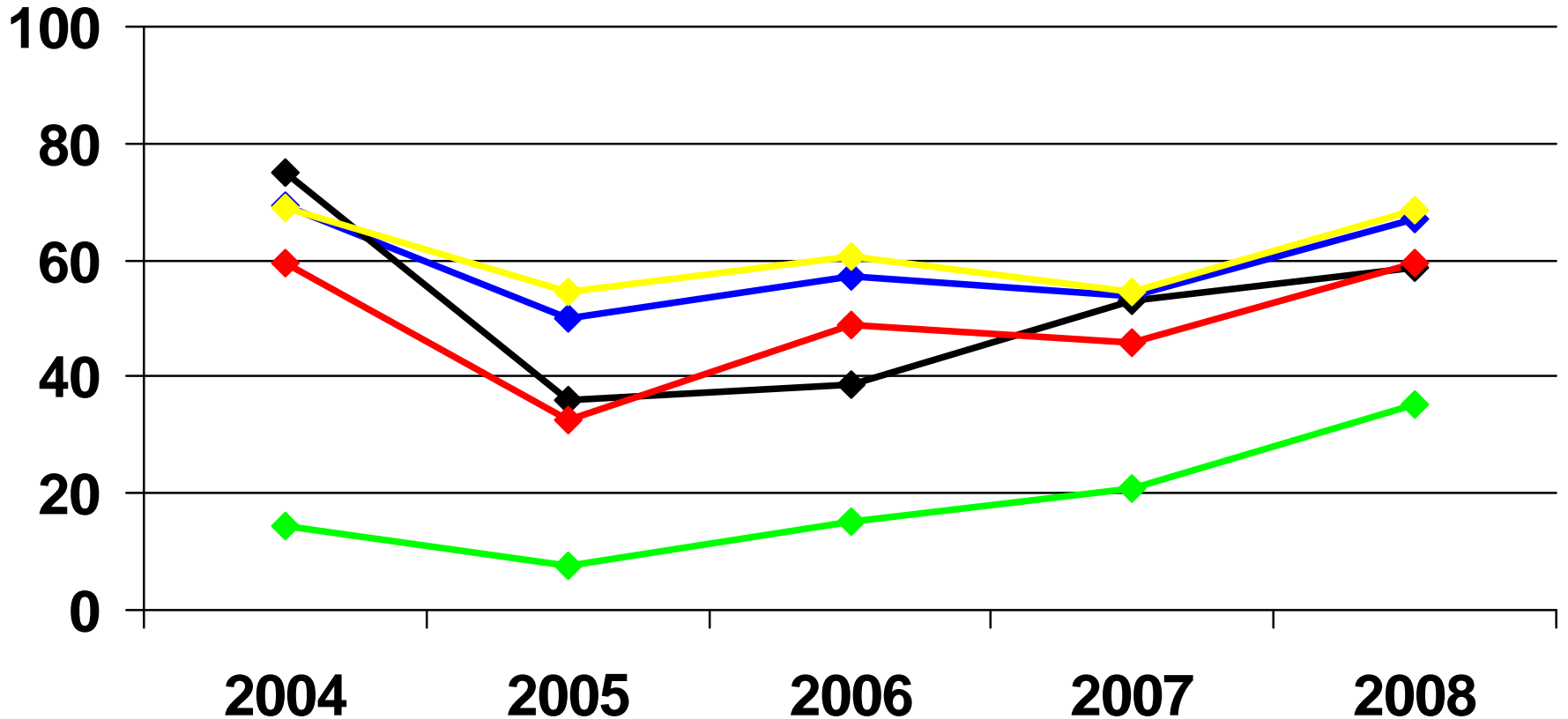
Elementary School (K-5)

Math – CRT (2004-2008)



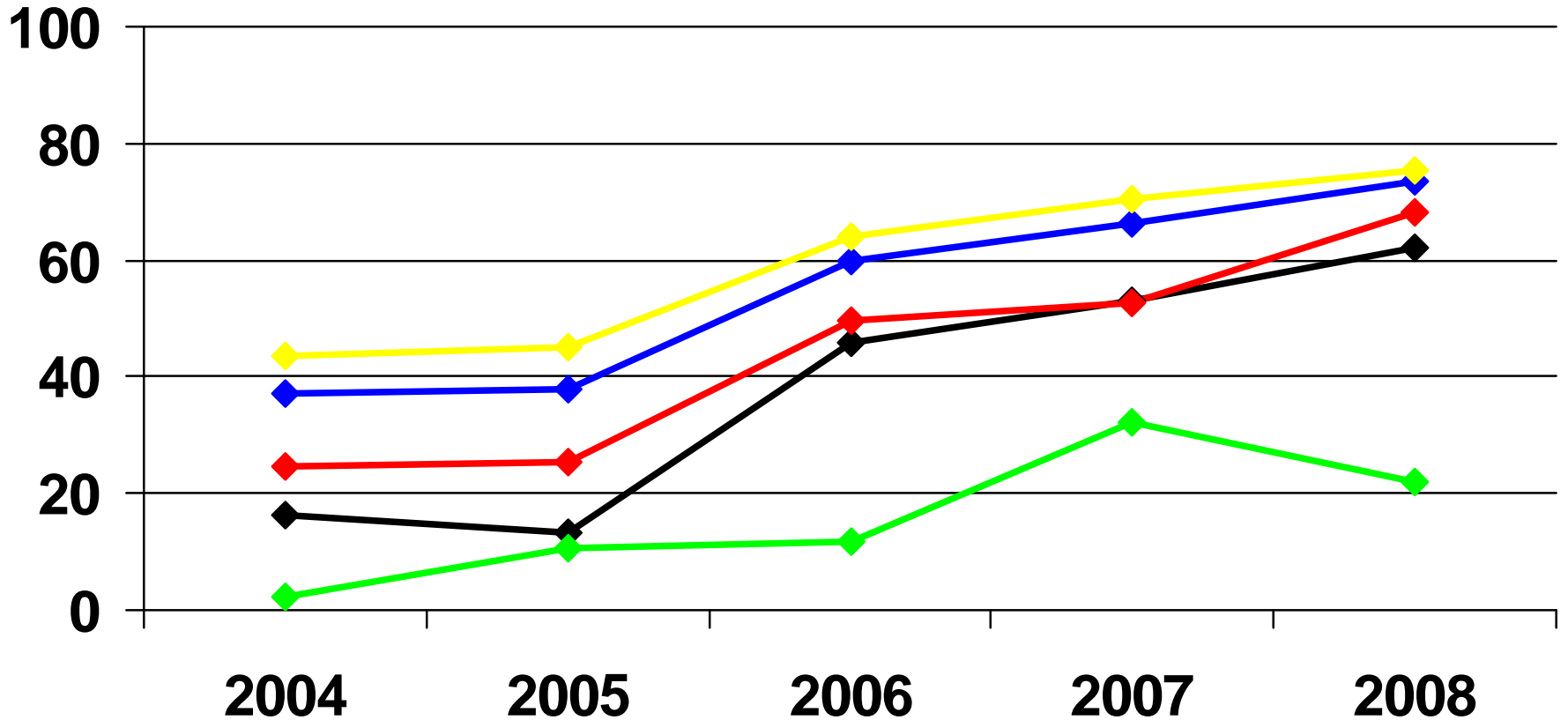
Elementary School (K-5)

Literacy – CRT (2004-2008)



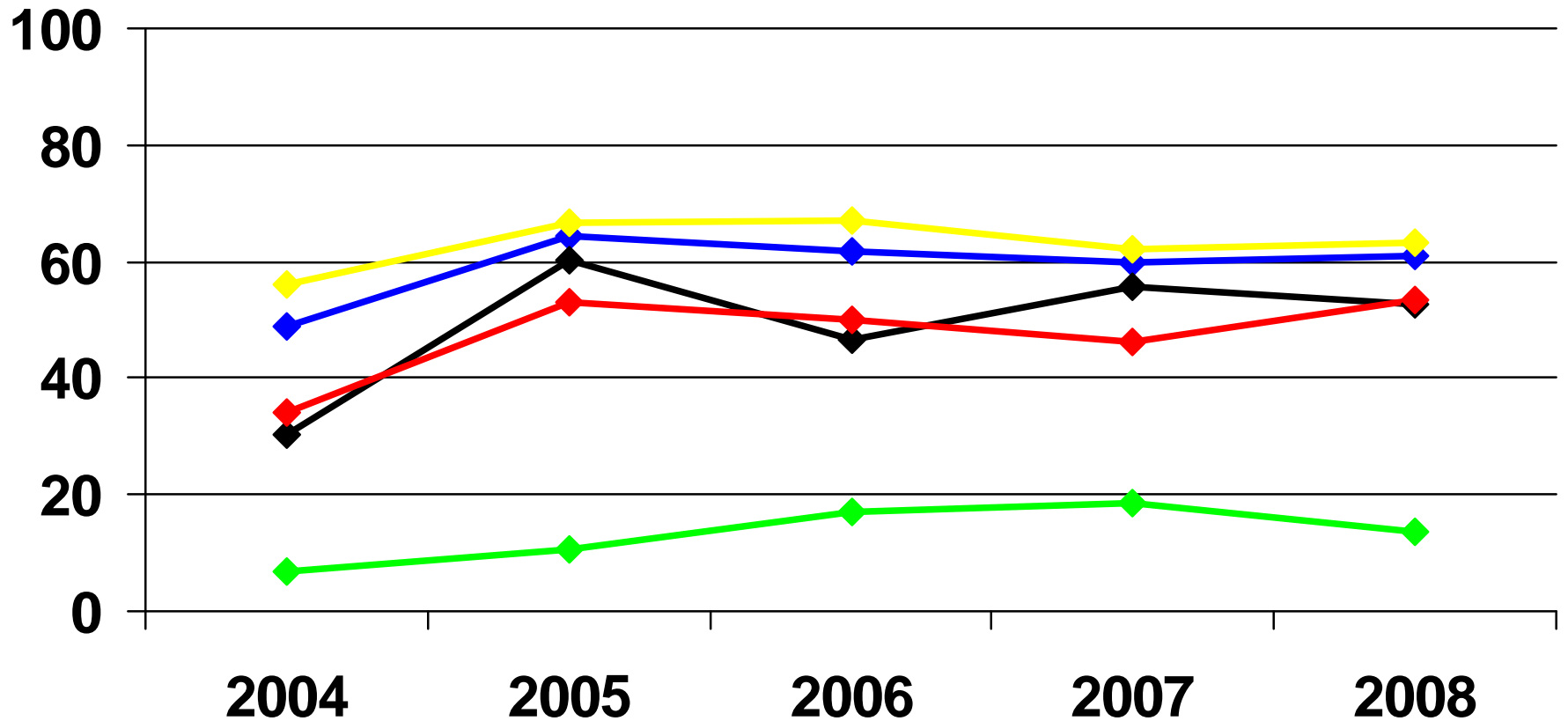
Middle School

Math – CRT (2004-2008)



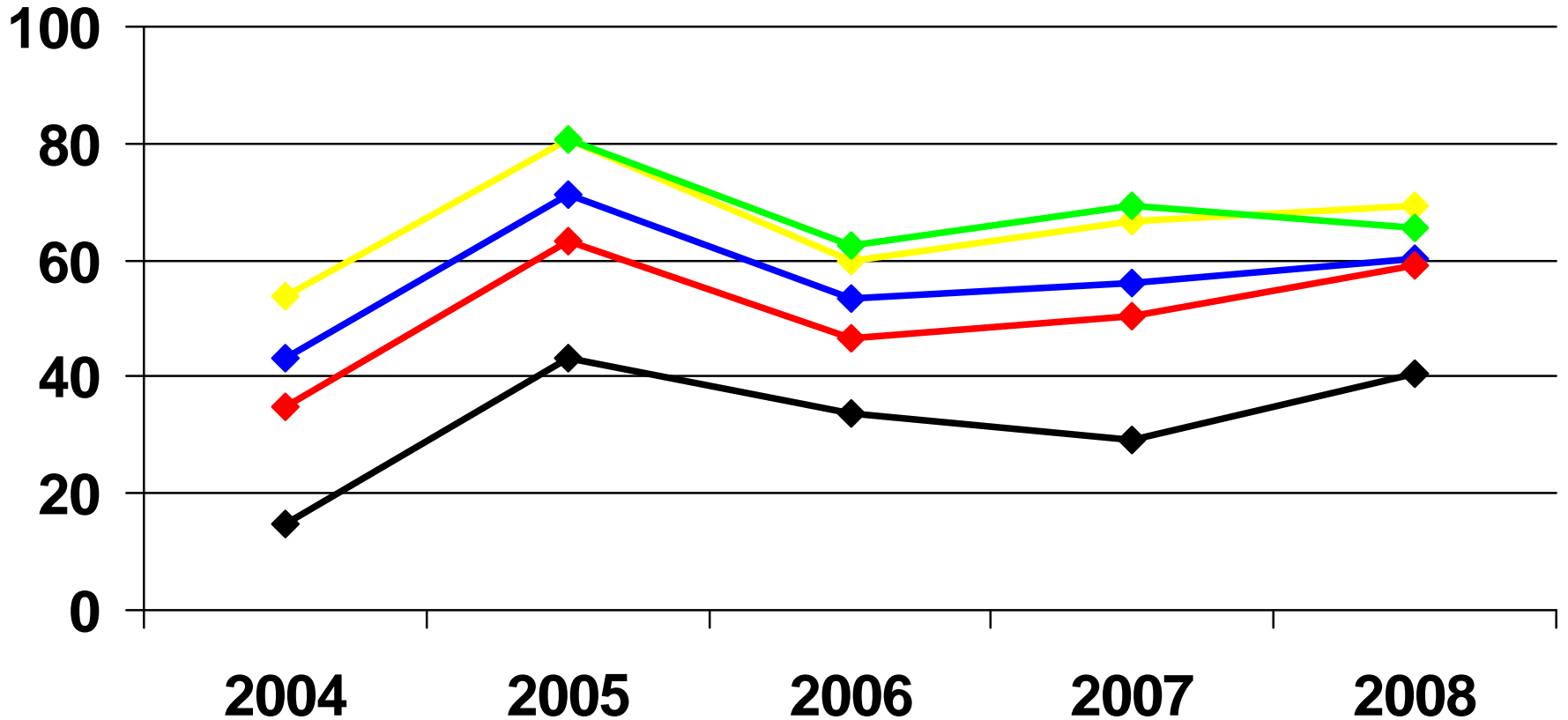
Middle School

Literacy – CRT (2004-2008)



High School

Math – CRT (2004-2008)



High School

Literacy – CRT (2004-2008)

