

**SPS 2010-2011 School Improvement Plan**  
**Harry S. Truman Elementary School**

**SIP Team**

Mrs. Stephanie Young, Principal  
Truman Faculty and Staff  
Truman PTA Executive Committee

**Mission**

*The mission of Truman Elementary School is  
to promote student achievement and academic success.*

**Vision**

*Truman Elementary School will be a physically and emotionally safe environment for all students. Our school  
will be a district leader in academic achievement and attendance.*

**Collective Commitments**

*We will teach by example the characteristics of respect, responsibility, teamwork, and lifelong learning.  
We will use a variety of teaching strategies to help all students reach their goals.  
We will promote safety on the Truman Elementary School campus.  
We will structure lessons and activities to engage all learners.*

**District Goals and Indicators**

**Goal 1: Improve Student Performance**

- Improve student performance in communication arts
- Improve student performance in math
- Improve student performance in science
- Maintain high performance on ACT

**Goal 2: Improve Graduation Rate**

- Improve graduation rate as measured by MSIP Standard 9.5
- Reduce student/teacher ratios
- Increase student engagement and responsibility for learning
- Increase student attendance

**Goal 3: Ensure Effective and Efficient Use of Resources**

- Recruit, develop, and retain high-quality staff
- Ensure a safe and nurturing environment for learning
- Attain high levels of customer satisfaction
- Maximize the use of financial resources
- Provide and maintain facilities that are conducive for learning

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## Objectives

**1. Communication Arts Scores will increase in 2010-2011:**

- Kindergarten:** All K students will score 90% or higher on EOY Letter Identification.  
All K students will score 90% or higher on EOY Concepts about Print.
- First Grade:** 90% of all first grade students will be proficient or advanced on the EOY DRA.
- Second Grade:** 90% of all second grade students will be proficient or advanced on the EOY DRA.
- Third Grade:** 75.5% (AYP) of third grade students will be proficient or advanced on the CA MAP 2011.
- Fourth Grade:** 75.5% (AYP) of fourth grade students will be proficient or advanced on the CA MAP 2011.
- Fifth Grade:** 75.5% (AYP) of fifth grade students will be proficient or advanced on the CA MAP 2011.  
(Third-Fifth Grade students scored 70.5% using Growth + Proficient on the CA MAP 2010)

**2. Math Scores will increase in 2010--2011:**

- Kindergarten:** 85% of all K students will be proficient or advanced on EOY Emerging Math Survey.
- First Grade:** 85% of all first grade students will be proficient or advanced on EOY Benchmarks.
- Second Grade:** 85% of all second grade students will be proficient or advanced on EOY Benchmarks.
- Third Grade:** 72.5% (AYP) of third grade students will be proficient or advanced on the Math MAP 2011.
- Fourth Grade:** 72.5% (AYP) of fourth grade students will be proficient or advanced on the Math MAP 2011.
- Fifth Grade:** 72.5% (AYP) of fifth grade students will be proficient or advanced on the Math MAP 2011.  
(Third-Fifth Grade students scored 74.1% using Growth + Proficient on the Math MAP 2010)

**3. Attendance will increase by .5 percent from 95.73% in 2009-2010 to 96.23% in 2010-2011.**

### Key Processes and Measures

Key Processes	(1) Process Measures & (2) Lead Performance Measures (Sources)
<p>A. Implementation of targeted reading interventions for students at-risk of not meeting adequate yearly progress in communication arts. (1, 2, 3)</p>	<p>A1. Increased use of resources to provide reading interventions, data analysis to determine students at-risk, increased classroom level monitoring of student progress. (CWTs, classroom observations, teacher data, portable assessment wall data)</p> <p>A2. Improved student achievement in Reading. (District assessments— DRA, CAP, Ltr. ID, Performance Series data, Assessment Wall data)</p>
<p>B. Implementation of a focus on district writing initiatives and resources to improve student writing performance across the curriculum. (1, 2, 3)</p>	<p>B1. Increased implementation of district curriculum with an emphasis on non-fiction writing across the curriculum and Writer’s Workshop. (CWTs, classroom observations, student work samples/scoring guides)</p> <p>B2. Improved scores in Communication Arts. (Quarterly assessment of student progress--writing to prompts)</p>
<p>C. Continued focus on implementation of district curriculum and initiatives in Reading and Math to support a viable and guaranteed curriculum. (1, 2, 3)</p>	<p>C1. Increased implementation of Reader’s and Writer’s Workshop, Reading Comprehension Strategies, Everyday Math. (WFSG logs, CWTs, informal observation)</p> <p>C2. Improved student achievement in CA and Math. (Performance Series data)</p>

### Professional Learning

WFSGs will be investigating data to support curriculum alignment to improve student engagement and differentiated instruction in CA and Math. WFSGs will engage in action research and use research-based interventions to improve student achievement. Site documentation will monitor staff participation and implementation.