

Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School
Elizabethtown Independent

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TABLE OF CONTENTS

| | |
|--|---|
| Overview | 1 |
| Goals Summary | 2 |
| Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from % in 2015 to % in 2017..... | 3 |
| Goal 2: Increase the averaged combined reading and math proficiency K-Prep scores for elementary students from 51.5% to 73.7% in 2019..... | 5 |
| Goal 3: Decrease the average combined Reading and Math novice percent for all students by 50% by 2020..... | 7 |

Overview

Plan Name

Helmwood Heights Elementary Improvement Plan 2015-2016

Plan Description

This plan will include measureable objectives, strategies and activities that will increase the proficiency scores of our students as reflected on end of the school year testing, KPREP. Our previous year's plan was completed however, our scores decreased. The staff meet several times and discussed root caused for our decrease. We examined our curriculum and assessments. We are looking for ways to ensure that students retain and recall the information taught. We will continue to use engaging strategies while teaching and use formative assessments to measure student achievement.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from % in 2015 to % in 2017. | Objectives: 3 Strategies: 4 Activities: 8 | Organizational | \$41000 |
| 2 | Increase the averaged combined reading and math proficiency K-Prep scores for elementary students from 51.5% to 73.7% in 2019. | Objectives: 3 Strategies: 4 Activities: 8 | Organizational | \$21250 |
| 3 | Decrease the average combined Reading and Math novice percent for all students by 50% by 2020. | Objectives: 2 Strategies: 2 Activities: 5 | Organizational | \$0 |

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from % in 2015 to % in 2017.

Measurable Objective 1:

demonstrate a proficiency in combined math and reading for non-duplicated gap group from 33.1% to 58.1% by 05/20/2016 as measured by K-Prep and School Report Card..

Strategy 1:

Summer Reading Program - Non-duplicated gap students will be invited to participate in a summer intervention reading program hosted by the district.

Category: Continuous Improvement

| Activity - Summer Intervention Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Non-duplicated gap group will be invited to participate in a district-wide intervention summer program. Students will be selected based on individual need. Classes for the camp will consist of reading and math strategies and practice to decrease the gap between students in the gap and those not in the gap group. | Academic Support Program | 03/25/2016 | 07/22/2016 | \$30000 | Title I Part A | Teachers, Assistant Superintendent for Student Learning |

Strategy 2:

Professional Learning Community - Teachers will work collaboratively to refine units in math and reading. They will examine data of student work and discuss instructional strategies that increase student achievement. A focus will be on matching standards with student work outcomes.

Category: Professional Learning & Support

| Activity - Title II grants | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Teachers will apply for Title II grants with district to attend professional development in specific content areas. Teachers will share knowledge and resources with staff at faculty meetings. | Professional Learning | 08/17/2015 | 05/09/2016 | \$0 | No Funding Required | Teachers, Principal, Assistant Superintendent |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Teachers will meet with Principal to perform data analysis based on post assessments from designed units. The meetings will occur no later than one week after post assessment has been given. Student progress as determined by pre/post assessment will be used to design a plan of intervention for each student not meeting proficiency at the end of the unit. Further formative data will be collected to provide evidence that the standards in the unit have been met to proficiency standards. | Academic Support Program | 09/07/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Interventionist, Principal |

Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Teachers will meet in Professional Learning Communities to refine units, create common assessments and discuss data analysis of student results on unit assessments. Monthly meetings will occur for an hour after school or during planning time. Full day meetings will three times a year in the conference room and substitutes will be provided through Section 6 funding. PLC notes of work completed and needs of PLC will be collected by Principal. Principal will also participate in full day PLC's as needed. | Professional Learning | 09/07/2015 | 05/20/2016 | \$9000 | General Fund | Teachers, Principal, others as needed for Professional Learning |

Measurable Objective 2:

collaborate to involve parents in the planning of events that will assist them in understanding our school programs, their child's progress and how to help their child from home by 03/18/2016 as measured by attendance of parents at meetings compared to the survey results. After event survey data will be collected to evaluate the impact of the parent night..

Strategy 1:

Parent Involvement Nights - This strategy will inform parents of school programs and their child's progress through parent meetings, programs and data sent home on individual students as they show progress through benchmark data, progress reports, Lexia and STAR assessments and pre/post unit assessments.

Category: Stakeholder Engagement

| Activity - Parent Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Meetings will be held by grade level and/or whole school to inform parents on strategies used to instruct students on current standards. Communication tools between home and school will be used to inform parents of student progress through various assessments and assignments that are matched with grade level standards. | Parent Involvement | 08/05/2015 | 05/20/2016 | \$500 | Title I Part A | All staff |

| Activity - Parent Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Parents will be invited to school for various activities performed by students. Arts & Humanities events will be scheduled for each grade level. Parents will be able to witness what is being taught during the school day. | Parent Involvement | 09/18/2015 | 05/20/2016 | \$0 | No Funding Required | All staff |

Measurable Objective 3:

collaborate to decrease inappropriate behaviors in the classrooms by 04/22/2016 as measured by comparison of PBIS classroom behavior sheets from the beginning of school to the end of the year..

Strategy 1:

PBIS for HH - A committee will be formed to discuss areas of need to improve our PBIS system. All teachers will attend faculty meetings where discussions will be held about expectations for the positive behavior instructional system. We will be able to accomplish our goal if all staff agrees and implements the system as discussed.

Category: Management Systems

| Activity - PBIS evaluation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

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|--|----------------------------|------------|------------|-------|------------------|-----------|
| Training and evaluation from outside source, GRREC, will be used to assess and offer suggestions on how to improve our classroom behaviors based on PBIS. Improving student behaviors will increase the number of students reaching proficiency. | Behavioral Support Program | 01/05/2016 | 05/20/2016 | \$500 | District Funding | All staff |
|--|----------------------------|------------|------------|-------|------------------|-----------|

| Activity - PBIS committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| PBIS committee will meet monthly to discuss needs of school based on PBIS data received from teachers' monthly charts. Academic data along with behavior data will be compared to determine next steps to improve all areas. | Behavioral Support Program | 08/04/2015 | 05/20/2016 | \$1000 | Other | All staff |

Goal 2: Increase the averaged combined reading and math proficiency K-Prep scores for elementary students from 51.5% to 73.7% in 2019.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math from 51.5% to 60.6% by 05/29/2015 as measured by KPrep.

Strategy 1:

Professional Learning Community - Implementation will be accomplished by teachers working collaboratively to refine units in math and reading. This will occur during PLC time and/or release time through district meetings. They will examine data of student work and discuss instructional strategies that increase student achievement. A focus will be on matching standards with student work and outcomes.

Category: Professional Learning & Support

Research Cited: Dufours

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will meet in a Professional Learning Community to refine units, create common assessments and discuss data analysis of student results on unit assessments. Once a month meetings will occur for one hour after school or during planning time. Full Day PLC meetings will be held three times a year in conference room and substitutes will be provided through Section 6 funding. PLC notes of work completed and needs of the PLC will be collected by Principal. Principal will also participate in full day PLC meetings as needed. This activity will increase teachers' effectiveness in delivery of content and administering assessments aligned with standards. | Professional Learning | 08/03/2015 | 05/16/2016 | \$9000 | General Fund | Teachers, Principal |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

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|--|-----------------------|------------|------------|-------------------|---------------------------|---|
| Teachers will meet with Principal to perform data analysis based post assessments from designed units. The meetings will occur no later than one week after post assessment has been given. Student progress, as determined by pre/post assessment will be used to design a plan of intervention for each student not meeting proficiency at the end of the unit. Further formative assessment data will be collected to evidence that students are meeting proficiency after intervention. This will increase proficiency of students as they are receiving intervention as needed with priority standards as soon as the unit has concluded whole class. | Professional Learning | 08/10/2015 | 05/16/2016 | \$9000 | Title I Schoolwide, Other | Teachers, Principal, Interventionist |
| Activity - Title 2 grants | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will apply for Title II grants with district to attend professional development in specific content areas. Will share new knowledge and resources with staff at staff share meetings. Teacher knowledge base in specific content areas will grow and in turn increase student proficiency. | Professional Learning | 08/03/2015 | 04/29/2016 | \$2000 | Title II Part A | Teachers, Assistant Superintendent Curriculum and Instruction |

Strategy 2:

Program Review - This strategy will increase the awareness and implementation of all five program reviews. By working with teachers and the new rubrics ideas can be discussed on how to best incorporate the needs if the reviews as per the review rubrics. Discussions will assist with data collection and evaluation of our programs.

Category: Learning Systems

| | | | | | | |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Activity - Program Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will review new rubrics with Program Reviews and reevaluate as needed. Work sessions will be held during faculty meetings with representation from every grade level and special area to ensure whole school access. | Professional Learning | 01/04/2016 | 05/13/2016 | \$0 | No Funding Required | All Staff |

Measurable Objective 2:

collaborate to involve parents in the planning of events that will assist them in understanding about our school programs, their child's progress and how to help their child from home. by 03/18/2016 as measured by the response of those parents that answered the survey compared to those that participate in the planned events from the parent survey..

Strategy 1:

Parent Involvement - This strategy will work to Inform parents of their child's progress through parent conferences, progress reports, test scores, lexia scores, and Scantron benchmark data. Conference records will be kept to measure the sharing of student progress. Principal will keep records of conferences and meetings with parents along with ensuring that benchmark data is going home to parents. The goal of the strategy is to increase the communication with parents and have them involved with school.

Category: Stakeholder Engagement

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|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| Activity - Parent Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

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| Meetings will be held by grade level and/or whole school to inform parents on the strategies we use to instruct with the new common core standards. Meetings will also include information on what is expected of a student in a particular grade level. Communication tools between school and home will be shared. Parent involvement is critical for students to succeed. Parents that understand where their child is performing based on assessments will be able to better assist their child at home. | Parent Involvement | 08/03/2015 | 05/20/2016 | \$250 | Title I Part A | Principal, Counselor, Teachers |
|--|--------------------|------------|------------|-------|----------------|--------------------------------|

| Activity - Parent Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Parents will be invited to school for various activities performed by students. i.e. Readers Theater, Math night, Teacher/Student activities. Arts and Humanities events will be scheduled for each grade level for performance at school and for parents in the evening. Monthly parent events will be scheduled through school and/or PTO events. Keeping parents informed and letting them see what their child is learning assists in the school becoming proficient. | Parent Involvement | 08/03/2015 | 05/27/2016 | \$1000 | Title I Part A | All Staff |

Measurable Objective 3:

collaborate to decrease inappropriate behaviors in all areas of the school by 05/20/2016 as measured by PBIS monthly behavior charts. We will show a 10% decrease in behaviors from beginning of year to the end..

Strategy 1:

PBIS - PBIS committee will be formed to discuss areas of need to improve our PBIS system. Implementation with consist of all teachers attending faculty meetings where discussions will be held about the expectations for our behavior system. Neutral parties will be asked to observe and assess our system of management and offer suggestions.

Category: Management Systems

| Activity - PBIS evaluation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|-------------------|
| Training and evaluation from outside source, GRREC, will be used to assess and offer suggestions on how to improve behaviors in our school. Training will occur so that all staff understands classroom behaviors and office referrals. Improving student behavior in the classroom allows the teacher to teach all and all students will have a safe learning environment free from student driven distractions. | Behavioral Support Program | 11/02/2015 | 04/22/2016 | \$0 | No Funding Required | All staff |

| Activity - PBIS committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---------------------------|
| PBIS committee will meet monthly to discuss needs of school based on data given by teachers PBIS percentage sheets. Rewards and their frequency will be discussed and decided. Minimal disruptions due to student behaviors will increase student achievement. | Behavioral Support Program | 09/07/2015 | 05/20/2016 | \$0 | No Funding Required | PBIS committee, Principal |

Goal 3: Decrease the average combined Reading and Math novice percent for all students by 50% by 2020.

Measurable Objective 1:

increase student growth by reducing the percent of students scoring Novice in Reading from 25.2 to 22.7 by 09/30/2016 as measured by KPREP.

(shared) Strategy 1:

Class assignment - Assigning students to particular teachers will enhance the opportunity for struggling students to improve achievement. Implementation will be started with Principal assigning students to class.

Category: Management Systems

| Activity - Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Students with IEP's will be placed in highly qualified teacher class for core instruction and will have resource time during block scheduling so not to miss any grade level core instruction. Students will have the same grade level instruction as all students and will not miss any new instruction. | Direct Instruction | 08/05/2015 | 05/20/2016 | \$0 | No Funding Required | Principal |

| Activity - teacher assignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|-------------------|
| Resource teacher will be assigned to a specific student and will be that student's resource teacher throughout years at Helmwood Heights as long as the teacher is in that position at this school. | Direct Instruction, Academic Support Program | 08/05/2015 | 05/20/2016 | \$0 | No Funding Required | Principal |

(shared) Strategy 2:

Enhancement - By offering virtual field trips, "brain breaks", transition activities and other quick memory games students without much background experiences and poor working memory will be able to retain and recall information taught during core instruction.

Category: Integrated Methods for Learning

| Activity - Brain Breaks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will engage students during transitional times with technology based programs like Go Noodle and Brain Pop to reinforce skills along with movement that crosses the midline to impact students with attention issues. | Academic Support Program | 09/02/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |

Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

| Activity - Virtual Field Trips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will use virtual field trips as often as possible to allow students without background knowledge to see what is being read or discussed in class as part of core instruction. | Academic Support Program | 10/19/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |

| Activity - Working Memory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will use quick memory games during transitions to improve working memory of students from lower socioeconomic demographic. Repeating patterns, words and building on a list of memory words improve the brains ability to store and recall new information. | Academic Support Program | 10/12/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |

Measurable Objective 2:

increase student growth by reducing the percent of students scoring Novice in Math from 24.8 to 22.3 by 09/30/2016 as measured by KPREP.

(shared) Strategy 1:

Class assignment - Assigning students to particular teachers will enhance the opportunity for struggling students to improve achievement. Implementation will be started with Principal assigning students to class.

Category: Management Systems

| Activity - Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Students with IEP's will be placed in highly qualified teacher class for core instruction and will have resource time during block scheduling so not to miss any grade level core instruction. Students will have the same grade level instruction as all students and will not miss any new instruction. | Direct Instruction | 08/05/2015 | 05/20/2016 | \$0 | No Funding Required | Principal |

| Activity - teacher assignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|-------------------|
| Resource teacher will be assigned to a specific student and will be that student's resource teacher throughout years at Helmwood Heights as long as the teacher is in that position at this school. | Direct Instruction, Academic Support Program | 08/05/2015 | 05/20/2016 | \$0 | No Funding Required | Principal |

(shared) Strategy 2:

Enhancement - By offering virtual field trips, "brain breaks", transition activities and other quick memory games students without much background experiences and poor working memory will be able to retain and recall information taught during core instruction.

Category: Integrated Methods for Learning

| Activity - Brain Breaks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Helmwood Heights Elementary Improvement Plan 2015-2016

Helmwood Heights Elementary School

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|--|--------------------------|------------|------------|-----|---------------------|---------------------|
| Teachers will engage students during transitional times with technology based programs like Go Noodle and Brain Pop to reinforce skills along with movement that crosses the midline to impact students with attention issues. | Academic Support Program | 09/02/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |
|--|--------------------------|------------|------------|-----|---------------------|---------------------|

| Activity - Virtual Field Trips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will use virtual field trips as often as possible to allow students without background knowledge to see what is being read or discussed in class as part of core instruction. | Academic Support Program | 10/19/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |

| Activity - Working Memory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will use quick memory games during transitions to improve working memory of students from lower socioeconomic demographic. Repeating patterns, words and building on a list of memory words improve the brains ability to store and recall new information. | Academic Support Program | 10/12/2015 | 05/20/2016 | \$0 | No Funding Required | Teachers, Principal |