

HOWEVALLEY ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008-2009

The Howevalley Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Beth Handel, Chairperson of SBDM Council
Beth Handel, Chairperson of CSIP Planning Committee

Plan Approved by the School Council:
November 25, 2008
Date

School Council Members:

Lesley Bone	Teacher Representative
Anita Fisher	Teacher Representative
Beth Handel	Principal
Tara Martin	Teacher Representative
Dana Thomas	Parent Representative
Diana Wells	Parent Representative

EXECUTIVE SUMMARY

Mission Statement:

The mission of Howe Valley Elementary School, a united, family-oriented, rural school is to view each child as a valued and unique individual who can learn and achieve at high levels. We welcome the special contributions and individuality of every student. By emphasizing character and keeping student learning our first priority, we strive to prepare our students to be successful contributing citizens of the 21st century.

Beliefs:

To ensure that all children will reach their highest potential, Howe Valley adheres to the following beliefs:

- The staff works and shares as a collaborative team.
- Each student experiences success, feels cared for and positive about their involvement at Howe Valley School.
- Teachers show motivation, enthusiasm, and experience continued professional growth to enhance student learning.
- The school environment is orderly, safe, healthy, inviting, and stimulating.
- All students have access to, training in, and experience with the technological tools of the information age.
- The leadership is supportive, encouraging, and fosters positive changes.
- Our parental community feels welcomed and valued as full participants in their child's education

Planning Committee Members:

Community Members: Dana Thomas, Diane Wells

Faculty Members: Felicia Harry

Administration Member: Beth Handel

Instructional Services Department Members: Carlena Sheeran

Plan Summary:

The Howe Valley Comprehensive School Improvement Plan's main focus will be the following:

- **Using data to flexibly group students for reading and math, taking special consideration for achievement gaps with subgroups**
- **Continually reviewing and revising the Literacy Plan**
- **Utilizing best practices to teach reading and supporting reading school wide with special activities**
- **Disaggregating and analyzing test data from Measures of Academic Progress testing, KCCT, district wide common assessments, and formative classroom assessment to improve instruction**
- **Differentiating instruction based on data from the above assessments and learning style inventories**
- **Implementing and embedding District Curriculum Pacing Guides, Common Assessments, Thoughtful Education and Best Practices strategies to increase capacity among teachers and improve instructional practice**
- **Prioritizing topics for professional development and job-embedded trainings**
- **Title I staff will focus on reading and math assistance at all grade levels.**
- **ESS staff will focus on remediation in the areas of reading and math for students below grade level with an emphasis on free and reduced students and special education students.**
- **Recognizing student achievement in the areas of academics, behavior, attendance, and character.**

How the Needs of the School Were Determined:

The Comprehensive School Improvement Plan was developed through committee work. Assessment results from NCLB Report, Spring 2008 KCCT results were reviewed, along with parent surveys and staff input to determine areas that were in need of focus for the new CSIP.

How Goals and Strategies Were Decided Upon:

Goals and activities were reviewed by the planning committee, discussed, changed and presented to the faculty and SBDM committee. The faculty and committees had the opportunity to make adjustments to the recommended goals and activities. The plan was presented to the SBDM council for recommendations and approval.

What Implementation of the Plan is Expected to Achieve:

The SBDM Council believes that the goals and activities developed will directly impact the students' academic achievement and will positively strengthen the overall climate of the school community.

What Process was Used for Internal Review of the Plan:

All teachers in the building were given a copy of the draft plan. Teachers were asked to read the plan and then give input. Classified staff were also emailed a draft copy and encouraged to give input on the plan as well.

How Public Comment was Secured and What Response was Made:

Two parents serve on the SBDM council and were given the opportunity to make suggestions and improvements to the plan. A copy of the draft plan was placed on the school website and parents were encouraged to post feedback to the principal's email.

How Comprehensive Improvement Planning Will be Ensured in the Future:

Teachers will maintain a checklist of activities for which they are responsible. Documenting dates and achievements of goals/activities. These will be collected and reviewed. Also, an *Implementation and Impact Check* will be performed annually to ensure that the Comprehensive School Improvement Plan is being implemented as designed. Changes and amendments to the plan will occur as needed through the SBDM council recommendations, staff input, and/or the CSIP planning committee with final approval given by SBDM Council.

COMMUNICATION PLAN

How will the Comprehensive Improvement Plan and Other Important Information Be Shared with Stakeholders?

Parents, faculty members, community members, and district office personnel will be informed that copies of the plan are available in the school office, on the school and district website for their review. In addition, all faculty members, PTA officers, and SBDM Council members will be provided with a copy of the plan. Discussion of the plan and results of implementation of the plan will occur at SBDM Council meetings and faculty meetings.

How will Input Continue to be Gathered from Stakeholders?

Information will be gathered from stakeholders through the SBDM Council meetings, PTA meetings, and faculty meetings. Annual surveys will also be conducted to gather additional information. A review of MAP assessment results, common assessments, and other data review along with the Implementation and Impact Check will be conducted by the faculty and SBDM Council in April.

Area of Need Academic Performance (Instruction)District Name Hardin CountySchool Name Howealley Elementary SchoolDate November 7, 2008

Priority Need	Goal (Addresses the Priority Need)															
Based on the 2007-2008 Kentucky Performance Report Howeallevy's Concordance Index is 83.8 with 12.59% novice. The total academic index is 86.5.	Based on the results of the 2008-2009 KCCT, the Kentucky Performance Report will show that Howeallevy has continued to make progress toward meeting its annual goals: <table><tr><td></td><td><u>Goal</u></td><td><u>Novice</u></td></tr><tr><td>2007/2008</td><td>85.1</td><td>11.85</td></tr><tr><td>2008/2009</td><td>87.35</td><td>10.71</td></tr><tr><td>2009/2010</td><td>89.6</td><td>9.57</td></tr><tr><td>2010/2011</td><td>91.9</td><td>8.42</td></tr></table>		<u>Goal</u>	<u>Novice</u>	2007/2008	85.1	11.85	2008/2009	87.35	10.71	2009/2010	89.6	9.57	2010/2011	91.9	8.42
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There are achievement gaps in average index scores between students on free and reduced lunch versus non-free and reduced lunch in the areas of reading and math. (SB 168)																
Reading-Based on the 2008 NCLB and KPR, the percentage of students scoring proficient and above in reading was 67.22%.																
Math-Based on the 2008 NCLB and KPR, the percentage of students scoring proficient and above in math was 69.67%																

Causes and Contributing Factors

According to data analysis of 2007-2008 KPR, NCLB data, review of student MAP scores, and input from teachers it was determined that previous CSIPs targeted large scale changes in instruction and efficiency. Now a more specific focus is needed to target specific methods of instruction and areas of achievement.

Action Component Academic Performance (Instruction)District Name Hardin CountySchool Name Howe valley ElementaryDate November 7, 2008**Focused District Activities**

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Extended School Services via the daytime waiver will be provided to underachieving students with priority being given to math and reading instruction for students receiving free and reduced lunch. (SB168)	Principal and/or ESS coordinator will monitor ESS instruction by ESS staff	Reduce achievement gap in the area of reading for students who receive free and reduced lunch.	
Teachers will use data from various assessments (KCCT results, MAP, STAR, Core Assessment Profiles) to better meet the reading and math needs of students. Teachers will use data to create flexible groups targeting free and reduced lunch students and special education students below grade level in reading and math.(SB168)	Teacher lesson plans and administrative walkthroughs will provide evidence of flexible needs grouping	Narrow the achievement gap between free and reduced students and non-free and reduced students in the areas of reading and math.	
The Literacy Plan will be reviewed and revised annually with all teachers. Teachers will work to fully implement all components of the Literacy Plan.	Faculty and committee meeting minutes, Teacher lesson plans, and Administrative walkthroughs	Increase of number of students performing at or above grade level in reading as evidenced by school and state assessments.	

Action Component Academic Performance (Instruction)District Name Hardin CountySchool Name Howe Valley ElementaryDate November 7, 2008**Focused District Activities**

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
District curriculum pacing guides, common assessments, Thoughtful Education strategies, differentiation, best practices, and instructional strategies to address learning styles and Depth of Knowledge will be implemented in all classrooms.	Teacher lesson plans, administrative walkthroughs, student work samples, and teacher learning walks	Increase the number of students performing proficient and distinguished on the CATS assessment all content areas.	
Title I allocations will be utilized for classified and certified staff to provide additional support in the areas of instruction and key administrative support services.	Support services will be continually provided by Title I staff.	Additional support will supplement classroom instruction; therefore students will show an increase in performance levels on classroom, district, and state assessments.	
Teachers will utilize the Scott-Foresman reading curriculum for reading instruction as a foundation model along with other research-based reading strategies to individualize reading instruction based on student needs.	Teacher lesson plans, administrative walkthroughs	Increase the number of students reading on grade level and performing at the proficient and distinguished levels in Reading on the CATS assessment.	
All classrooms will provide students with multiple reading opportunities each school day to include teacher read aloud time, DEAR time, and Accelerated Reader time.	Teacher lesson plans, administrative walkthroughs	Students will improve in reading fluency and comprehension that will result in more students performing at or above grade level in reading.	

Action Component Academic Performance (Instruction)District Name Hardin CountySchool Name Howe Valley ElementaryDate November 7, 2008**Focused District Activities**

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Family Reading Nights will be held each semester to provide information about reading with their child and encourage parent involvement and participation in student literacy at home.	Planned activities will be held.	Increased parent involvement activities in the area of literacy will give parents information to assist their child at with reading at home.	
ELL students will be provided specially designed instructional activities to reduce barriers to learning.	ELL teacher visit logs	Specialized activities will make content more comprehensible in the regular classroom	
Teachers will receive professional development opportunities annually through specialized as well as job-embedded training. Long range professional development will include but may not be limited to training in: <ul style="list-style-type: none">• Best Practices• Thoughtful Education• Literacy/Reading Instruction• Math• Questioning• Depth of Knowledge• Authentic Assessment• Learning Styles• Analyzing Student Work	Faculty meeting minutes, <u>The Master Teacher</u> supplemental materials, Monday Message emails, and Professional Development training documentation.	All teachers will be equipped with the knowledge to meet the needs of all the children they teach.	

Action Component Learning EnvironmentDistrict Name Hardin CountySchool Name Howe Valley ElementaryDate November 7, 2008**Focused District Activities**

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
School wide student recognition through the "Caught Being Good Program", 9 weeks Awards ceremonies, and monthly Writing Wall of Fame, and "On a Roll" Open Response excellence will be given to focus on student successes.	A focus on excellence through multiple awards and Caught Being Good" acknowledgments will be held on a regular basis.	Students will develop an understanding of their responsibilities in achieving high expectations in behavior, academics, attendance, and character.	
A structured awards program will be developed to recognize student achievement in the areas of academics, behavior, character, and regular attendance.	Student will receive t-shirts and earn "paw" prints each 9 weeks to acknowledge their achievements.	Students will gain self-confidence for receiving recognition for their individual achievements.	
2 nd through 5 th grade teachers will conduct individual goal setting with students using MAP and KCCT scores as a basis for improvement. Students will be recognized for success toward meeting goals.	Goal setting documentation and recognition of successes	Students will learn to set goals and work toward their achievement. Students will also develop an understanding of how achieving goals leads to success in learning.	