

Lakewood Elementary

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2009

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

E.G. Thompson
Chairperson, School Council

October 13, 2008
Date

E.G. Thompson
Chairperson, School Planning Committee

October 13, 2008
Date

Plan Approved by the School Council:

October 13, 2008
Date

School Council Members:

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|---------------------------|---------------------------|
| Laura Beth Hayes, Teacher | Charles Osman, Parent |
| Kermit Olive, Teacher | Lisa Shrader, Parent |
| Amanda Pence, Teacher | E. G. Thompson, Principal |
| Alice Wittenback, Teacher | |
| Lashawna Dowdy, Parent | |

EXECUTIVE SUMMARY

Lakewood Elementary

MISSION STATEMENT

The mission of Lakewood Elementary School is to assure that all students can reach their highest level of learning and achievement through the cooperative efforts of supportive families, a competent and professional staff, an involved community, and responsible students – preparing students to become healthy, happy, self-sufficient individuals who can be successful adults in a world of challenge and change. To support this mission, all School-Based Decision Making Council policies will focus on our major goals of improving teaching and learning and enhancing student achievement at Lakewood Elementary School. (Revised July 17, 2002)

“Providing the Best for Children”

PROCESS USED TO DEVELOP THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

How Planning and Needs Assessment Teams Were Organized:

Planning and needs assessment committees were organized and assigned according to the Standards and Indicators for School Improvement. These were grouped according to identified components: **A. Academic Performance** (including Standards 1. Curriculum; 2. Classroom Evaluation/Assessment; 3. Instruction); **B. Learning Environment** (including Standards 4. School Culture; 5. Student, Family, Community Support Programs/Services; 6. Professional Growth, Development, and Evaluation); and **C. Efficiency**, (including Standards 7. Leadership; 8. Organizational Structures and Resources; 9. Comprehensive and Effective Planning.)

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

| Academic Performance | |
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| Standard | |
| 1 | Curriculum |
| 2 | Classroom Evaluation/Assessment |
| 3 | Instruction |
| Chrissy Skaggs and Debbie Wyatt (Chair), Lynn Bleemel, Sandra Branham, Joseph Cecil, Suzanne Dennis, Christy Dunaway, Laura Beth Hayes, Kathy McQuown, Melody Meredith, Laticia Mueller, Linda Patten, Amanda Pence, Margie Ritter, Beverly Strader, Kelly Taylor, Jennifer Wilcox, and Alice Wittenback | |
| Learning Environment/Efficiency | |
| 4 | School Culture |
| 5 | Student, Family, Community Support Programs/Services |
| 6 | Professional Growth, Development, and Evaluation |
| 7 | Leadership |
| 8 | Organizational Structure and Resources |
| 9 | Comprehensive and Effective Planning |
| Shelee Clark and Angela Pike(Chair), Charis Kahlden, Kelly Blair, Lori Blair, Janice Brown, Jennifer Coogle, Lori Cook, Shawn Dunaway, Lee Filyaw, Kathie Hamilton, Lisa Jeffries, Loretta Johnson, Leisha Lamb, Denise Lucas, Teresa Lyons, Ruthie Miller, Kermit Olive, Catrina Pickerell, Robynn Pierce, Penny Powell, Kerry Reeves, Chris Spears, and Lee Ann Thomas | |

*E. G. Thompson, ex officio member of all committees

How the Needs of the School Were Determined:

A voluntary successful School Audit was completed in January 2005 and a full revision of the CSIP was done at this time. Additional revisions were made for each school year from 2006-2009. An analysis of the *Kentucky Performance Report, Measures of Academic Progress, No Child Left Behind Report*, and student work was also done.

How Goals and Strategies Were Decided Upon:

Goals were selected and prioritized by the entire faculty and parent representatives. The results of needs assessments were reviewed, analyzed and discussed. In addition, the Comprehensive District Improvement Plan was reviewed. The Standards and Indicators continued to be applied and the Implementation and Impacts from the 2007-2008 school year were reviewed. The school had previously targeted Reading and Math for Senate Bill 168 Target statements. A decision was made to target Mathematics for the 2008-2009 Senate Bill 168 statement. Committees developed strategies and activities to address goals with special emphases in Reading and Math. The faculty and parent representatives reviewed, revised and agreed upon the final plans. The school council approved the resulting plans.

What is the Plan Expected to Achieve:

Academic Performance

Reading

- Based on the results of the 2009 KCCT, the number of students scoring at or above proficiency in reading will increase as evidenced by meeting our AMO's for all sub-groups.
- The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.

Math

- Also based on the results of the 2009 KCCT, the number of students scoring at or above proficiency in math will increase as evidenced by meeting our AMO's for all sub-groups.
- The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations.
- The point difference in average scale scores for students approved for free/reduced priced meals vs. students not approved for free/reduced priced meals in math will be less than the following by 2009 (SB 168):

Grade 04: -9 Grade 05: -11

Learning Environment/Efficiency

By April 2009, an evaluation of the SISI document will indicate continuous improvement within Indicators 4, 5, 6 and 9 until indicated descriptors within each standard are fully functioning at a level 3 or 4.

The percentage of our English language learners attaining language proficiency will meet or exceed the state attainment goals.

How Public Comment was Secured and What Response was Made:

Assessment results were shared with parents. Parent representatives were included in all stages of the development of the plan. Opportunities for public input were provided at monthly school council meeting that were held for review of the plans as they were developed.

How Comprehensive Planning Will be Ensured in the Future:

The process for comprehensive planning will be ensured as the components will be reviewed for progress at the end of each quarter. Each component manager will report the progress to the entire school faculty, staff and the school council. School council minutes including these reports will be published. As the need for revisions is recognized, the plan will change. Certainly, as new assessment results are received, these will be analyzed in a timely manner and adjustments will be made in the plan.

COMMUNICATION PLAN

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

The Comprehensive Plan and other important information will be shared with all stakeholders through various means of communication. A copy of the entire plan will be submitted to the district central office and the school board for review. The plan will be placed on the Lakewood School Webpage and will be made available to all school staff by e-mail. Copies of the plan were provided to all Site-Based Council Members. Communication will be ongoing through newsletters, regular PTT and school council meetings, personal contacts, and any other reasonably available means.

How will Input Continue to be Gathered from Stakeholders?

Input will continue to be gathered from stakeholders through surveys, conversations, school council meetings, school board meetings, PTT meetings and faculty/staff meetings. Also, at least quarterly, input will be gathered through the Implementation and Impact check done by component managers. The school council will regularly review the plan for progress, receive, and provide input.

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| Action Component: Academic Performance Component Manager(s): Deborah Wyatt & Chrissy Skaggs Date: 10/13/08 School/District: Lakewood Elementary/Hardin County | |
| Priority Need: | Goal: |
| Reading Based upon the Lakewood Elementary 2008 NCLB report, the percentage of students scoring proficient and distinguished in 2007-2008 in reading was 73.13. | Based on the results of the 2009 KCCT, the number of students scoring at or above proficiency in reading will increase as evidenced by meeting our AMO's for all sub-groups. |
| The AMO (Annual Measurable Objective) for reading was 60.45. | The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations. |
| Math The school's 2008 NCLB report also indicated that the percentage of students scoring proficient and above in 2007-2008 in math was 64.55. | Also based on the results of the 2009 KCCT, the number of students scoring at or above proficiency in math will increase as evidenced by meeting our AMO's for all sub-groups |
| The AMO for math was 41.84. | The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations. |
| The achievement of students approved for free/reduced priced meals in mathematics versus the students not approved shows the following point difference in average scale scores (SB 168): | The point difference in average scale scores for students approved for free/reduced priced meals vs. students not approved for free/reduced priced meals in math will be less than the following by 2008 (SB 168): |
| Grade 04: -9 Grade 05: -11 | Grade 04: -9 Grade 05: -11 |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| Activity Number | NCLB SB168 | Strategy/Activity | Responsible Person | Start/End Date | Cost/Funding | I PI NI | Date | Implementation/Impact CHECK |
|------------------------|-------------------|---|---|------------------------------|---------------------|----------------|-------------|------------------------------------|
| 1 | SB 168-Math | The leadership team will utilize information from the Student Data Tool concerning free/reduced lunch and special education students who did not score Proficient/Distinguished on the KCCT in reading and writing with a special emphasis in math and will receive support from the district improvement team in developing intervention strategies in reading, writing and math for these students. | Thompson Cook Hamilton Skaggs Pike Wyatt | October 2008 May 2009 | | | | |
| 2 | NCLB | Classroom and Special Education Teachers will collaboratively design and administer pre-assessments (MAP and others) in reading and math prior to teaching content skills for the purpose of modifying and/or differentiating instruction for all students and for all subgroups. | All Teachers Wyatt | October 2008 May 2009 | | | | |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| 3 | NCLB | The Teaching and Learning Coach will assist teachers in analyzing math, reading, and language arts scores from MAP assessments and other data for all students and in matching student needs to the DesCartes curriculum for instructional preparation and intervention assistance insuring that there are no curriculum or instructional gaps for any subpopulation. | All Teachers Wyatt | October 2008 May 2009 | | | | |
| 4 | | A mathematics textbook series will be adopted K-5 as recommended by the district teacher committee. | Pike | January 2009 May 2009 | | | | |
| 5 | NCLB | A daytime waiver will be utilized for implementation of the school's Extended School Services program. Priority will be given to students in subpopulations where the district has not met academic achievement goals. Teaching practices will include varied activities, aligned with Best Practices for ESS programming and will be included in and monitored | Hamilton Director of Assessment/ESS | August 2008 May 2009 | | | | |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| | | through learning walk observations by district improvement team members, ESS coordinators and building level administrators. | | | | | | |
| 6 | SB168 | A full time Math Intervention Teacher (MIT) will provide additional services to K-P3 at risk students in all sub-populations (with a special focus on students receiving free/ reduced lunch) using <i>Number Worlds</i> , an intensive intervention program. | Hamilton Miller Wyatt | August 2008 May 2009 | Math Achieve- ment Fund | | | |
| 7 | | The school will continue an educational partnership with Vulcan Material Company and maintain a technological focus with acquiring and implementing: <ul style="list-style-type: none"> • School Pads • Document Cameras • Classroom Performance Systems • White Boards • LCD Projectors | Clark Skaggs Wyatt | October 2008 May 2009 | | | | |
| 8 | | Thoughtful Education tools and strategies will continue to be implemented and refined with special emphases on | Thompson Pike Wyatt Kelley | August 2008 | | | | |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| | | vocabulary, compare and contrast, and task rotation. Teams will meet on a regular basis to analyze student work. | | May 2009 | | | | |
| 9 | | <p>Title I allocations will be utilized for securing:</p> <ul style="list-style-type: none"> o classified and/or certified personnel (i.e., instructional assistants, ½ time assistant principal/ LRS) o administrative student support services and parent involvement o professional development <p>Title I staff will provide supplemental instructional services in Literacy and Math as monitored by lesson plans, Title I reports, and schedules.</p> | Pike | <p>August 2008</p> <p>May 2009</p> | Title I | | | |
| 10 | | Curriculum Guides and Learning Checks will be implemented. The Learning Checks will be implemented and analyzed quarterly to make necessary instructional modifications. | Thompson | <p>August 2008</p> <p>May 2009</p> | | | | |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| 11 | | Professional Development will be job-embedded and ongoing with emphases on: <ul style="list-style-type: none"> o Thoughtful Education o Curriculum, Instruction, and Assessment (integrating culture and climate) o District Mandated PD | Wyatt | July 2008 May 2009 | PD Funds | | | |
| 12 | | Walkthroughs will be done by the school administration team with district support. Personalized/constructive feedback will be provided on a regular basis within a timely manner. Teachers will be provided with an opportunity to respond if needed. | Thompson Pike Sanders | October 2008 May 2009 | | | | |
| 13 | | Student friendly objectives will continue to be posted and monitored by the administration team. | Thompson Pike | October 2008 May 2009 | | | | |
| 14 | NCLB | Differentiation instruction strategies will continue to be implemented to meet the needs of all subpopulations including general education, ESL, GT, students with | All Teachers Wyatt Bryan | October 2008 May 2009 | | | | |

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| Action Component: Academic Performance | Component Manager: Deborah Wyatt & Chrissy Skaggs |
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| | | disabilities, etc. | | | | | | |
| 15 | | Additional training will continue with district support on developing multiple choice and open-response questions with varying DOK levels. | Sanders | October 2008 May 2009 | | | | |
| 16 | | A full time TLC will provide support with curriculum, instruction, and assessment and counseling duties. | Wyatt | August 2008 May 2009 | | | | |
| 17 | | Enrichment opportunities will be provided in the areas of Arts & Humanities and Practical Living/Vocational Studies. | Cecil Hayes Olive Wyatt Classroom Teachers | August 2008 May 2009 | | | | |

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| Action Component: Learning Environment/Efficiency | Component Managers: Shelee Clark and Angela Pike |
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| Action Component: Learning Environment/Efficiency Component Manager(s): Lori Cook and Angela Pike Date: October 2008 School/District: Lakewood Elementary/Hardin County | |
| Priority Need: | Goal: |
| An analysis of school level assessment data, a review of the school's priority needs, causes and contributing factors and activities for the 06-08 plans, and an informal self analysis of the Standards and Indicators, reveal that Indicators 4. School Culture, 5. Student, Family, and Community Support, 6. Professional Growth, Development and Support, and 9. Efficiency. | By April 2009, an evaluation of the SISI document will indicate continuous improvement within Indicators 4, 5, 6 and 9 until indicated descriptors within each standard are fully functioning at a level 3 or 4. |
| The state goal for progressing is 59% of English Language Learners in each cohort who must make progress on the ACCESS assessment from one year to the next (AMAO's). | The percentage of our English language learners attaining language proficiency will meet or exceed the state attainment goals. |

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| Action Component: Learning Environment/Efficiency | Component Managers: Shelee Clark and Angela Pike |
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| Activity Number | NCLB SB168 | Strategy/Activity | Responsible Person | Start/End Date | Cost/Funding | I PI NI | Date | Implementation/Impact CHECK |
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| 1 | | <p>Multiple strategies will be used to communicate and publicly note student achievement.</p> <ul style="list-style-type: none"> Quarterly showcase of student work outside classrooms Motivational materials and resources will be obtained and used | Classroom Teachers Principal Assistant Principal | <p>August 2008</p> <p>April 2009</p> | | | | |
| 2 | | <p>Multiple programs will be offered to address cultural diversity.</p> <ul style="list-style-type: none"> Culturally diverse programs will be provided for the students, parents, and community. An Artist in Residence program may continue to be implemented upon grant approval. Cultural exhibits will be displayed throughout the year by specialty area and homeroom teachers. | Arts and Humanities Teachers Counselor | <p>August 2008</p> <p>April 2009</p> | | | | |

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| 3 | | School-wide discipline procedures will be implemented in classrooms with follow-up if needed in the office. | Classroom teachers Principal Counselor Asst. Principal | August 2008 April 2009 | | | | |
| 4 | | Teachers and instructional leaders will participate in job embedded professional growth activities developed through individual professional growth plans (i.e., Curriculum Guides and Learning Checks, <i>Thoughtful Education</i> /Silver & Strong, etc.) | Teaching Learning Coach | August 2008 April 2009 | | | | |
| 5 | | The Math Intervention Teacher will provide family nights for those students involved with the intervention math program. | Math Intervention Teacher | August 2008 May 2009 | | | | |
| 6 | | School leadership team will meet monthly to review school improvement reports so modifications to CSIP can be made as necessary. | Principal | August 2008 April 2009 | | | | |
| 7 | | Staff celebrations will be held quarterly to recognize staff and student achievements. | Assistant Principal | August 2008 May 2009 | | | | |

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| Action Component: Learning Environment/Efficiency | Component Managers: Shelee Clark and Angela Pike |
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|------------------------|-------------------|---|---|---|---------------------|------------------------|-------------|------------------------------------|
| 8 | | A school vision statement will be developed and the school mission statement will be revised. | Counselor Assistant Principal Learning Env./Eff. Committee | October 2008 December 2008 | | | | |