

# **LINCOLN TRAIL ELEMENTARY**

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## **COMPREHENSIVE DISTRICT IMPROVEMENT PLAN**



### **SCHOOL ASSURANCE REVIEW School Year 2008—2012**

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

Jennifer Lewis

October 2, 2008

**Chairperson, School Council, School Planning**

**Date**

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive improvement Planning Web Page at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm?SUBMIT=Search>

**Plan Approved by the School Council:**

**10-2-08**

**Date**

**School Council Members:**

<b>Kim Jiranek</b>	<b>Parent</b>
<b>Sherry Powers</b>	<b>Parent</b>
<b>Becky Hillard</b>	<b>Teacher</b>
<b>Emily Robbins</b>	<b>Teacher</b>
<b>Alana Wooldridge</b>	<b>Teacher</b>
<b>Jennifer Lewis</b>	<b>Principal</b>



## **EXECUTIVE SUMMARY**

### **MISSION STATEMENT**

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In partnership with our families and community, Lincoln Trail Elementary builds the foundation for lifelong success.

### **PLAN SUMMARY**

Lincoln Trail's Comprehensive School Improvement Plan's main focus for the years 2008-2012 will be in the areas of reading, math and writing. Our plan for growth in these areas include incorporating our Measures of Academic Progress (MAP) data, differentiating instruction, using higher order questioning and critical thinking skills, disaggregating test data to improve instructional strategies and increase student test scores, implementing Thoughtful Education and smaller learning communities to increase capacity among teachers, and a process for formally monitoring the above focus areas.

School wide professional developments will be designed to instructionally enhance our staff in the abovementioned areas. Title 1 will continue with the remediation program and under the ESS Daytime Waiver option, students will receive immediate support. Lincoln Trail will be concentrating on flexible grouping through assessment (utilizing differentiated instruction) in all classrooms.

## **PROCESS OF DEVELOPING COMPREHENSIVE IMPROVEMENT PLAN**

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1. The mission statement was developed and approved by SBDM in January 2006.
2. The school reviewed multiple sources of data prior to the development of our Comprehensive District Improvement Plan. The needs assessment process involved analyzing student performance data and practices, utilizing data driven decisions and identifying GAPs in student achievement tied to student academic performance.
3. Implementation and Impact checks were conducted after the KCCT and NCLB data was disaggregated.
4. After the test data was reviewed (KPR, NCLB, MAP, and the Implementation and Impact Check), a significant gap was noted among Free/Reduced Lunch students, Students with Disabilities, and Extended School Services students. From that information, strategies and activities for SB 168 are noted throughout the plan.
5. All requests of Section 7 monies will be reviewed and requested by SBDM and forwarded to the Associate Superintendent to take to cabinet for approval. All requests are documented throughout the CSIP.
6. LTE recognizes that we must use our collective wisdom to meet our challenges. Our staff, council, and all stakeholders must work collaboratively to review process, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.
7. Throughout the process, we have seen signs of positive growth in our subpopulations by NCLB. We need to continue initiatives currently in place. We need to continue to get instructional assistance delivered to the individual student if academic achievement is to be achieved for all. For students, this means identifying individual abilities and skills and tailoring their education experience accordingly.
8. On October 2, 2008, the SBDM Council reviewed and accepted the new Comprehensive School Improvement Plan in an open, public meeting.
9. All stakeholders will evaluate the plan in checklist form with data disaggregation as the driving force.

### **Committee Chairs:**

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Rose Brown	Teacher
Rachelle Grey	Teacher
Carolyn Burnett	Teacher
Rebecca Parrish	Teacher
Beth Root	Teacher
Linda Reed	Assistant Principal
Mikki Bland	Media Specialist
Wynna Mabe	Teacher
Jessica Tabb	Title I
Janelle Mason	FRC Coordinator
Lawana Nolan	Instructional Assistant
Kim Jiranek	Parent
Sherry Powers	Parent
Tracey Lehman	PTA President
Mary Kaye Sanders	Director of Assessment
Jennifer Lewis	Principal

<b>Action Component:</b> <b>Component Manager(s): Jennifer Lewis</b> <b>Date: October 2, 2008</b> <b>School/District: Lincoln Trail Elementary</b>																
<b>Priority Need:</b>	<b>Goal:</b>															
The school’s biennial accountability goal for 2008-2010 is 91.5. The Novice goal is 9.11. Senate Bill 168 indicates an achievement gap in math performances among Free/Reduced students and Students with Disabilities. Senate Bill 168 indicates an achievement gap in reading performance among the Extended School Services population. NCLB data indicates that Lincoln Trail Elementary may not meet Annual Yearly Progress 2008 and 2009 in the area of Students with Disabilities. There is a need to improve achievement of Students with Disabilities in math. The difference in the content indices vs. Students without Disabilities is –19 and –14 in the subgroup of Free/Reduced Lunch. The difference in the content indices of students not participating in ESS and participating in ESS is –21.	On the Cats Assessment, at the end of each accountability cycle between 2008 and 2012, the school will meet or exceed its goal line and targeted Novice performance as follows: 2008-2010 Goal 91.5    Novice 9.11 2010-2012 Goal 95.3    Novice 7.05															
	Annual Measurable Objectives for NCLB															
	<table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td>2008-2009</td><td>67.04</td><td>51.53</td></tr><tr><td>2009-2010</td><td>73.64</td><td>61.23</td></tr><tr><td>2010-2011</td><td>80.23</td><td>70.92</td></tr><tr><td>2011-2012</td><td>86.82</td><td>80.61</td></tr></table>			Reading	Math	2008-2009	67.04	51.53	2009-2010	73.64	61.23	2010-2011	80.23	70.92	2011-2012	86.82
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	Annual Measureable Objectives for MAP (spring)															
	<table><tr><td>Reading</td><td>Math</td></tr><tr><td>190</td><td>191 Grade 2</td></tr><tr><td>200</td><td>202 Grade 3</td></tr><tr><td>207</td><td>211 Grade 4</td></tr><tr><td>212</td><td>219 Grade 5</td></tr></table>		Reading	Math	190	191 Grade 2	200	202 Grade 3	207	211 Grade 4	212	219 Grade 5				
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200	202 Grade 3															
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212	219 Grade 5															

**Action Component:****Component Manager:**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NCLB	Curriculum Guides will be used as a guide for LTE to begin common assessment discussion for all students with emphasis on students with disabilities, free/reduced lunch, and ESS.	Principal ILT Team Teachers	January 2009  May 2012	200.00			
2	NCLB	Title 1 coordinator will serve as teacher resource for math/reading activities with an emphasis in intermediate. Title 1 will continue to focus on skill groups.	Title Coordinator	Oct. 08 May 2012				
3	NCLB	Continue to meet the individual instructional needs of all students by focusing and refining the following: <ul style="list-style-type: none"><li>• Flexible groupings in area of math/reading</li><li>• Articulating the objective and activating prior knowledge</li><li>• Utilizing MAP</li><li>• Use of CPS for assessments</li><li>• Higher Order Questioning</li><li>• Critical Thinking skills</li><li>• Understanding DOK for rigor</li><li>• Differentiation instruction for general education, ESL, special education, ESS, and GT student with an emphasis on Learning Styles with a variety of instructional strategies</li><li>• Thoughtful Education</li></ul>	Principal Assistant Principal ILT Team Teachers	Oct.08 May 2012	5000.00			

		Strategies <ul style="list-style-type: none"> <li>Continued PD in the above areas for all staff</li> </ul>						
4	NCLB	Students with disabilities will receive instruction in reading and math in a collaborative classroom setting with supplemental practice provided by special education teacher utilizing differentiated instruction with an emphasis in Thoughtful Education. Working to an Inclusion Model to raise expectations for all.	Teachers	Oct/ 08 May 2012				

**Action Component:****Component Manager:**

<b>Activity Number</b>	<b>NCLB SB168</b>	<b>Strategy/Activity</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost/Funding</b>	<b>I PI NI</b>	<b>Date</b>	<b>Implementation/Impact CHECK</b>
<b>5</b>	NCLB	Teacher s will analyze test scores, Map, Guides, and any other performance data to identify curriculum gaps within sub populations of NCLB.	Principal Teachers	Oct. 08 May 2012				
<b>6</b>		Teachers will utilize pre and post test assessments to inform instruction and revise curriculum and pedagogy based on state standards.	Teachers	Oct.08 May 2012				
<b>7</b>		Teachers will meet one to two times per month to analyze student work looking for weaknesses and curriculum gaps that need to be addressed with instruction.	Teachers	Oct. 08 May 2012				
<b>8</b>	NCLB	ESS Daytime Waiver utilized during the school day to remediate in LA or Math with an emphasis in the subpopulations of NCLB.	ESS Coordinator	Oct. 08 May 2012	15,000			
<b>9</b>		ESS, Title1, Family Resource Center, Preschool, STEP, and Migrant staff will provide parent involvement activities that address academic goals. FRC will also focus on counseling services, support services, and parent/student educational programs.	ESS Coordinator Title Coordinator FRC Coordinator	Oct. 08 May 2012	3,000			