

Meadow View Elementary

(SCHOOL NAME)

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2009

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

Jim Sullivan
Chairperson, School Council

October 28, 2008
Date

Jim Sullivan
Chairperson, School Planning Committee

October 28, 2008
Date

Plan Approved by the School Council:

October 28, 2008
Date

School Council Members:

Jim Sullivan	Principal
Kelly Stone	Teacher
Veronica Keeler	Teacher
Kim Durrance	Teacher
Sheila Voelker	Teacher
James Evans	Parent
Amanda Clark	Parent
Anna Dyer	Parent

Action Component: Academic Achievement
Component Manager(s): Jim Sullivan
Date: October 28th 2008
School/District: Meadow View Elementary

Priority Need:	Goal:																																
<p>I. Based on NCLB data for the 2008 testing cycle, Meadow View did not meet AMO in the area of reading for the sub-population of Free and Reduced Lunch. We were in Safe Harbor in the area of Reading for the sub-population of African American. While we met 12 of 13 targets, there is still a need for growth.</p> <p style="text-align: center;">Mathematics Sub-Population Percentages</p> <table><tr><td>African American</td><td>33.80%</td><td>Whites</td><td>52.94%</td></tr><tr><td>Free/Reduced Lunch</td><td>35.56%</td><td>Overall Pop.</td><td>47.11%</td></tr></table> <p style="text-align: center;">Reading Sub-Population Percentages</p> <table><tr><td>African American</td><td>42.25%</td><td>Whites</td><td>57.14%</td></tr><tr><td>Free/Reduced Lunch</td><td>44.44%</td><td>Overall Pop.</td><td>52.00%</td></tr></table>	African American	33.80%	Whites	52.94%	Free/Reduced Lunch	35.56%	Overall Pop.	47.11%	African American	42.25%	Whites	57.14%	Free/Reduced Lunch	44.44%	Overall Pop.	52.00%	<p>I. By the end of the 2009 testing cycle, we will meet AMO in all sub-populations. The goals for each population are listed below:</p> <p style="text-align: center;">Mathematics Sub-Population Percentages</p> <table><tr><td>African American</td><td>51.53%</td><td>Whites</td><td>60.00%</td></tr><tr><td>Free/Reduced Lunch</td><td>51.53%</td><td>Overall Pop.</td><td>51.53%</td></tr></table> <p style="text-align: center;">Reading Sub-Population Percentages</p> <table><tr><td>African American</td><td>67.04%</td><td>Whites</td><td>67.04%</td></tr><tr><td>Free/Reduced Lunch</td><td>67.04%</td><td>Overall Pop.</td><td>67.04%</td></tr></table>	African American	51.53%	Whites	60.00%	Free/Reduced Lunch	51.53%	Overall Pop.	51.53%	African American	67.04%	Whites	67.04%	Free/Reduced Lunch	67.04%	Overall Pop.	67.04%
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Priority Need:	Goal:																																
<p>II. The current accountability index does not meet the accountability index goal established for the district in order to achieve an accountability index of 100 by 2014. Content areas that show drops in academic performance are Reading, Social Studies, Arts and Humanities, and Writing-on-Demand. Also, the Academic Index of the following sub-populations showed the greatest weaknesses: Male 69.2, African American 66.3, and Free/Reduced lunch 66.5.</p>	<p>II. By the end of the 2009 testing cycle, Current Academic Indices will improve as follows:</p> <table><tr><th>Content Area</th><th>Current Index</th><th>Goal Index for 2009</th></tr><tr><td>Reading</td><td>79.4311</td><td>87.33</td></tr><tr><td>Mathematics</td><td>75.5006</td><td>83.06</td></tr><tr><td>Science</td><td>76.7088</td><td>84.39</td></tr><tr><td>Arts/Hum</td><td>46.6103</td><td>51.27</td></tr><tr><td>Prac Living/Voc</td><td>72.4274</td><td>79.67</td></tr><tr><td>Writing Port</td><td>95.0100</td><td>104.51</td></tr><tr><td>Writing On-Dem</td><td>64.9580</td><td>71.56</td></tr><tr><td>Total Academic In</td><td>73.2</td><td>80.6</td></tr></table> <p>The academic index of Males, African Americans, and Free and Reduced Lunch students will increase by 10%.</p>	Content Area	Current Index	Goal Index for 2009	Reading	79.4311	87.33	Mathematics	75.5006	83.06	Science	76.7088	84.39	Arts/Hum	46.6103	51.27	Prac Living/Voc	72.4274	79.67	Writing Port	95.0100	104.51	Writing On-Dem	64.9580	71.56	Total Academic In	73.2	80.6					
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Action Component: Academic Performance Component Manager(s): Jim Sullivan Date: October 28th 2008 School/District: Meadow View Elementary	
Priority Need:	Goal:
III. Based on our 2008 KPR, the percentage of students scoring novice was not reduced to the biennium goal of 17.91%. The actual percentages are listed below: 2007 – 17.87% Novice 2008 – 19.11% Novice Combined 2007/2008 – 18.49% Novice	III. Our goal for the biennium 2008-2010 is set at 13.61%. By the end of our biennium accountability cycle, we will decrease our percentage of students scoring novice to < 13.61%.

Action Component: Academic Performance**Component Manager: Jim Sullivan**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NCLB SB168	All teachers, including the administrative team, will implement open responses to include various strategies to be used across all grade levels and content areas and to be used with the analysis of student work. This will be documented in team meeting agenda and minutes.	Teachers Administrative team Support Staff	10/08	None			
2	NCLB SB168	Interventions and instructional strategies will continue to be implemented and refined by supported staff in the areas of math and reading to improve student achievement and reduce achievement gaps for all students including ELL and students with disabilities.	Teachers Administration Support Staff Vertical Teams	10/08	None			
3	NCLB SB168	Teachers will utilize the District Curriculum Pacing guides to pace their instruction based on the content's timeline. Either the provided Common Assessments or one developed by the grade level will be utilized to allow best dialogue practices to adjust curriculum based on the needs of the students.	Teachers Administration Team	10/08	None			
4	NCLB SB168	Grade 2-5 teachers will develop individual student instructional plans by data collected from assessments, MAP, COMPASS, etc. in order for each student to reach proficiency.	Teachers Administration Team Support Staff	10/08	None			

Action Component: Academic Performance Component Manager: Jim Sullivan

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
5	NCLB SB168	Teachers will instruct writing using the (3-P) paragraph outline per grade level and grades 3, 4, and 5 will teach the process of Writing on Demand using graphic organizers each nine weeks.	Teachers Administration Team	10/08	None			
6	NCLB SB168	ESS Assistants will work directly with students on retention and remedial goals, bringing students to proficiency level and above.	ESS Coordinator	10/08	ESS / \$17,000			
7	NCLB SB168	Develop and implement a school-wide discipline plan to ensure the optimum of instruction is occurring without distraction.	Discipline Committee	10/08	PPA / \$1,000			
8	NCLB SB168	Utilize Title I funds to hire para-educators to assist with students who are at-risk and further his/her educational needs with one-on-one / small group instruction.	Title I Coordinator	10/08	Title I / \$20,000			
9	NCLB SB168	Title I funds will be utilized to enhance learning in the areas of reading and math for all students through instructional staff and various instructional materials.	Teachers Administration Team	10/08	Title I / \$5,000			
10	NCLB	Through services offered and coordinated by FRC, we will work to eliminate barriers to learning for students in need. (Counseling services, Parent Involvement, Community Agency Support)	FRC	10/08	Title I / \$2,000			
11	NCLB SB168	The intermediate grades will utilize Literacy First reading techniques to help facilitate an upward momentum in fluency and comprehension.	LRS	10/08	Title I / \$50,000			
12	NCLB	Utilize Curriculum Resource teacher in the area of writing in all 4 th and 5 th grade classes. Over the course of time this will provide a more consistent approach to the writing process.	Administration	10/08	Title II			