

VINE GROVE ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008–2009

The Vine Grove Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2004)* prior to approval of our plan.

Lonnie Dennis
Chairperson, School Council

Revised October 2008
Date

Lonnie Dennis
Chairperson, School Planning Committee

October, 2008
Date

Plan Approved by the School Council:

November 11, 2008
Date

School Council Members:

Elizabeth Atcher	Parent
Hoe Yong	Parent
Rachel Webb	Teacher
Karen Madriaga	Teacher
Kim Wood	Teacher

EXECUTIVE SUMMARY

Vine Grove Elementary School

MISSION STATEMENT

Our Vision is to **G**uarantee **E**very **S**tudent Success.

PROCESS USED TO DEVELOP THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

How Planning and Needs Assessment Teams Were Organized

The planning and needs assessment teams were organized under the direction of the SBDM Council. Members from the Curriculum, Finance, Professional Development, Student Services, and Technology Committees contributed to the plan's development. All staff members reviewed the current plan. Suggested changes were considered and placed in the written format for review. The final plan was presented to the SBDM for approval.

How the Needs of the School Were Determined

The Comprehensive School Improvement Plan for 2008-09 was reviewed noting activities that had been completed and those not completed. Assessment results from Spring 2008 were reviewed with areas of low scores emphasized in the new plan. Additional identified concerns from the Family Resource Center Advisory Council were also considered in the development of the plan. Other sources such as attendance data, staff professional development needs, parent and staff concerns were all considered.

How Goals and Strategies Were Decided Upon

Goals were reviewed by the Core Committee, discussed, changed, and presented as a recommendation to the SBDM Council. The SBDM Council reviewed the goals and made adjustments as needed. The SBDM Council approved the goals for the plan. The Core Committee established strategies and activities within the Action Components.

What Implementation of the Plan is Expected to Achieve

The SBDM Council believes that the strategies/activities developed for each goal will directly impact the students' academic achievement and will positively strengthen the overall climate of the school.

What Process was Used for Internal Review of the Plan

All teachers in the building were given a copy of the plan after the core committee had developed a draft version. Teachers were asked to read the plan and give input during weekly grade level meetings. Prior to submission of the final plan to the central office, the SBDM Council reviewed it and gave approval.

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. Comments from parents were welcomed at any time as the plan was developed and discussion of the plan was held in an open meeting of the school's SBDM Council.

How Comprehensive Improvement Planning Will be Ensured in the Future

Implementation and Impact Checks will be performed bi-annually on each of the action components of the plan 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 use of committees with final approval of the SBDM Council.

COMMUNICATION PLAN

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

The Comprehensive School Improvement 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 Vine Grove Elementary School Homepage and will be made available to all school staff by e-mail. SBDM Council members will be provided with a copy of the plan. Communication will be ongoing through newsletters, regular PTO and school council meetings, personal contacts, and any other reasonable 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, PTO meetings and faculty/staff meetings. Input will be gathered through the implementation and impact checks done with the staff. The school council will regularly review the plan for progress, receive, and provide input.

Hardin County Schools Comprehensive School Improvement Plan**School Name:** Vine Grove Elementary**Date:** October 2008**Action Component:** ACADEMIC PERFORMANCE **Component Manager:** Principal

Priority Need	Goal (Addresses the Priority Need)
Based on evidence from data analysis of the 2008 Kentucky Performance Report, and target areas for SB 168, the schools accountability index is 82.8 with 9.78% of the students scoring at the novice range. Continued improvement is needed to reach our goal of 100 in 2014.	By the end of accountability cycle 2004-2014, Vine Grove Elementary will work to meet or exceed its goal line and targeted novice performances.
There is a need to improve achievement for special needs students. This subpopulation did not meet the school's SB168/NCLB goal for 2007. The goal of reducing a gap of 16 scale score points in reading for students approved for free and reduced lunch is being continued for 2007-08. (SB168)	The point difference in scale scores in reading for students approved for free/reduced lunch versus those not approved for free/reduced lunch will be reduced to 14.5 or less by 2008. (SB168)
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the scholastic review, KPR results, and SB168 target areas, the following contributing factors are noted.	
Standard 1 (Curriculum):	
A01 Curriculum among and between grade levels within the building may lack a systematic and planned approach.	A01 All students will receive key curriculum components at each grade level as aligned with Core Content. VGE will ensure coverage of Core Content and ensure no gaps between grade levels. Core Content Checklist will be used to monitor coverage of core content.
Standard 2 (Assessment):	
A02 Learner based assessment strategies are not evident throughout the building on a consistent basis.	A02 All students will experience assessment choices where age appropriate to demonstrate learning. Teachers will be provided training in assessment strategies to include rubric development, analyzing of student work, as well as communication of high expectations with all students.

Standard 3 (Instruction):	
A03 Instructional strategies to meet the needs of all learners may lack emphasis and focus.	A03 School year 2008-09, all students will experience best practices instruction to meet the needs of all learners. Teachers will be provided training and/or assistance in the areas of differentiated learning, learning styles, special education collaboration, as well as researched based best practices approach to teaching. A continued focus in Thoughtful Ed. Strategies will assist in these areas.
A04 There is a need for an additional related arts/foreign language teacher to prepare our students for proficiency in arts and humanities.	A04 Students will receive instruction and be provided with learning activities, with a focus on dance, drama, and foreign language. Successful achievement of this objective will be measured by principal observation, lesson plans, teacher documentation, and an increase of proficiency on the CATS assessment.

Action Component **ACADEMIC PERFORMANCE**

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
A01	a. Curriculum guides will be created at the district level.	a. All students will experience coverage of all Core Content.	Instructional staff, Principal	4-Aug.	On-going	\$350.00	PD Funds
	b. All teachers will provide curriculum that utilizes a variety of instructional practices with technology as a part of instruction.	b. Classroom observations will reveal that technology is used with all students during the instructional process.	Instructional staff, Principal,	4-Aug	On-going	\$5000/yr	KETS Funds Inst. Monies
	c. Teachers will use “writing to learn” activities across all subject areas daily in their classroom.	c. Ensure writing opportunities for students, thereby improving CATS scores in the areas of portfolio development, open response, and on-demand writing.	Instructional staff, Principal,	4-Aug	On-going		
	d. The instructional focus of the school wide Title 1 program will be to provide instructional support for those students approved for free/reduced lunch in reading and math.(SB168)Title 1 funds will be used to purchase reading materials for students with disabilities.	d. Title 1 focus on identified areas will result in annual yearly progress being made on NCLB and an increase in proficiency in the CATS assessment.	Principal, Title 1 Staff	4-Aug	On-going		Title 1

	e. Reading levels of students approved for free/reduced lunch and students with disabilities will be monitored through the use of PAS testing, MAP testing, and Star Reading results.(SB168)	e. Based upon results of continuous assessment of students approved for free/reduced lunch and students with disabilities, intervention strategies will be implemented and monitored. (SB168)	Instructional Staff, Principal	Oct. 2006	On-going		
	f. Thoughtful education vocabulary strategies will be utilized to enhance background knowledge of students receiving free and reduced lunch. (SB168)	f. The achievement levels in reading for students approved for free and reduced lunch will increase on the KCCT. (SB168)	Instructional Staff. Principal	January 2007	On-going	N/A	N/A
A02	a. Student learning styles will become a prevalent part of planning, assessment, and instructional strategies.	a. All students will have the opportunity to learn at high levels.	Instructional staff	4-Aug	On-going	\$500.00	PD Funds, Title 1
	b. Teacher and student generated rubrics/scoring guides will be a part of daily instruction.	b. Students will develop the skills needed to score their own work and raise performance levels.	Instructional Staff, Principal,				
	c. Open response questions and on-demand writing will be a part of regular instruction and monitored throughout the year.	c. Students will demonstrate proficiency in open response questions and on-demand writing.	Instructional staff Principal,				
	d. All teachers will instruct students on the criteria for writing at the proficient level.	d. To increase student awareness of what is expected for students to achieve proficiency in writing.	Instructional staff/ Principal,				
A03	a. ELL students will be provided specially designed instructional activities to make content more comprehensible in the regular classroom.	a. Students identified for ELL will demonstrate success in learning.	ELL specialist.				

	b. Teachers will use Higher Order Thinking (HOT) skills and Bloom's Taxonomy in their daily instruction.	b. The level of classroom instruction will rise and students will understand and rise to high expectations in learning.	Instructional staff				
	c. All students will understand the purpose of classroom activities and assessments, understand the scoring guide (rubric) and be taught to self-analyze their work.	c. All students will be able to explain the purpose of classroom work and activities. All students will understand the scoring guide and use it to self-analyze their work.	Instructional staff				
	d. Teachers will increase the use of Charts and Webs as organizers for instruction with assistance from Thoughtful Ed.	d. Students will demonstrate improved achievement through the use of best practices.	Instructional Staff	4 Aug.	On-going		
	e.. Inquiry based instruction will be emphasized across all content areas.	e. Students will demonstrate increased achievement due to the use of best practices.	Instructional Staff	4 Aug	On-going		
	f. Teachers will collaborate monthly with the LMS to utilize available resources for student objectives, activities, and projects.	f. Students will become information literate through completed activities and projects.	LMS Instructional Staff Principal	4 Aug	On-going		
	g. Teachers will provide daily practice on mastering math facts at each grade level.	g. Students will become proficient in mastering math facts (addition, subtraction, multiplication, and division) and demonstrate proficiency on in-school assessments as well as state assessments.	Principal/ Instructional Staff	4 Aug	On-going		

Hardin County Schools Comprehensive School Improvement Plan**School Name: Vine Grove Elementary****Date: October 2008****Action Component: LEARNING ENVIRONMENT****Component Manager: Principal**

Priority Need	Goal (Addresses the Priority Need)
Based on evidence from the scholastic review of 2004, data analysis of the 2008 Kentucky Performance Report and NCLB report , and target areas for SB168, diversified education strategies are not being fully implemented in the total school program.	By the end of each accountability cycle between 2004 and 2014, physical structures of the school will provide all students and staff with safety, order, and equitable access. VGE encourages involvement of all families and community members. They appreciate and value their culture and diversity.

Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the scholastic review, KPR results, and SB 168 target areas, the following contributing factors are noted.	
Standard 4: School Culture	
B01 A diversified climate of student work and learning has not been a focus. Regular communication of student performance with parents should be consistent throughout the school.	B01 An atmosphere of student centered learning will be a focus throughout the building.
B01a The school climate is not conducive to the learning environment because of an inadequate cooling system and noise created through vibrating windows.	B01a The atmosphere of student centered learning will be the focus as all barriers that prohibit learning are removed.
Standard 5: Community Support	
B02 Parent and community members need continued encouragement to participate in school activities. Organized activities promoting parental involvement need to be focused and planned.	B02 Students and parents will receive regular communication from the child's teacher concerning academic achievement. Classroom calendars and newsletters will be used to inform parents of class and school activities.

Standard 6: Professional Development	
B03 School-wide areas of embedded professional development need to be identified and planned annually.	B03 During SY 2008-09 VGE will participate in and implement more embedded PD, with a focus in diversified education strategies. Professional growth plans will be referenced when planning both individual and school-wide professional development activities.

Action Component LEARNING ENVIRONMENT

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
B01	a. Teachers will receive training in differentiation strategies.	a. Instructional strategies will address the needs of all students. Teachers will become aware of the needs and learning styles of all students.	PD Committee	Aug. 4	On going	1,000.00	PD funds
	b. Teacher growth plans will be monitored each semester with reference to certified evaluations.	b. Continued professional growth will be a priority for all certified staff in order to offer our students the latest in new and improved instructional strategies.	Principal Asst. Principal				
	c. ESS daytime wavier will be implemented and target students with disabilities.	c. Achievement levels of students with disabilities in reading and math will increase.	ESS Coordinator, Principal				
	d. Continued PD in the Literacy First Process and Thoughtful Education will be monitored to ensure instructional strategies in reading are utilized effectively for students approved for free/reduced lunch. (SB168)	d. Achievement levels in reading for students approved for free/reduced lunch will increase. (SB168)	Instructional Staff /Principal	Sept. 06	May 2009	\$2500	PD funds Title 1

B02	a. Teachers will keep regular contact with parents and keep a log indicating frequency and times of contact.	a. Increased communication as well as documented evidence of communication to better meets the needs of students, parents, and teachers.	Instructional Staff	Aug. 4	On going		
	b. A newsletter and /or monthly calendar of activities will be publicized on the school website to help keep parents/ community informed.	b. The news items will increase awareness of school activities and promote parent and community participation.	Media Center Specialist, Principal	Aug. 4	On going	300.00	Title 1, Inst funds
	c. The school will organize workshops, parent meetings, and family activities that will offer strategies to help the parents and children succeed in school.	c. These activities will reduce barriers between school and home and provide opportunities for all parents and their children to become more confident and supportive of education.	FYRSC, Title 1 Coord	Aug. 4	On going	5,000.00	FYRSC, Title 1, ESS
	d. Continued efforts in community partnerships will be a priority.	d. Larger community presence and influence inside the school. More resources to support student success and citizenship.	Principal, Title 1 Coord	Aug. 4	On going	800.00	Inst. Funds
B03	a. A professional development plan will be designed with both required and flexible activities with school-wide focus and close connection to individual growth plans.	a. Teachers will seek PD opportunities for personal growth as well as areas for school growth. Clear connections between growth plans and PD.	PD Committee	Aug. 4	On going	6,000.00	PD funds

	b. Professional development will focus in the areas of cultural diversity, learning styles, as well as differentiated instruction.	b. Higher level of success for all students.	PD Committee	Aug. 4	On-going	2,000.00	PD funds
	c. Teachers will be trained in the process of referring students to special education services.	c. Students needing special education services will be quickly identified and referred. Knowledge of the process will allow teachers to make more informed decisions concerning referrals.	PD Committee	Aug. 4	On going	500.00	Sp. Ed.
	d. New teachers will engage in professional development as needed to accomplish Literacy First goals, Thoughtful Ed., and stated academic goals as approved by the principal.	d. All teachers will implement best practices to help students increase knowledge of all academic content and teachers will also share new knowledge with other colleagues	Principal, Title 1 Coord., LRS	Aug. 4	On going	2,000.00	PD funds, Title1
	e. An ESS daytime wavier will be implemented fall 2007 to address needs of students in the areas of math and reading.	e. Students in ESS will show an increase in test scores, as indicated on the KCCT and NCLB.	ESS Coordinator, Principal				

Hardin County Schools Comprehensive School Improvement PlanSchool Name: Vine Grove ElementaryDate: October 2008Action Component: EFFICIENCYComponent Manager: Principal

Priority Need	Goal (Addresses the Priority Need)
Based on evidence from the scholastic review of 2004 and data analysis of the 2007 Kentucky Performance Report, and target areas for SB168, greatest need of improvement in the analysis of student work.	By the end of each accountability cycle between 2006 and 2014, Vine Grove Elementary will update the CSIP as needed.
Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the scholastic review, KPR results, and SB168 target areas, the following contributing factors are noted.	
Standard 7: Leadership	
C01 Increased shared leadership among all stakeholders.	C01
Standard 8: Organizational Structure	
C02 Scheduling as well as use of funding as it applies to data analysis.	C02 Scheduling practices will be based on student learning needs. Funding will be needs driven for student success.
Standard 9: Comprehensive and Effective Planning	
C03. Updates in our CSIP will be an annual focus.	C03 Implementation and Impact checks will occur bi-annually to determine student learning needs as well as planning needs. Policies and processes as it relates to instructional needs of all students will also be a focus.

Action Component **EFFICIENCY**

Strategies/Activities *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
C01	a. Each September VGE staff will analyze and disaggregate data	a. Faculty and staff will have a clear understanding of student performance to be used for planning of curriculum and instructional strategies.	Principal, CIA, Counselor Asst. principal	Aug. 4	On-going		
C02	a. Teacher/student schedules will be based on student needs for success. Learner profiles and discipline needs will be utilized to make scheduling decisions.	a. Students will succeed at higher levels in both academic and social goals as a result of efficient scheduling	Principal, CIA, Counselor	Aug. 4	On-going		

C03	a. Analysis of student work samples, Literacy First data, and test data will be completed by all stakeholders.	a. The analysis will develop teacher awareness in all academic areas of their students' progress and will identify specific areas of need and develop a plan to accommodate these academic concerns.	LRS	Aug. 4	On-going		
	b. Bi-annual impact and implementation checks of the CSIP will be made by each grade level and reported to the component managers.	b. The results will develop teacher awareness of expected progress in our school as guided by the CSIP. All teachers will use the data to make improvements and document the progress achieved in the component area.	Principal	Aug. 4	On-going		