

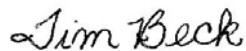
2009-2010  
SCHOOL IMPROVEMENT PLAN  
**Bloomfield Elementary School**

Tim Beck  
**PRINCIPAL**

360 Arnold Lane  
Bloomfield  
Nelson  
(502) 349-7211  
(502) 349-7210

### **Assurance Certification**

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Kentucky Comprehensive Planning Guidebook***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.



Principal

10-21-09

Date

### **EXECUTIVE SUMMARY**

#### **Bloomfield Elementary**

#### **MISSION STATEMENT**

The mission of Bloomfield Elementary School is as follows: Communities coming together to embrace the values of the past; promote enthusiastic learning in the present, and encourage new innovative ideas for the future.

The vision is Pledging Allegiance To Respect Individuality, Opportunities, Teamwork, and Successes.

Our mission and vision statements were developed when our school was formed in 2003-04 from the consolidation of two smaller area schools. We met as a whole staff after sending surveys out to all stakeholders. Then we discussed our goals for the new school by examining sample statements and

charted all ideas and eventually developed our mission and vision. At the beginning of each school year they are revisited for any necessary changes. The mission was revised during the 2007-2008 school year.

**The process we are using to promote our mission statement includes the following:**

- \*Sign language has been incorporated with the words in order to communicate visually the mission statement.
- \*Students recite the Mission and Vision statement as an entire school during morning broadcasts on the school's news broadcast.
- \*We share our statement with all the parents through our newsletters and web site.
- \*Mission and Vision statements are recited verbally and visually by faculty, students and parents during PTO meetings.

**PROCESS OF DEVELOPING THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**How Planning and Needs Assessment Teams Were Organized:**

Planning occurs quarterly by SIP Revision Teams. The groups are organized by areas of expertise. These include staff members who concentrate on areas as follows: Reading with sub committees in the area of Writing, Social Studies, Arts and Humanities and Practical Living and Math with a subcommittee of Science. We met as a faculty within our groups during Faculty meetings and closing day as well as time after school.

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

Darrell Parks, Mark Hale, Amy Rucci, Lea Shewmaker, Sandy Card, Melanie Hill, Susie Rapier, Susan Key, Wanda Brooks, Kristi Morris, Amy Cundiff, Jenny Mattingly, Mikki Brady, Dana Brown, Michael Hines, Kim Judd, Kendra Long, Anne Cox, Angela Lewis, Christy Johnson, Lisa Elder, Jennifer Morley, Dana Whitis, Tammy Hale, Kathy Walker, Misty McCubbins, Cathy Simms, Doris Lewis and Tim Beck.

**How the needs of the School or District Were Determined:**

The needs assessment team examined the necessary data, which included the Audit Report, Standards and Indicators for School Improvements Document, KPR, CATS results, Grade Assessments, ThinkLink, PAR Surveys, District, State and National standards, research based strategies and other relevant information from Bloomfield Elementary school. As the faculty of Bloomfield Elementary, we discussed the needs of the students and decided the priority need areas for the SIP. These areas are the components: Reading and Math.

**How Goals and Strategies Were Decided Upon:**

Based on the components for the SIP, the faculty broke into groups and looked at the current plan. Activities that had been accomplished were removed from the SIP. Using the SIS document and the data listed above faculty noted areas for improvement and in order to improve the CATS Accountability Index and the groups brainstormed new activities and revisions.

## **What Implementation of the Plan is expected to achieve?**

After implementation of the SIP we expect Reading and Math and all the other components of the Academic Performance Scores to increase as we progress towards proficiency in 2014.

## **The process used for the Internal Review of the Plan:**

All faculty and staff members met numerous times to go over the entire plan and to assure understanding and were emailed their own copy of the plan. Our School Based Council examined the plan and voted to approve it for our school.

## **How Public Comment was Secured and What Response was made:**

The plan was presented at the SBDM Council meeting and approved by the Council. The Council believed the plan to be very positive in addressing the needs of our students. All SBDM meetings are open to the public and advertised on local radio and in the local newspaper as well as posted on the Public Relations Board in the lobby. At a PTA and Family literacy night our plan is presented to family members of all students. The Comprehensive School Improvement Plan was then put in the library for parent checkout upon request and is also available on the school web site.

## **How Comprehensive Planning will be ensured in the Future:**

Component managers and committee members will be responsible for ensuring that the faculty and staff cover their component. Component managers will gather information on how each staff member is implementing their part of the plan and will then report their findings to the School Based Council. An evidence box will be kept for staff members to file examples of how they are implementing activities named in the plan by each component manager. We will also review the Comprehensive School Improvement Plan in SBDM, committees, and faculty meetings quarterly or sooner as needed.

## **COMMUNICATION PLAN**

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

A copy of the SIP will be emailed to each teacher and instructional assistant. A copy will be placed in the Library and one in the office with SBDM Minutes that can be viewed by parents. It will also be available to view on the school's web site.

The component managers will report to SBDM twice annually on the status of their components.

The plan will be reviewed in SBDM, committee and faculty meetings. All SBDM meetings are opened to the public and advertised in the local paper, radio and television.

The Component managers will report the plan to the Board of Education annually.

## How will input be gathered from Stakeholders?

Input will be gathered through student and parent surveys, faculty meetings, PTA meetings, SBDM, and school committee meetings.

All stakeholders will have an opportunity to participate in committee meetings that impact the Comprehensive School Improvement Plan. All meetings that review the SIP are open to the public.

### ACTION COMPONENT Instruction

☒School ☐District  
☐Preliminary ☒Revised

District Name Nelson Component Manager: SIP Committee

School Name Bloomfield Elementary Current Date 10-21-09

### I. Priority Need

#### Priority Need:

A1. The Total Academic Index for Bloomfield Elementary was 86.5 as measured by the KCCT.

#### Smart Goal

A1. To continue to increase student achievement again on the Total Academic Index by 3-5 points as measured by the KCCT assessment by June of 2010.

### II. Cause(s)/Contributing Factors

#### Cause(s)/Contributing Factors:

Based on analysis of data, a need has been shown for an increased awareness of student and teacher research-based intervention reading strategies, and research-based intervention math strategies. .

#### Measurable Objective(s):

To implement intervention reading strategies and literacy kits to be integrated across the grade levels.

**Note: For funding purposes, grant activities may be planned between September 2009 and June 2010**

### III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Objective	Strategy/Activity	Expected Impact	Responsible Person(s)	Start Date	End Date	Cost	Fund Source
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R2	Teacher will give the end-of-year common assessment tied to the Treasures Literacy Series.	To identify student needs for intervention and instruction and to measure the effectiveness of the current Literacy curriculum.	Staff	Aug. 2009	May 2010	n/a	n/a
R3	To provide additional support to Gifted students to boost their proficient scores to distinguished.	To increase assessment scores and student achievement.	Staff	Aug. 2009	On Going	n/a	n/a
R4	Provide more reading resources geared toward male interests through AR online and Books and Beyond theme (Driven to Read).	To increase scores and motivate male population to read to achieve their utmost potential.	Staff	Aug. 2009	May 2010	n/a	n/a
M1	Vertical math teams for the SIP committee will meet monthly to evaluate and revise Everyday Math assessments to meet the needs of Bloomfield Students in mathematics.	By ensuring that all teachers are fully utilizing the programs we will complete the spiraling component of the math program. Administration BES Staff	Admin. BES Staff	Aug. 2009	May 2010	n/a	n/a
M2	School Leadership will continue to monitor classroom implementation of Everyday Math through classroom observation.	By monitoring assessment tasks teachers will more fully implement the math program and its strategies.	Admin.	Aug. 2009	May 2010	n/a	n/a
M3	School Leadership will monitor student learning through grade level Common Assessments and RTI Individualized learning plans.	Through small group instruction, identified student will be provided remediation services as evidenced in lesson plans and student work.	Admin. BES Staff	Aug. 2009	May 2010	n/a	n/a

M4	Students with identified difficulties will be targeted through intervention programs such as ESS, ESL, RTI, Migrant, and/or Special Education.	Teachers will use these resources to gather data and modify instructional practices as evidenced through lesson plans and student samples.	Admin. BES Staff	Aug. 2009	May 2010	n/a	n/a
M5	Technology such as ThinkLink, Learning Checks Data, Essential Skills, and ALS will be used to gather and analyze data for instructional purposes.	By monitoring assessment samples teachers will more fully implement the math program and its strategies while monitoring for student progress.	Admin. BES Staff	Aug. 2009	May 2010	n/a	n/a
SS1	The Social Studies committee will develop a content driven vocabulary list to expose students in primary grades to words used on the CATS Assessment.	Teachers will have a consistent grade level list of social studies vocabulary for student exposure as evidenced by anecdotal records, lesson plans, student work, curriculum maps, etc.	Soc. Studies Committee	Aug. 2009	May 2010	\$0	NA
SS2	Teachers will increase student knowledge of Social Studies content vocabulary (Version 4.1 of Core Content) and be able to apply it in the study of Social Studies Concepts.	By familiarizing students with content words at the primary grade levels students will be able to apply the words in context as evidenced by the 5 <sup>th</sup> grade CATS Assessment.	Administrati on BES Staff	Aug. 2009	May 2010	n/a	n/a