

CREEKSIDE ELEMENTARY SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

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

Laura Price
Chairperson, School Council

Date 12-14-09

Pat Milby
Chairperson, Curriculum Planning Committee

Date 12-14-09

Plan Approved by the School Council:

December 14, 2009

School Council Members:

Amanda King	Parent
Kelli Hay	Parent
Mary Donna Atcher	Teacher
Melanie Bakk	Teacher
Stacy Brawner	Teacher



EXECUTIVE SUMMARY

MISSION STATEMENT

The mission of Creekside Elementary is to provide a safe, productive learning environment where every student is encouraged to challenge themselves to reach their full potential.

NEEDS ASSESSMENT

Creekside Elementary SBDM committees have reviewed multiple sources of data prior to the development of our Comprehensive School Improvement Plan. The needs assessment process involved analyzing student performance data, school practices, district practices, utilizing data driven decisions and identifying gaps in student achievement tied to student academic performance.

The 2009 Commonwealth Accountability Testing System (CATS) did not have an accountability index. However, utilizing the accountability index constructed by KSBA, results indicate that, Creekside Elementary School made progress increasing its accountability index from 92.0 in the 2008 biennium to 96.5 in the 2009 KASC Transition Index utilizing weighted average analysis of all Elementary Schools' index. Creekside Elementary school was listed as "On track to 100" in the KASC report. For No Child Left Behind (NCLB) accountability, Creekside Elementary school met overall Adequate Yearly Progress (AYP):

In an effort to include resources that extended beyond the traditional data reporting tools, Creekside Elementary utilized Hardin County Schools Effective Schools Administrative Climate Survey, Pre-school parent survey results, and school wide student survey results to obtain a better understanding of our learning environment and the impact of various programs on continued student achievement.

Goal and Strategy Development

Each member of the SBDM committee members reviewed specific data from their content area and recommended priority needs to be addressed in the 2009-10 CSIP. The members developed measurable goals and drafted strategies to accomplish the goals. The committee members met to review the data gathered and to include all data on the impact check forms. The committees shared the data collected with the SBDM committee and the Curriculum committee revised and updated the CSIP for the 2009-1010 school-year. The principal and assistant principal worked closely with the SBDM committee, district offices, and the Curriculum committee to gain individual comments and expectations, insuring alignment in each respective area of assignment.

In our review of last year's plan for 2008-2009, the 2009 NCLB Report and Kentucky's Interim Performance Report (IPR) results and the 2009-2010 SACS Report, there was a clear need to review the plans using high quality research-based Professional Development (PD) that is both systemic and comprehensive in nature with built in monitoring strategies to safeguard success.

During this process of reviewing and analyzing all data, Creekside Elementary has determined that while the progress of our subpopulations have reached the levels defined by NCLB, we will continue to see signs of positive growth in all areas of our accountable areas as identified by 2009's IPR. The initiatives that are currently in place will continue to be monitored, while developing monitoring strategies to properly assess the effectiveness of these strategies. We need to continue to have 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 educational experience accordingly. For teachers, this means determining instructional strengths and growth areas through a data-based review of the performance of their students and creating professional development plan that will lead to individual student and classroom improvements.

EVALUATION OF PLAN

The effectiveness of the 2009-10 plan will be evaluated by using implementation and impact checks at various times throughout the year.

All stakeholders, i.e., parents, faculty members and community members, will be informed that copies of the plan are available in the school office or on the school and district websites for their review. In addition, faculty members, PTA leadership, SBDM council and committee members will be provided a copy of the plan. Annual Implementation and Impact checks will be performed on each Area of Need of the 2009-2010 plan to ensure that the Comprehensive School Improvement Plan is being implemented and reviewed. Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is Creekside Elementary School's belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information.

Individual school committees, Site Based Decision Making (SBDM) councils and the district will work collaboratively to review progress, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.

STAKEHOLDER INVOLVEMENT

Creekside Elementary believes that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

Prior to the posting of any revision to the plan, every stakeholder group was given a copy of the plan to review and offer suggestions. There is evidence of representation from parents, community members, school staff and students since every voice is critical in ensuring the plan adequately addresses the needs of our diverse student population while maintaining the integrity of our abilities to effectively carry out the plan.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Milby, Pat	Teacher
Brawner, Allen	Teacher
Cruse, Kim	Teacher
Mattingly, Michelle	Teacher
McEwen, Susan	Librarian
Tomes, Ashlee	Special Education teacher

Action Component: Academic Achievement**Component Manager(s): Principal****Date: November 2009****School/District: Creekside Elementary/ Hardin County Schools**

Priority Need:		Goal:
Reading Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 80.90%. White (non-Hispanic) students scoring proficient and distinguished in reading was 81.48%. Free and Reduced Students scoring proficient and distinguished in reading was 69.07%.		Based on the results of the 2010 Kentucky Core Content Test (KCCT) as stated in the NCLB report, the percent of students scoring proficient and above in reading is set at 85.0 %. The 2010 Goals for all other "reportable" Sub Groups are: White (Non Hispanic): 85.55% Free/Reduced Lunch: 75.97%
Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 72.86 %.. White (non-Hispanic) Students scoring proficient and distinguished in math was 74.07%. Free and reduced Students scoring proficient and distinguished in Math Was 58.76%.		Also based on the results of the 2010 KCCT, as stated in the NCLB report, the percent of students scoring proficient and above in math is set at 75 %. The 2010 Goals for all other "reportable" Sub Groups are: White (Non Hispanic): 81.5% Free/Reduced Lunch: 64.64 % The School will continue to decrease the Novice levels of proficiency in spring of 2010: <div>Reading2.38Math8.12</div>

<p>Writing The total on-demand percent proficient and distinguished for the school in 2009 was as follows:</p> <p>Other Academic Indicator Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 79.17 % Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 61.29% Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 41.94 %</p> <p>Program Reviews: To be phased in during the 2009 – 2010 School Year.</p>	<p>Writing The total on-demand proficient and distinguished for the school for 2010 will be as follows:</p> <p>Other Academic Indicator Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 87.09 % Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 67.42 % Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 46.13 %</p> <p>Program Reviews: Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Arts and Humanities, Practical Living/Career Studies and Writing will be an ongoing focus for the 2010 school year.</p>
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BENCHMARK		
Measure – Fall 2009 MAP scores Mean RIT	Projected Data Spring 2010 Mean RIT	Actual Data
Reading Grade 1 – 162.0	171.9	
Reading Grade 2 – 180.8	189.6	
Reading Grade 3 – 191.0	199.0	
Reading Grade 4 – 200.8	205.8	
Reading Grade 5 – 213.0	214.8 (grade sixth projection mean)	
Math Grade 1- 163.2	176.7	
Math Grade 2 – 181.8	190.8	
Math Grade 3 – 191.1	202.4	
Math Grade 4 – 203.4	211.4	
Math Grade 5 – 215.6	219.2 (5 th grade projection mean)	
	223.8 (6 th grade projection mean)	

Action Component: Academic Achievement Component Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1.	SB 168 NCLB	<p>Creekside Elementary certified staff utilizes the “Questions for Success” in grade level team meetings and at Instructional Staff meetings.</p> <ol style="list-style-type: none"> 1. What do we want students to learn? 2. How will we know if they have learned? 3. What will we do if they do not learn? 4. What do we do if they already know it? <p>Results will be monitored on a monthly basis.</p>	Principal PLC-grade level meetings ALM- district	On-going		I		
2.	SB 168 NCLB	<p>Regular walkthroughs will be conducted by the principal and the Leadership PLC to assist in the instructional focus. Results will be monitored and shared with grade level PLC meetings to focus on the instructional areas of:</p> <ul style="list-style-type: none"> • Team meetings • Higher order instruction • Demonstration of students performing at the level of proficiency. 	Principal, PLC grade levels, Leadership PLC	On-going		I		

3.	SB168 NCLB	Extended School Services via a daytime waiver will be provided to underachieving students with priority being given to math, reading, and writing instruction for students with disabilities and students receiving free and reduced lunch.	ESS Coordinator	09-09/ 10-10	ESS Day Waiver Grant	I		11-3-09
4.	SB168 NCLB	Teachers will use data from various assessments (MAP, STAR, STAR Early Literacy, and the Phonics and Phonological Awareness profile sheets) to better meet the reading and math needs of the students. Teachers will use this data for flexible group instruction for all students to ensure there are no curriculum or instructional gaps for any subpopulation. Individual student MAP goals will be set and reviewed.	Teachers Principal/Asst. Principal Counselor	09-09/ 10-10		I		11-3-09/12-14-09
5.		Students will answer authentic assessments including open response tasks. They will be based on Core Content for Assessment 4.1 and analyzed on a continual basis with results being used to improve and modify instruction.	Teacher	09-09/ 10-10		I		11-09-09

6.	SB168 NCLB	Thoughtful Education, Depth of Knowledge (DOK), differentiation, Best Practices, and Learning Styles will be monitored by administrative walkthroughs and lesson plans. Walkthrough documentation-Smart Goals documentation.	Principal C.O. Admin. Staff	09-09/ 10-10	I		11-09-09/12-14-09
7.		Teachers will receive professional development and/or training in best practices strategies (e.g., Compass Learning, Thoughtful Education, etc)	Principal Teachers PLCs District PD Coordinator	09-09/ 10-10	I		11-09-09/12-14-09
8.	NCLB	The learning/teaching culture will attract highly qualified staff.	Principal SBDM Council	09-09/ 10-10	I		11-09-09/12-14-09
9.	SB168 NCLB	ELL students will be provided specially designed instructional activities to make content more comprehensible in the regular classroom.	Carlie Rogers ESL Teacher	09-09/ 10-10	I		11-09-09/12-14-09
10.		Horizontal team meetings will be held twice each month using Implementation activities that facilitate successful transitions among grade levels preschool – fifth grade. Smart goals as agenda items. Each meeting will focus on a predetermined topic from the CSIP, set by the principal.	Principal Certified staff	09-09/ 10-10	I		11-09-09/12-14-09

11.	NCLB	Title I allocations will be used for utilizing classified and/or certified staff to provide additional support in the areas of instruction and administrative support services.	Title I Staff Counselor Title 1 assistants	09-09 10-10	Title 1 funds	I		11-09-09/12-14-09
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Action Component: Learning Environment/Efficiency Component Manager(s): Principal Date: November 2009 School/District: Creekside Elementary School/Hardin County		
Priority Need:	Goal:	
As evidenced by Creekside Elementary's assessment data, review of discipline reports, Effective School Survey, Family Resource Center Information, Title I surveys and data, IAT referrals, and other available data, Indicators 4 (School Culture), indicator 5 (Student, Family and Community Support), and Indicator 9 (Efficiency) have not been fully implemented effectively.	By November of 2010, ongoing evaluations will indicate continuous improvement for Indicators 4, 5, and 9.	
According to data analysis of the 2008-2009 KPR, NCLB data, review of current curriculum, and the Effective Schools survey, the standards from the Standards and Indicators for School Improvement (SISI document) could be more effectively implemented.		

Action Component: Learning Environment/Efficiency
Component Managers: Principal and Assistant Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NCLB	Students will be publicly recognized for academic achievement in core content areas (e.g. A.R., KIPR, Open Response, MAP, Compass Learning, and the Writing Hall of Fame, etc.)	Teachers Principal/Asst. Principal Counselor Media Specialist	09-09/10-10		I		11-3-09/12-14-09
2	NCLB	Parents/guardians will be informed of individual student progress through implementation of Infinite Campus, progress reports, Compass Learning and Star reports.	Teachers, Principal, Asst. Principal	09-09/10-10		I		11-03-09/12-14-09
3	NCLB	Parents and community members will be provided with opportunities of attending parent-related workshops and parent – involvement activities to become full partners in educating all students.	Principal Counselor Title 1 ESS Family Resource Coordinator	09-09/10-10		I		11-03-09/12-14-09
4	NCLB	Character Education including bullying, violence prevention, behavior modification, and safety will be implemented within the classroom and the school environment.	Title 1 Classroom Teachers Counselor Principal/Asst. Principal	09-09/10-10		I		11-03-09/12-14-09

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **Creekside Elementary School**

Academic Performance	Component that addresses curriculum, instruction and assessment issues.
ALM	Administrative leadership meetings involving principals and district administrators.
AMO	Annual Measurable Objective
CC	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
CDIP	Comprehensive District Improvement Plan
CSIP	Comprehensive School Improvement Plan
CHAMPS	A student behavior management process.
Component	A section of a school/district comprehensive plan that addresses specific priority needs.
CSIP	Comprehensive School Improvement Plan
DOK	Depth of Knowledge
Efficiency	Component that addresses leadership, use of resources, and comprehensive and effective planning.
ELL	English Language Learner
Goal	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
GT teachers	Gifted and Talented teachers.
IAT	Intervention and Assistance Teams that support students who need academic or behavioral support.
ISD	Instructional Services Department
Learning Environment	Component which addresses school culture; school, family and community support; and professional development.
NCLB	No Child Left Behind
NCLB Tier	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
Priority Need	Section of a component which utilizes data to identify areas that will be addressed in the component.
SB 168	Senate Bill 168; a Kentucky achievement gap law for schools.
SISI	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
Strategy/Activity	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.