

# LAKEWOOD ELEMENTARY SCHOOL

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## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



### ASSURANCE CERTIFICATION School Year 2009--2010

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

Kerry Reeves, Principal  
Chairperson, School Council

12/14/09  
Date

Kerry Reeves, Principal  
Chairperson, School Planning Committee

12/14/09  
Date

**Plan Approved by the School Council:**

**December 14, 2009**

#### School Council Members:

<b>Kim Hodges</b>	<b>Parent</b>
<b>Lisa Shrader</b>	<b>Parent</b>
<b>Laura Beth Hayes</b>	<b>Teacher</b>
<b>Amanda Pence</b>	<b>Teacher</b>
<b>Alice Wittenback</b>	<b>Teacher</b>



## **EXECUTIVE SUMMARY**

### **MISSION STATEMENT**

The mission of Lakewood Elementary School is to assure that all students can reach their highest level of learning and achievement through the cooperative efforts of supportive families, a competent and professional staff, an involved community, and responsible students – preparing students to become healthy, happy, self-sufficient individuals who can be successful adults in a world of challenge and change. To support this mission, all School-Based Decision Making Council policies will focus on our major goals of improving teaching and learning and enhancing student achievement at Lakewood Elementary School. (Revised July 17, 2002)

**“Providing the Best for Children”**

Vision Statement: LES TEAM--Learning, Educating, Succeeding--Together Everyone Achieves More

### **NEEDS ASSESSMENT**

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

Based on Lakewood’s 2009 Interim Performance Reports and the Commonwealth Accountability Testing System (CATS) testing, there was not an accountability index this year. However, based on calculations, Lakewood Elementary made some progress in the overall Academic Index based on the adjusted percentages and weights due to changes with the 2009 test. Lakewood Elementary improved slightly from an 88.8 in 2008 to an 89 in 2009 and is listed as “On Track to 100” in the KASC report.

### **Goal and Strategy Development**

The Academic Performance and Learning Environment/Efficiency Committees met and communicated to develop goals and strategies. These committees also included additional ad hoc committees of Professional Development and Technology.

Goals were selected and prioritized. The results of needs assessments and informal feedback were reviewed, analyzed and discussed. In addition, the Comprehensive District Improvement Plan was reviewed. The Standards and Indicators continued to be applied and the Implementation and Impacts from the 2008-2009 school year were reviewed.

The school had previously targeted Reading and Math for Senate Bill 168 Target statements with special emphases on targeting students who qualified for free/reduced lunch. Since gains have continued to be made differentiation strategies will continue with all subpopulations. However, additional emphases will be targeted with students with disabilities to help close the achievement gap.

Committees developed strategies and activities to address goals with a special focus in Reading and Math.

Although Lakewood Elementary met AYP based on Annual Measurable Objectives (AMO's) in Reading and Math, specific measurable targets for student subgroups will continue to be addressed. Rather than continue adding additional initiatives and programs, strategies and activities will be focused and have depth.

The faculty and parent representatives reviewed, revised and agreed upon the final plans. The school council approved the resulting plans.

## **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. Any necessary adjustments to the strategies will be made based on the review of impact

Progress on the plan's strategies will be shared with 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.

## **STAKEHOLDER INVOLVEMENT**

### **How will the Comprehensive Plan & Other Important Information Be Shared with Stakeholders?**

The Comprehensive 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 Lakewood School Webpage and will be made available to all school staff by e-mail. Copies of the plan were provided to all Site-Based Council Members. Communication will be ongoing through newsletters, regular PTT, and school council meetings, personal contacts, and any other reasonably 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, PTT meetings and faculty/staff meetings. Also, at least quarterly, input will be gathered through the Implementation and Impact check done by component managers. The school council will regularly review the plan for progress, receive, and provide input.

## 2009-2010 COMPREHENSIVE PLANNING COMMITTEE

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

Planning and needs assessment committees were organized and assigned according to the Standards and Indicators for School Improvement. These were grouped according to identified components: **A. Academic Performance** (including Standards 1. Curriculum; 2. Classroom Evaluation/Assessment; 3. Instruction); **B. Learning Environment** (including Standards 4. School Culture; 5. Student, Family, Community Support Programs/Services; 6. Professional Growth, Development, and Evaluation); and **C. Efficiency**, (including Standards 7. Leadership; 8. Organizational Structures and Resources; 9. Comprehensive and Effective Planning.)

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

<b>Academic Performance</b>	
Standard	
1	Curriculum
2	Classroom Evaluation/Assessment
3	Instruction
Chrissy Skaggs and Debbie Wyatt (Chair), Lynn Bleemel, Sandra Branham, Joseph Cecil, Suzanne Dennis, Christy Dunaway, Laura Beth Hayes, Kyle Lee, Kathy McQuown, Melody Meredith, Laticia Mueller, Linda Patten, Amanda Pence, Margie Ritter, Beverly Strader, Kelly Taylor, Jennifer Wilcox, and Alice Wittenback	
<b>Learning Environment/Efficiency</b>	
4	School Culture
5	Student, Family, Community Support Programs/Services
6	Professional Growth, Development, and Evaluation
7	Leadership
8	Organizational Structure and Resources
9	Comprehensive and Effective Planning
Shelee Clark and Angela Pike(Chair), Charis Kahlden, Kelly Blair, Lori Blair, Janice Brown, Jennifer Coogle, Lori Cook, Shawn Dunaway, Lee Filyaw, Kathie Hamilton, Lisa Jeffries, Loretta Johnson, Leisha Lamb, Denise Lucas, Teresa Lyons, Ruthie Miller, Kermit Olive, Catrina Pickerell, Robynn Pierce, Penny Powell, Chris Spears, and Lee Ann Thomas	

\*Kerry Reeves, ex officio member of all committees

<p><b>Action Component: Academic Performance</b>  <b>Component Manager(s): Deborah Wyatt &amp; Chrissy Skaggs</b>  <b>Date: December 2009</b>  <b>School/District: Lakewood Elementary School/ Hardin County Schools</b></p>	
<p><b>Priority Need:</b>  <b>Reading</b></p> <p>Based upon the Lakewood Elementary 2009 NCLB report, the percentage of students scoring proficient and distinguished was 73.33%.</p> <p>The AMO (Annual Measurable Objective) for reading was 67.04.</p> <p>Students with disabilities scored the following for proficient and above:</p> <p>Grade 3: 65.38%  Grade 4: 52.17%  Grade 5: 47.37%</p> <p>Based on the school's 2009 NCLB report, Grades 3, 4, and 5 scored 55.88% proficient and above.</p>	<p><b>Goal:</b></p> <p>Based on the results of the 2010 Kentucky Core Content Test (KCCCT), the school AMO target for next year is 80.23%.</p> <p>The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.</p> <p>The 2010 Growth Goals for all other "reportable" Sub Groups are:</p> <p>All students: 80.66%  Students with disabilities: 73.64%  White (Non Hispanic): 81.36%  Free/Reduced Lunch: 75.31%</p>

<p><b>Math</b></p> <p>The school's 2009 NCLB report also indicated the percentage of students scoring proficient and distinguished was 60.00%</p> <p>The AMO for math was 51.53.</p> <p>Students with disabilities scored the following for proficient and above:</p> <p>Grade 3: 57.69%  Grade 4: 56.52%  Grade 5: 26.32%</p> <p>Based on the school's 2009 NCLB report, Grades 3, 4, and 5 scored 48.53% proficient and above.</p>	<p>Also based on the results of the 2010 KCCT, the school AMO target for next year is 61.23%.</p> <p>The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations.</p> <p>The 2010 Goals for all other "reportable" Sub Groups are:</p> <p>All students: 66.00%  Students with disabilities: 61.23%  White (Non Hispanic): 67.66%  Free/Reduced Lunch: 61.23%</p>				
<p><b>Writing</b></p> <p>The total on-demand percent proficient and distinguished for the school in 2009 was as follows: 46.00%.</p> <p><b>Other Academic Indicators</b></p> <p>Our Science Proficiency and Distinguished percentage as reported on our IPR for 2009 was 66.27.</p> <p>Our Social Studies Proficiency and Distinguished percentage as reported on our IPR for 2009 was 60.00.</p>	<p>The School will continue to decrease the Novice levels of proficiency in spring of 2010:</p> <table> <tr> <td><u>Reading</u></td> <td><u>Math</u></td> </tr> <tr> <td>6.34</td> <td>11.00</td> </tr> </table> <p><b>Writing</b></p> <p>The total on-demand percent proficient and distinguished for the school in 2010 will be as follows: 56.06%.</p> <p><b>Other Academic Indicators</b></p> <p>Our Science Proficiency and Distinguished percentage as reported on our IPR for 2010 will be 72.9%.</p> <p>Our Social Studies Proficiency and Distinguished percentage as reported on our IPR for 2010 will be 66%.</p>	<u>Reading</u>	<u>Math</u>	6.34	11.00
<u>Reading</u>	<u>Math</u>				
6.34	11.00				

<b>BENCHMARK</b>			
Measure – Fall 2009 MAP scores Mean RIT		Projected Data Spring 2010 Mean RIT from Normative Data	Actual Data
Reading Grade 1- 163.5		171.9	
Reading Grade 2- 180.0		189.6	
Reading Grade 3- 186.0		199.0	
Reading Grade 4- 199.4		205.8	
Reading Grade 5- 207.8		211.1	
Math Grade 1- 163.4		176.7	
Math Grade 2- 180.5		190.8	
Math Grade 3- 186.9		202.4	
Math Grade 4- 202.5		211.4	
Math Grade 5- 209.2		219.2	

Action Component: Academic Performance		Component Managers: Deborah Wyatt & Chrissy Skaggs				
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Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	SB 168-Math	The leadership team will utilize information provided by the district improvement team and/or data tool containing students who did not score Proficient/Distinguished on the KCCT in reading and writing with a special emphasis in math. A targeted population will include students with disabilities. The school will receive support from the district improvement team in developing intervention strategies in reading, writing and math for these students.	Reeves Cook Hamilton Skaggs Pike Wyatt	November 2009/April 2010				
2	NCLB	Classroom and Special Education Teachers will collaboratively design and administer pre-assessments (MAP and others) in reading and math prior to teaching content skills for the purpose of modifying and/or differentiating instruction for all students and for all	All Teachers Wyatt	November 2009/April 2010				



Action Component: Academic Performance	Component Managers: Deborah Wyatt & Chrissy Skaggs						
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		subgroups.							
3	NCLB	The Teaching and Learning Coach will assist teachers in analyzing math, reading, science, and language arts scores from MAP assessments and other data for all students and in matching student needs to the DesCartes curriculum for instructional preparation and intervention assistance insuring that there are no curriculum or instructional gaps for any subpopulation.	All Teachers Wyatt	November 2009/April 2010					
4	SB168	Houghton Mifflin/Harcourt Mathematics Textbooks and materials were adopted K-5. These will be utilized at all levels. Additional materials will be acquired for the 2010-2011 school year upon funding availability.	Reeves Pike Wyatt	November 2009/April 2010	Textbook				
5	NCLB	A daytime waiver will be utilized for implementation of the school's Extended School Services program. Priority will be given to students in subpopulations where the	Hamilton Director of Assessment/ESS	November 2009/April 2010	E.S.S.				

Action Component: Academic Performance		Component Managers: Deborah Wyatt & Chrissy Skaggs					
		district has not met academic achievement goals. Teaching practices will include varied activities, aligned with Best Practices for ESS programming and will be included in and monitored through learning walk observations by district improvement team members, ESS coordinators and building level administrators.					
6	SB168	A full time Math Intervention Teacher (MIT) will provide additional services to K-P3 at risk students in all sub-populations (with a special focus on students receiving free/ reduced lunch) using <i>Number Worlds</i> , an intensive intervention program. The program will continue if funding is available from the grant program for the 2010-2011 year.	Hamilton Miller Wyatt	November 2009/April 2010	Math Achieve- ment Fund		
7		The school will continue an educational partnership with Vulcan Material Company and maintain a technological focus with acquiring and implementing:	Skaggs Wyatt	November 2009/April 2010			

Action Component: Academic Performance			Component Managers: Deborah Wyatt & Chrissy Skaggs						
		<ul style="list-style-type: none"><li>• School Pads</li><li>• Document Cameras</li><li>• Classroom Performance Systems</li><li>• White Boards</li><li>• LCD Projectors</li></ul>							
8		Technology resources will be acquired to create 21 <sup>st</sup> Century classrooms. Teachers will utilize resources by consulting/ collaborating with the District Technology Specialists upon grant approval.	Skaggs Technology Committee	November 2009/April 2010	KETS Local tech. funds District Funded				
9		Thoughtful Education tools and strategies will continue to be implemented and refined. Learning Walks will be done by teachers.	Reeves Pike Wyatt Kelley	November 2009/April 2010					
10		Title I allocations will be utilized for securing: <ul style="list-style-type: none"><li>o classified and/or certified personnel (i.e., instructional assistants, ½ time assistant principal)</li><li>o administrative student support services and parent involvement</li><li>o professional</li></ul>	Pike	November 2009/April 2010	Title I				

Action Component: Academic Performance	Component Managers: Deborah Wyatt & Chrissy Skaggs
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	development Title I staff will provide supplemental instructional services in Literacy and Math as monitored by lesson plans, Title I reports, and schedules.								
11	Curriculum Guides and Learning Checks will be implemented as appropriate. Learning Checks will be utilized and analyzed to make necessary instructional modifications.	Reeves Wyatt	November 2009/April 2010						
12	Professional Development will be job-embedded and ongoing with emphases on: <u>09-10</u> <ul style="list-style-type: none"> <li>o District-wide PD</li> <li>o Team Planning</li> <li>o Technology</li> <li>o Culture/Climate</li> </ul> <u>10-11</u> <ul style="list-style-type: none"> <li>o District-wide PD</li> <li>o What Does Proficiency Look Like?</li> <li>o TBA</li> </ul>	Wyatt	November 2009/April 2010	PD Funds					

Action Component: Academic Performance		Component Managers: Deborah Wyatt & Chrissy Skaggs					
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13		Walkthroughs will be done by the school administration team with district support. Personalized/constructive feedback will be provided on a regular basis within a timely manner. Teachers will be provided with an opportunity to respond if needed.	Reeves Pike Kelley	November 2009/April 2010				
14		Student friendly objectives will continue to be posted and monitored by the administration team.	Reeves Pike	November 2009/April 2010				
15	NCLB	Differentiation instruction strategies will continue to be implemented to meet the needs of all subpopulations including general education, ESL, GT, students with disabilities, etc.	All Teachers Wyatt Bryan	November 2009/April 2010				
16		An emphasis will continue with district support on developing multiple choice and open-response questions with varying DOK levels. KASC materials will be utilized at the P3-5 <sup>th</sup> grade level.	Kelley Wyatt	November 2009/April 2010				

Action Component: Academic Performance	Component Managers: Deborah Wyatt & Chrissy Skaggs
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16	A full time Teaching and Learning Coach/Tender Loving Care Teacher will provide support with curriculum, instruction, assessment and counseling duties.	Wyatt	November 2009/April 2010				
17	Enrichment opportunities will be provided in the areas of Arts & Humanities and Practical Living/Vocational Studies to provide additional common planning time for teachers.	Cecil Lee Olive Wyatt Classroom Teachers	November 2009/April 2010				
18	A school-wide Reading program and process will be developed. Scott Foresman materials will be implemented consistently at the K-5 level with developmental needs considered.	Reeves Pike Wyatt Inst. Leadership Team	November 2009/April 2010				
19	<i>Measures of Academic Progress (MAP)</i> will be administered at the K-5 level. Compass will be integrated as a supplemental program with each child (P1-5 <sup>th</sup> ) having an individual learning path based on RIT scores.	Reeves Skaggs Wyatt	November 2009/April 2010				

Action Component: Academic Performance		Component Managers: Deborah Wyatt & Chrissy Skaggs				
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20		The school-wide writing program and process will be reviewed and modified.	Reeves Pike Wyatt Dunaway	November 2009/April 2010				
21		The 21 <sup>st</sup> Century Community Learning Center-TECH Project will provide opportunities of learning and enrichment in the areas of social, emotional, physical, and educational for 3-5.	Miller	November 2009/April 2010				
22	SB168	<i>Rocket Math</i> will be implemented as a supplemental tool to our mathematics program and process.	Hamilton Reeves	November 2009/April 2010				
23		A team of teachers from P3-5 <sup>th</sup> grade will receive and utilize additional training and materials for on-demand writing.	C. Dunaway	November 2009/April 2010				
24		Teachers will implement activities that facilitate successful transitions from preschool to kindergarten.	Sheeran Filyaw K Teachers	March 2010/May 2010				

Action Component: Learning Environment	Component Managers: Shelee Clark and Angela Pike
<b>Action Component: Learning Environment/Efficiency</b> <b>Component Manager(s): Shelee Clark and Angela Pike</b> <b>Date: November 2009</b> <b>School/District: Lakewood Elementary/Hardin County</b>	
<b>Priority Need:</b> An analysis of school level assessment data, a review of the school's priority needs, causes and contributing factors and activities for the 09-10 plans, and an informal self analysis of the Standards and Indicators, identify the following indicators to be addressed: 4. School Culture, 5. Student, Family, and Community Support, 6. Professional Growth, Development and Support, and 9. Efficiency.	<b>Goal:</b> By April 2010, an evaluation of the SISI document will indicate continuous improvement within Indicators 4, 5, 6 and 9 until indicated descriptors within each standard are fully functioning at a level 3 or 4.



Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1		<p>Multiple strategies will be used to communicate and publicly note student achievement.</p> <ul style="list-style-type: none"> <li>Quarterly showcase of student work outside classrooms</li> <li>Motivational materials and resources will be obtained and used</li> </ul>	Classroom Teachers Principal Assistant Principal Counselor FRC	August 2009 April 2010	Title I			
2		<p>Multiple programs will be offered to address cultural diversity.</p> <ul style="list-style-type: none"> <li>Culturally diverse programs will be provided for the students, parents, and community.</li> <li>Cultural exhibits will be displayed throughout the year by specialty area and homeroom teachers.</li> </ul>	Arts and Humanities Teachers Counselor FRC	August 2009 April 2010	Title I			

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
3		School-wide discipline procedures will be implemented in classrooms with follow-up if needed in the office.	Classroom teachers Principal Counselor Asst. Principal	August 2009 April 2010				
4		Teachers and instructional leaders will participate in job embedded professional growth activities developed through individual professional growth plans (i.e., Curriculum Guides and Learning Checks, <i>Thoughtful Education</i> /Silver & Strong, Analysis of Student Work, etc.)	Teaching Learning Coach	August 2009 April 2010	Title I PD			
5		The Math Intervention Teacher will provide family nights for those students involved with the intervention math program.	Math Intervention Teacher	August 2009 April 2010				
6		School leadership team will meet periodically to review school improvement reports so modifications to CSIP can be made as necessary.	Principal	August 2009 April 2010				
7		Staff celebrations will be held at least quarterly to recognize staff and student achievements.	Assistant Principal	August 2009 April 2010	Title I			

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
8		Staff members will continue positive parent communication through individualized feedback, conferences, newsletters, etc.	Teachers Principal	August 2009 April 2010				
9		A safe school climate will be created through anti-bullying programs and lessons as well as training teachers on appropriate discipline techniques.	Teachers Principal Assistant principal Counselor TLC	August 2009 April 2010				
10		Lakewood Elementary will create a positive teaching/learning culture that will attract highly qualified staff.	Principal Assistant principal	August 2009 April 2010				

# **APPENDIX**

## **COMPREHENSIVE PLANNING**

### **Vocabulary/Acronyms** **Lakewood Elementary School**

<b>Academic Performance</b>	Component that addresses curriculum, instruction and assessment issues.
<b>AMO</b>	Annual Measurable Objective
<b>CC</b>	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
<b>CSIP</b>	Comprehensive School Improvement Plan
<b>Component</b>	A section of a school/district comprehensive plan that addresses specific priority needs.
<b>CSIP</b>	Comprehensive School Improvement Plan
<b>DOK</b>	Depth of Knowledge
<b>Efficiency</b>	Component that addresses leadership, use of resources, and comprehensive and effective planning.
<b>ELL</b>	English Language Learner
<b>Goal</b>	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
<b>GT teachers</b>	Gifted and Talented teachers.
<b>IAT</b>	Intervention and Assistance Teams that support students who need academic or behavioral support.
<b>ISD</b>	Instructional Services Department
<b>Learning Environment/ Efficiency</b>	Component which addresses school culture; school, family and community support in addition to leadership, use of resources, and comprehensive and effective planning.
<b>NCLB</b>	No Child Left Behind
<b>Priority Need</b>	Section of a component which utilizes data to identify areas that will be addressed in the component.
<b>SB 168</b>	Senate Bill 168; a Kentucky achievement gap law for schools.
<b>SISI</b>	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
<b>Strategy/Activity</b>	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.