

LINCOLN TRAIL ELEMENTARY SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

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

Jennifer Lewis
Chairperson, School Council

12/10/2009
Date

Plan Approved by the School Council:

December 10, 2009

School Council Members:

Kim Jiranek	Parent
Sherry Powers	Parent
Jill McIntyre	Teacher
Emily Robbins	Teacher
Alana Wooldridge	Teacher



EXECUTIVE SUMMARY

MISSION STATEMENT

Lincoln Trail Elementary School's mission statement is as follows: "In partnership with our families and community, Lincoln Trail Elementary builds the foundation for lifelong success."

The mission statement reflects the vision of "Helping Children Succeed." It was through that vision and the continued pursuit of bringing success to every student that the district has adopted the phrase "Making the Ordinary...Extraordinary." Through our interactions with parents, students, staff members and community stakeholders we demonstrate our beliefs as follows:

- "Success for all – whatever it takes"
- "School, parent and community engagement, collaboration and communication are winning combinations"
- "Investing in our students is investing in Hardin County's future."

The mission statement for Lincoln Trail Elementary drives the improvement plan and classroom instruction on a day-to-day basis.

NEEDS ASSESSMENT

Lincoln Trail Elementary met all 12 goals of NCLB for Spring 2009. The KASC transition index has Lincoln Trail listed at "Already 100+".

Due to the above goals being met, Lincoln Trail will continue with Learning Styles, Higher Order Questioning skills, Thoughtful Education Strategies, continuous assessment, ESS Daytime Waiver, technology emphasis on student learning, addressing the needs of the students immediately as the need arises, and re-teaching and remediation to any student who needs this based on formative and summative assessments that show non-mastery.

Goal and Strategy Development

Our mission statement was developed and approved by SBDM in January of 2006. This drives the development of our CSIP at LTE.

The school reviewed multiple sources of data prior to revising the School Improvement Plan. Data was provided to each stakeholder prior to revisions of CSIP. Stakeholders reviewed specific data and recommended priority needs to be addressed in the 2009-10 CSIP. Needs assessments involved analyzing student performance data and practices, utilizing data driven decisions and identifying GAP in student achievement tied to academic performance.

Implementation and Impact checks were conducted after NCLB and IPR were disaggregated. After the data was disaggregated a gap in Students with Disabilities was noted. A small gap existed between Free and Reduced Lunch students, also. From that information strategies and activities for SB 168 are noted throughout the plan.

In our review of last year's plan for 2008-2009, the 2009 NCLB and Kentucky's Interim Performance Report (IPR) results and the assessments done at the local school level, we have seen positive growth in our subpopulations by NCLB standards. We need to continue to get instructional assistance delivered to the individual student if academic achievement is to be achieved by 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. Data Disaggregation will be a driving force.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year and posted on the web for easy access to all stakeholders. 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. It is our 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.

STAKEHOLDER INVOLVEMENT

We believe 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.

The plan will be available to the public to allow for any student, parent, or community member access to its content, ensuring equity and understanding of each goal and strategy via the Internet.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Mikki Bland	Technology/PR Committee
Allison Hahn	Science Committee
Tracy Hardeman	Language Arts Committee
Becky Hillard	Language Arts Committee
John Adcock	Arts Committee
Beth Root	Arts Committee
Carol Burnett	Safety Committee
Alana Wooldridge	Math Committee
Rachelle Grey	Social Studies Committee
Shelly Simpson	Social Studies Committee
Carol Thomas	Assistant Group
Linda Reed	Assistant Principal
Janelle Mason	FRC Coordinator
Mary Jo Haydon	Counselor
Jennifer Lewis	Principal
Sherry Powers	Parent
Kim Jiranek	Parent
Tracy Lehman	PTA President
Tina Furnish	Title One Assistant
Carol Thomas	Kindergarten Assistant

Action Component: Academic Achievement
Component Manager(s): Principal

Date: November 2009

School/District: Lincoln Trail 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 82.55%. The AMO for reading was 67.04%. Students with disabilities scored 66.67% proficient and above. Students on Free and Reduced Lunch scored 72.84 proficient and above.		Based on the results of the 2010 Kentucky Core Content Test (KCCT), the school AMO target for next year is 85%. The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 73.64% Free/Reduced Lunch: 75%
		Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 84.26%. The AMO for math was 51.53%. Students with disabilities scored 64.44% proficient and above. Students on Free and Reduced Lunch scored 80.25%.
		Based on the results of the 2010 KCCT, the school AMO target for next year is 85%. The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 70% Free/Reduced Lunch: 85%
		The School will continue to decrease the Novice levels of proficiency in spring of 2010: <div style="display: flex; justify-content: space-around;"> <div> <u>Reading</u> 3.41 </div> <div> <u>Math</u> 4.00 </div> </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: 85.53%. Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 79.52%. Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 67.47%.</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%. Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 82%. Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2010 was: 71%.</p> <p>Program Reviews: Continued progress in the development, implementation and sustainment of quality instructional program in the areas of; Arts, Humanities and Practical Living 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 – x 166	X 173	
Reading Grade 2 – x 186	X 192	
Reading Grade 3 – x 195	X 201	
Reading Grade 4 – x 208	X 213	
Reading Grade 5 – x 213	X 217	
Reading Grade 6 – x	X	
Reading Grade 7 – x	X	
Reading Grade 8 – x	X	
Reading Grade 9 – x	X	
Reading Grade 10 – x	X	
Math Grade 1 – x 164	X 178	
Math Grade 2 – x 188	X 192	
Math Grade 3 – x 186	X 203	
Math Grade 4 – x 207	X 212	
Math Grade 5 – x 219	X 220	
Math Grade 6 – x	X	
Math Grade 7 – x	X	
Math Grade 8 – x	X	
Math Grade 9 – x	X	
Math Grade 10 – x	X	

Action Component: Academic Achievement

Component Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PJ NI	Date	Implementation/Impact CHECK
1	NCLB	Curriculum Guides will be used as a guide for common assessments discussion and data analysis for all students with emphasis on students with disabilities, free/reduced lunch and ESS.	Principal	Dec. 2009 Dec. 2012	200.00			
2	NCLB	Title 1 Coordinator will serve as a resource for math/reading activities. Assistants will continue to focus on skill groups and individual instruction.	Title Coordinator	Dec. 2009 Dec. 2012	Title Monies			
3	NCLB	Continue to meet the individual instructional needs of all students by focusing and refining the following: <ul style="list-style-type: none">• Flexible grouping in the math/reading<ul style="list-style-type: none">• Utilizing MAP• Use of CPS• Use of Compass Learning<ul style="list-style-type: none">• RTI/KSI• Higher Order Questions• Critical Thinking Skills• Understanding of DOK for rigor (objectives here)• Differentiation instruction for general education, ESL, and special education, ESS, and GT with an emphasis on Learning Styles with a variety of instructional strategies including Thoughtful Education• Continued PD for certified staff• Implement activities that ease transitions for early childhood students.	Principal Assistant Principal IL/T Teachers Preschool	Dec. 2009 Dec. 2012	5000.00			

4		Teachers will utilize pre and post test and MAP assessments to develop instruction and revise curriculum and pedagogy based on state standards.	Teachers	Dec. 2009 Dec. 2012				
5	NCLB	ESS Daytime Waiver utilized during the school day to remediate in LA or Math with an emphasis in the subpopulations of NCLB	ESS Coordinator	Dec. 2009 Dec. 2012	15,000			

Action Component: Learning Environment/Efficiency Component Manager(s): Principal Date: November 2009 School/District: Lincoln Trail Elementary School/Hardin County	
Priority Need:	Goal:
An analysis of 2008-2009 School Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but still need to be monitored to ensure continued effectiveness.	CULTURE PLAN A decrease in attendance and discipline will be measured. Continue to hire Highly Qualified Staff. Monitor Smart Goals with monthly progress.

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	(LE)/(Culture) Students with disabilities will receive instruction in reading and math, working toward a collaborative setting with an emphasis on IEP with least restrictive environment, with possible supplemental practice provided by the special education teacher utilizing differentiated instruction with an emphasis on Thoughtful Education and Best Practice strategies. LTE will continue to work toward an Inclusion Model to raise expectations for all.	Teachers	Nov. 2009 Dec. 2012				
2		(LE) ESS, Title 1, Family Resource Center, Preschool and STEP staff will provide parent involvement activities that address academic goals. FRC will also focus on counseling services, support programs, and parent/student educational technology will help facilitate communication.	ESS Coordinator Title Coordinator FRC Coordinator	Nov. 2009 Dec. 2012	3,000			
3	NCLB	(EFF.) Teachers will analyze test scores, MAP, Guides (common assessments), and any other performance data to identify curriculum gaps within sub populations of NCLB.	Principal Teachers	Nov. 2009 Dec. 2012				
4	NCLB	(EFF.) Teachers will meet one to two times a month to analyze student work looking for weaknesses and curriculum gaps that need to be addressed with instruction with an emphasis on sub populations in NCLB.	Teachers	Nov. 2009 Dec. 2012				
5		(Culture) Teachers will continue to meet PLC's with collaborating staff among school with possible work among cadre groups of various schools.	Principal	Nov. 2009 Dec. 2012				

6	NCLB	(LE)/(Culture) Students will receive remedial work in the area of math or reading based on MAP, formative data, common assessments, and teacher recommendations (KSI) with particular emphasis on sub populations of NCLB.	Teachers	Nov. 2009 Dec. 2010				
7		(Culture) Meet the needs of staff and students through the following: *Reward Days *Student of the Month *Staff Bulletin Board *Fred of the Month * Goody Day *Birthday Recognition * Bruin Buddies * School Spirit Days (Fridays) * After School Socials	Principal Asst. Principal Sunshine Committee	Nov. 2009 Dec. 2012				

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **LTE 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.