

# MEADOW VIEW ELEMENTARY SCHOOL

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## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



### ASSURANCE CERTIFICATION School Year 2009-2010

The Meadow View Elementary School Council and School Planning Committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Jim Sullivan

Chairperson, School Council

December 2, 2009

Date

Kim Durrance

Chairperson, School Planning Committee

December 2, 2009

Date

**Plan Approved by the School Council:**

**December 8, 2009**

#### School Council Members:

<b>Bonnie Mahanna</b>	<b>Parent</b>
<b>Joanna Leiser</b>	<b>Parent</b>
<b>Kristina Gonzales</b>	<b>Teacher</b>
<b>Angela Ashlock</b>	<b>Teacher</b>
<b>Barbara Cornett</b>	<b>Teacher</b>



## EXECUTIVE SUMMARY

### MISSION STATEMENT

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The mission of Meadow View Elementary School is to inspire, nurture, motivate, and maintain an environment of growth, challenge, and unlimited potential for all students.

To reach goal, we align our efforts into the following areas:

- ❖ Curriculum, Instruction, and Assessment – To provide students with opportunities to grow with a rich and challenging academic environment:
  - Decrease the number of students scoring below proficiency in reading, mathematics, and writing
  - Provide a curriculum that is aligned to state standards and challenging to students
  - Make instruction thoughtful and deliberate that will maximize instructional opportunities
- ❖ Reducing Barriers to Learning – To identify and remove those learning barriers that impact our students:
  - Increase family and community involvement through educational programs and opportunities
  - Create a welcoming culture that promotes continuous learning for all
  - Develop and provide effective early interventions for students performing below desired levels of achievement
- ❖ Equity – To provide equitable opportunities for all students:
  - Eliminate gaps in achievement of all subpopulations by ensuring that all students are exposed to the same rigorous curriculum
  - Understand that every student is on an educational journey and no matter where students are in their journey, we need to meet their educational needs in order to raise academic achievement

### NEEDS ASSESSMENT

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The 2009 Commonwealth Accountability Testing System (CATS) did not have an accountability index this year. However, utilizing the accountability index constructed by KASC, results indicate that Meadow View experienced gains in all areas of the assessments. The overall transition index of 80 is an increase of 7 points. All assessed areas showed increases in the number of proficient and distinguished. Our percentage of novice in reading indicated a .07% increase while math had a decrease of 5.62%.

For No Child Left Behind (NCLB) accountability, Meadow View failed to make Adequate Yearly Progress (AYP) in the sub-populations of African American Math and Free and Reduced Lunch Reading. As an outcome of these results, Meadow View is in Tier II consequences. We currently have a Highly Skilled Educator working with our school to accelerate our movement toward proficiency. While our school did not meet AYP, we did experience significant gains in the number of students scoring proficient and above on the reading and math portions of the test. We saw an 18.4% increase in reading and a 7.7% increase in math.

## GOAL AND STRATEGY DEVELOPMENT

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In reviewing the data from last year, we were able to identify the strengths of the implemented action items. Utilizing that data, we then looked at ways to further enhance areas and growth and create new approaches in other areas. The majority of our focus to improving instruction is built around the 3 SMART Goals that the district has adopted as part of the improvement process.

- **Goal 1 - 100% of school teams have completed and are demonstrating use of written team protocols**
- **Goals 2 - 100% of classrooms are implementing rigorous objectives that reflect high-level instruction, are congruent to the standard, and are posted in student-friendly language.**
- **Goal 3 - There is a 5% increase of students demonstrating growth in MATH / READING based on various assessments (daily formative assessments, MAP, team developed common assessments, Learning Checks) as determined by the school/team. Growth targets will be monitored and adjusted monthly.**

## EVALUATION OF PLAN

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

Our SBDM will review the status of the plan each month and make required adjustments. This will be an agenda item at each regular meeting.

## STAKEHOLDER INVOLVEMENT

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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. We have representation from the multiple grade levels along with the SBDM.

Prior to the final SBDM adoption, the plan was available for the entire faculty and staff to offer further suggestions.

## 2009-2010 COMPREHENSIVE PLANNING COMMITTEE

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<b>Action Component: Academic Achievement</b> <b>Component Manager(s): Principal</b> <b>Date: November 2009</b> <b>School/District: Meadow View Elementary /Hardin County Schools</b>									
<b>Priority Need:</b>	<b>Goal:</b>								
<b>Reading</b> Based upon the district's 2009 NCLB report, the district percent of students scoring proficient and distinguished in reading was 61.58%.  The AMO for reading was 67.04%.  Students with Limited English Proficiency scored 35.58 proficient or above. The district received a NO in Adequate Yearly Progress for these students.  The school received a NO in Adequate Yearly Progress for Free and Reduced students.	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 73.64%.  The district AMO target for next year is 70%.  The 2010 Goal for Limited English Proficiency is: NR  The 2010 Goal for Students with Disabilities is: NR  The 2010 Goal for all other Sub Groups are: White (Non Hispanic): 73.5% African American: 65% Asian: NR Hispanic: NR Free/Reduced Lunch: 65%								
<b>Math</b> The district's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 50.74%.  The AMO for math was 51.53%.  The school received a NO in Adequate Yearly Progress for African American students.	Also based on the results of the 2010 KCCT, as stated in the NCLB report, the state percent of students scoring proficient and above in math is set at 61.23%.  The district AMO target for next year is 59%.  The 2010 Goal for Limited English Proficiency is: NR  The 2010 Goal for Students with Disabilities is: NR  The 2010 Goal for all other Sub Groups are: White (Non Hispanic): 65% African American: 50% Asian: NR Hispanic: NR Free/Reduced Lunch: 55%								
<b>School Level Reading and Math</b>  The School's 2009 NCLB report also indicated that the percent of students scoring Novice was: <table> <tr> <td><u>Reading</u></td><td><u>Math</u></td></tr> <tr> <td>9.85</td><td>19.71</td></tr> </table>	<u>Reading</u>	<u>Math</u>	9.85	19.71	The School will continue to decrease the Novice levels of proficiency in spring of 2010: <table> <tr> <td><u>Reading</u></td><td><u>Math</u></td></tr> <tr> <td>7.00</td><td>10.00</td></tr> </table>	<u>Reading</u>	<u>Math</u>	7.00	10.00
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9.85	19.71								
<u>Reading</u>	<u>Math</u>								
7.00	10.00								

<p><b>Other Academic Indicator</b>  Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: <b>54.41%</b>  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: <b>38.16%</b>  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: <b>56.58%</b></p> <p><b>Program Reviews:</b>  To be phased in during the 2009 – 2010 School Year.</p>	<p><b>Other Academic Indicator</b>  Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: <b>60%</b>  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: <b>60%</b>  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2010 will be: <b>62%</b></p> <p><b>Program Reviews:</b>  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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Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 1 – 160.2		171.9	
Reading Grade 2 – 175.2		189.6	
Reading Grade 3 – 187.2		199	
Reading Grade 4 – 193.3		205.8	
Reading Grade 5 – 206.5		211.1	
Math Grade 1 – 160.2		176.7	
Math Grade 2 – 175.7		190.8	
Math Grade 3 – 187.6		202.4	
Math Grade 4 – 197.3		211.4	
Math Grade 5 – 209.1		219.2	

# 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	NCLB SB168	All teachers will develop and implement the use of open response questions, along with daily formative assessments. Student growth will be monitored and documented. Progress and results will be discussed during weekly PLC meetings. <b>SMART Goals 1 and 3</b>	Teachers Administrative Team HSE	October 2009 /	None			
2	NCLB SB168	Interventions and instructional strategies will continue to be implemented and refined by support staff in the areas of math and reading. This will improve student achievement and reduce achievement gaps for all students including ELL and students with disabilities. Staff will be hired through ESS and Title I funds.	Teachers Administration Support Staff Vertical Teams	October 2009 /	\$15,000 ESS  \$55,000 Title I			
3	NCLB SB168	Teachers will utilize the District Curriculum Pacing Guides to pace their instruction based on the content's timeline. Either the provided common assessments or one developed by the grade level will be utilized to allow best dialogue practices to adjust curriculum based on the needs of the students. In collaboration with Parkway Elementary, reading pacing guides for grades K-5 will be developed.	Teachers Administration Team HSE	October 2009 /	\$7,000 / Title I			
4	NCLB SB168	In Support of <b>SMART Goal 2</b> – a Data Wall will be created to monitor student growth and interventions. Students in grades 2-5 will have cards that contain data collected from assessments, MAP, COMPASS, etc. that will facilitate targeted intervention for each student to reach proficiency.	Teachers Administration Team Support Staff	October 2009 /	None			



**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
5	NCLB SB168	The intermediate grades will utilize Literacy First reading techniques to help facilitate an upward momentum in fluency and comprehension.	LRS	October 2009 /	Title I / \$5,000			
6	NCLB SB168	Teachers will receive training and then utilize rigorous objectives that reflect high-level instruction, are congruent to the standard, and are posted in student-friendly language. <b>SMART Goal 2</b>	Administrative Team HSE	October 2009 /				
7	NCLB	Utilize Literacy Interventionist and Instruction Coach in academic areas of math, reading and writing for all grades. Over the course of time, this will provide a more consistent approach in instruction.	Administration	October 2009 /	Title II SIF			
8		Implement activities that facilitate successful transitions.	Administration	October 2009 /				
9	NCLB SB168	Title I funds will be utilized to enhance learning in the areas of reading and math for all students by providing professional development for instructional staff and purchasing instructional materials for resource room.	Administration Team Title I Coordinator	October 2009 /	Title I / \$9,000			
10	NCLB	Through services offered and coordinated by FRC, we will work to eliminate barriers to learning for students in need. (Counseling services, Parent Involvement, Community Agency Support)	FRC	October 2009 /	Title I / \$2,000			

**School/District: Meadow View Elementary School/Hardin County**

**Goal:**

## CULTURE PLAN

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**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		Administration will insure to continuously attract and recruit highly qualified staff to facilitate the building of a culture of learning.	Administration SBDM	October 2009 /				
2		Staff recognition celebrations will be held monthly to acknowledge going above and beyond.	Administration	October 2009 /				
3		Collaborative vertical teams will continue to work together to promote a culture of learning across the grade levels.	Administration	October 2009 /				
4		Cross school visits for teachers will be scheduled to allow for expansion of ideas and building of community.	Administration	October 2009 /				

# **APPENDIX**

## **COMPREHENSIVE PLANNING**

### **Vocabulary/Acronyms** **Meadow View Elementary School**

<b>Academic Performance</b>	Component that addresses curriculum, instruction and assessment issues.
<b>ALM</b>	Administrative leadership meetings involving principals and district administrators.
<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>CDIP</b>	Comprehensive District Improvement Plan
<b>CSIP</b>	Comprehensive School Improvement Plan
<b>CHAMPS</b>	A student behavior management process.
<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</b>	Component which addresses school culture; school, family and community support; and professional development.
<b>NCLB</b>	No Child Left Behind
<b>NCLB Tier</b>	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
<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.