

# VINE GROVE ELEMENTARY SCHOOL

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## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



### ASSURANCE CERTIFICATION School Year 2009--2010

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

Lonnie Dennis  
Chairperson, School Council

12/12/2009  
Date

Lonnie Dennis  
Chairperson, School Planning Committee

12/21/2009  
Date

**Plan Approved by the School Council:**

December XX, 2009

#### School Council Members:

<b>Hoe Yong</b>	<b>Parent</b>
<b>Elizabeth Atcher</b>	<b>Parent</b>
<b>Rachel Webb</b>	<b>Teacher</b>
<b>Kim Wood</b>	<b>Teacher</b>
<b>Karen Madriaga</b>	<b>Teacher</b>



## **Vine Grove Elementary EXECUTIVE SUMMARY**

### **MISSION STATEMENT**

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Our Vision is to **Guarantee Every Student Success.**

### **Process Used to Develop the Comprehensive School Improvement Plan**

How Planning and Needs Assessment Teams Were Organized:

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**The planning and needs assessment teams** were organized under the direction of the SBDM Council. Members from the Curriculum, Finance, Professional Development, Student Services, and Technology Committees contributed to the plan's development. All staff members reviewed the current plan. Suggested changes were considered and placed in the written format for review. The final plan was presented to the SBDM for approval.

### **How the Needs of the School Were Determined**

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The Comprehensive School Improvement Plan for 2009-10 was reviewed noting activities that had been completed and those not completed. Assessment results from Spring 2009 were reviewed with areas of low scores emphasized in the new plan. Additional identified concerns from the Family Resource Center Advisory Council were also considered in the development of the plan. Other sources such as attendance data, staff professional development needs, parent and staff concerns were all considered.

### **Goal and Strategy Development**

Goals were reviewed by the Core Committee, discussed, changed, and presented as a recommendation to the SBDM Council. The SBDM Council reviewed the goals and made adjustments as needed. The SBDM Council approved the goals for the plan. The Core Committee established strategies and activities within the Action Components.

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### **Implementation of the Plan**

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The SBDM Council believes that the strategies/activities developed for each goal will directly impact the students' academic achievement and will positively strengthen the overall climate of the school.

### **What Process was Used for Internal Review of the Plan**

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All teachers in the building were given a copy of the plan after the core committee had developed a draft version. Teachers were asked to read the plan and give input during weekly grade level meetings. Prior to submission of the final plan to the central office, the SBDM Council reviewed it and gave approval.

## Stakeholder Involvement

The comprehensive School Improvement 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 Vine Grove Elementary School Homepage and will be made available to all school staff by email. SBDM Council members will be provided with a copy of the plan. Communication will be ongoing through newsletters, regular PTO and school council meetings, personal contacts, and any other reasonable 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, PTO meetings and faculty/staff meetings. Input will be gathered through the implementation and impact checks done with the staff. The school council will regularly review the plan for progress, receive, and provide input.

## 2009-2010 COMPREHENSIVE PLANNING COMMITTEE

[illegible]

<b>Action Component: Academic Achievement</b> <b>Component Manager(s): Principal</b> <b>Date: November 2009</b> <b>School/District: Vine Grove Elementary/ Hardin County Schools</b>										
<b>Priority Need:</b>	<b>Goal:</b>									
<b>Reading</b> Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 68.68%  The AMO for reading was 67.04%  Students with disabilities scored 42.50% proficient and above. The school received a NO in Adequate Yearly Progress for these students.	Based on the results of the 2010 Kentucky Core Content Test (KCCT), as stated in the NCLB report, the school's percent of students scoring proficient and above in reading is set at 75.55%.  The AMO target for next year is 73.64%.  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 White (Non Hispanic): 78.95% African American: NR Asian: NR Hispanic: NR LEP: NR Free/Reduced Lunch: 73.64									
<b>Math</b> The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 63.77.  The AMO for math was 51.53.  Students with disabilities scored 27.50% proficient and above. The school received a NO in Adequate Yearly Progress.	Also based on the results of the 2010 KCCT, as stated in the NCLB report, the school's percent of students scoring proficient and above in math is set at 70.14%  The AMO target for next year is 61.23%  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: 61.23% White (Non Hispanic): 76.78% African American: NR Asian: NR Hispanic: NR LEP: NR Free/Reduced Lunch: 63.95%.									
The School's 2009 NCLB report also indicated that the percent of students scoring Novice was: <table><tr><td>Reading</td><td>Math</td></tr><tr><td>7.92</td><td>9.81</td></tr></table>	Reading	Math	7.92	9.81	The School will continue to decrease the Novice levels of proficiency in spring of 2010: <table><tr><td>Reading</td><td>Math</td></tr><tr><td>7.84</td><td>9.71</td></tr></table>		Reading	Math	7.84	9.71
Reading	Math									
7.92	9.81									
Reading	Math									
7.84	9.71									

<p><b>Other Academic Indicator</b>  Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 58.33%  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 63.15%  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 57.9%</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: 64.16%  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 69.46%  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 63.69%</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>

Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 1 –	163	171.9	
Reading Grade 2 –	182	189.6	
Reading Grade 3 –	192	199	
Reading Grade 4 –	206	205.8	
Reading Grade 5 –	212	211.1	
Math Grade 1 –	164	176.7	
Math Grade 2 –	179	190.8	
Math Grade 3 –	193	202.4	
Math Grade 4 –	206	211.4	
Math Grade 5 –	212	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		All teachers will provide curriculum that utilizes a variety of instructional practices with technology as a part of instruction	Teachers Principal Principal Asst.	Aug. 2009				
2		Teachers will use "writing to learn" activities across all subject areas daily in their classroom	Principal Asst. Principal	Aug. 2009				
3		The instructional focus of the school wide Title 1 program will be to provide instructional support for those students approved for free/reduced lunch in reading and math.(SB168)Title 1 funds will be used to purchase reading materials for students with disabilities.	Asst. Principal (Title 1 Coord.)	Aug. 2009				
4		Reading levels of students approved for free/reduced lunch and students with disabilities will be monitored through the use of MAP testing, Literacy First Profiles, and Star Reading results.(SB168)	Principal Special Needs Teachers Reg Ed. Teachers	Aug. 2009				

5		Thoughtful education vocabulary strategies will be utilized to enhance background knowledge of students receiving free and reduced lunch. (SB168)	Principal Classroom Teachers	Aug. 2009				
6		Student learning styles will become a prevalent part of planning, assessment, and instructional strategies.	Classroom Teachers	Aug. 2009				
7		Teacher and student generated rubrics/scoring guides will be a part of daily instruction.	Classroom Teachers	Aug. 2009				
8		Open response questions and on-demand writing will be a part of regular instruction and monitored throughout the year.	Classroom Teachers	Aug. 2009				
9		ELL students will be provided specially designed instructional activities to make content more comprehensible in the regular classroom.	ELL Staff	Aug. 2009				
10		Teachers will use Higher Order Thinking (HOT) skills and utilize Bloom's Taxonomy in their daily instruction.	Principal	Aug. 2009				



11			All students will understand the purpose of classroom activities and assessments, understand the scoring guide (rubric) and be taught to self-analyze their work.	Classroom Teachers	Aug. 2009					
12			Teachers will increase the use of Charts and Webs as organizers for instruction with assistance from Thoughtful Ed.	Classroom Teachers	Aug. 2009					
13			Inquiry based instruction will be emphasized across all content areas.	Classroom Teachers	Aug. 2009					
14			Teachers will provide daily practice on mastering math facts at each grade level.	Classroom Teachers	Aug. 2009					

**Action Component: Learning Environment/Efficiency****Component Manager(s):** Principal**Date:** November 2009**School/District:** Vine Grove Elementary School/Hardin County**Priority Need:****Goal:**

An analysis of Vine Grove Elementary 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.

VGE will continue to implement the VGE culture plan designed summer 09.

**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		Teachers will receive training in differentiation strategies.	Principal Asst. Principal	Aug. 2009				
2		ESS daytime wavier will be implemented and target students with disabilities.	Ms. Claywell Principal Asst. Principal	Aug. 2009				
3		Continued PD in the Literacy First Process and Thoughtful Education will be monitored to ensure instructional strategies in reading are utilized effectively for students approved for free/reduced lunch. (SB168)	District PD Staff Principal	Aug. 2009				
4		A newsletter and /or monthly calendar of activities will be publicized on the school website to help keep parents/ community informed.	Media Center Specialist Asst. Principal	Aug. 2009				

5		Teachers will keep regular contact with parents and keep a log indicating frequency and times of contact.	All Teachers	Aug. 2009				
6		New teachers will engage in professional development as needed to accomplish Literacy First goals, Thoughtful Ed., and stated academic goals as approved by the principal.	District PD Staff	Aug. 2009				
7		PLC's at each grade level will meet weekly to discuss the instructional needs of students.	All Teachers Principal Asst. Principal	Nov. 2009				
8		A special needs PLC will be created to meet and discuss achievement of special needs students.	Special Needs Teachers, Principal	Dec. 2009				
9		Common assessments will be utilized throughout and monitored monthly for student growth.	All teachers	Dec. 2009				
10		Grade level site visits to other HCS (to include 5 <sup>th</sup> grade team to JTA)	All Teachers Principal	Jan. 2010				
11		Walkthrough data will be shared and analyzed with staff on a regular basis.	Principal	Jan. 2010				



# **COMPREHENSIVE PLANNING**

## **Vocabulary/Acronyms Vine Grove 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.