

WOODLAND ELEMENTARY SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

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

Teresa Morgan
Chairperson, School Council

December 2, 2009
Date

Teresa Morgan
Chairperson, School Planning Committee

December 2, 2009
Date

Plan Approved by the School Council:

December 02, 2009

School Council Members:

James Moyers	Parent
Vicky Todd	Parent
Sara Bollinger	Teacher
Dana Ingram	Teacher
Chalis Packer	Teacher



EXECUTIVE SUMMARY

MISSION STATEMENT

Woodland's mission statement is as follows: "Our mission is to provide a nurturing environment in which all students are empowered to be life-long learners and successful contributors to the global community.

The mission statement reflects our motto of **WE SUCCEED NO EXCUSES NO EXCEPTIONS**. We expect and believe that all of our students can learn and it is our responsibility, along with their parents, to make this happen.

Goal I: Provide an environment that students in every classroom learn and grow and feel like a valued, capable, human being.

Goal II: That each student is accelerated one academic year, each year, no matter their academic level when they enter Woodland Elementary.

Goal III: Develop quality rigorous instruction and common assessments that are congruent to the content standards that prepare students for a successful transition to be a contributor to the global society.

NEEDS ASSESSMENT

Our 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, parent and teacher surveys, and school practices for addressing the needs of all students.

The 2009 Commonwealth Accountability Testing System (CATS) testing did not have an accountability index this year. However, utilizing the accountability index constructed by KSBA, results indicate that, as a school, Woodland Elementary met all academic goals. Woodland increased its overall accountability index to 89.0 AT this time we are "On Track to 100" in the KASC report. For No Child Left Behind (NCLB) accountability, Woodland Elementary met 15 of 15 goals and math scores improved in all 4-student groups.

In an effort to include resources that extended beyond the traditional data reporting tools, we utilized Hardin County Schools Effective Schools Administrative Climate Survey results as well as the results obtained from a parent survey.

Goal and Strategy Development

Each member of our faculty and staff as well as 5 parents were given a copy of our 2009 Commonwealth Accountability Testing System (CATS). Each person was asked to make a list of 5 items they found to be positive and then list 3 items of concern. This information was brought to a faculty meeting. Groups were

developed to ensure that each grade level and special area was represented. These groups combined their findings to determine the most prevalent areas of strengths and areas of concern. At a follow-up meeting, these same groups developed strategies and activities that would address areas of concern. Each group presented their suggestions and the other teams provided feedback.

The final suggested strategies for improvement were sent via e-mail to each faculty and staff member. They then as a grade level or special area group prioritized the recommendations. The top recommendations were based on strategies that would effect all populations and have the greatest impact.

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.

Our school desires to respond to the students' needs by basing our plan on “. . . **intervention** rather than remediation. . .” in making our response “. . . **systematic** . . .,” “. . . **timely** . . .,” and “. . . **direct** . . .” (pp. 7-8) as based upon the research detailed and methodology suggested by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek in the book Whatever It Takes (2004) During the 2009-2010 school year we have been holding enrichment/remediation classes in the area of math. Using the DuFour model, we meet weekly, compile and compare results, and group students according to their needs. We will continue to improve upon this model during the 2010-2011 school year.

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 school.

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.

Each stakeholder, to include faculty, staff, and parents will be part of our evaluation process. We have found that once we have parents participating in other events that involve their child, we have a great opportunity to receive their input. As a result, at each family involvement night, parent input is sought on our plans and programs at the school. Faculty and staff are also given the opportunity to share their thoughts and concerns during reviews throughout the year.

Action Component: Academic Achievement
Component Manager(s): Principal
Date: December 2009

School/District: Woodland Elementary / Hardin County Schools

Priority Need:					
<p>Reading Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 67.42.</p> <p>The AMO for reading was 67.04</p> <p>Students with disabilities scored 56.82 proficient and above. The school received a YES in Adequate Yearly Progress for all students as well as African American, and Free and Reduced students.</p>	<p>Goal: Based on the results of the 2010 Kentucky Core Content Test (KCCCT), the state percent of students scoring proficient and above in reading is set at 73.64. The school AMO target for next year is 74.16.</p> <p>The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.</p> <p>The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 65.3 White (Non Hispanic): 77.78 African American: 68.3 Asian: NR Hispanic: NR LEP: NR Free/Reduced Lunch: 68.7</p>				
<p>Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 63.64</p> <p>The AMO for math was 51.53.</p> <p>Students with disabilities scored 40.91 proficient and above. The school received a YES in Adequate Yearly Progress for these students as well as African American, and Free and Reduced students.</p>	<p>Also based on the results of the 2010 KCCCT, the state percent of students scoring proficient and above in reading is set at 61.23 The school AMO target for next year is 70.0</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: Students with disabilities: 50% White (Non Hispanic): 76.67 African American: 63.30 Asian: NR Hispanic: NR LEP: NR Free/Reduced Lunch: 62.95</p> <p>The School will continue to decrease the Novice levels of proficiency in spring of 2010:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">Math</td> </tr> <tr> <td style="text-align: center;">4.12</td> <td style="text-align: center;">13.49</td> </tr> </table>	Reading	Math	4.12	13.49
Reading	Math				
4.12	13.49				

Other Academic Indicator

Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 71.11
Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 42.69
Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 59.76

Program Reviews:

To be phased in during the 2009 – 2010 School Year.

Other Academic Indicator

Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 78.22
Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 51.2
Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 65.73

Program Reviews:

Continued progress in the development, implementation and sustainment of quality instructional program in the areas of; Arts, Humanities, Practical Living, Vocational Studies and Writing will be an ongoing focus for the 2010 school year.

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	X	Remediation/Enrichment-Math 30 Minutes (extra) instruction 4 x per week to address math deficits and advanced students.	Grade level teachers 1-5 Special Ed Support Staff	11-18-09/ 01-2012	Ø	PI		
2	X	Compass Learning-Computer based individualized activities in content areas 2 x per week (30 min.)	Classroom teachers Computer staff	January 2010	\$1,000 per year	I		
3		Increase Social Studies instruction before 5 th grade-Integrate social studies content into small-group reading and related arts.	Classroom teachers Related art teachers	August 2010	Ø	I		
4		Improve parent communications- Host an informational parent night to help parents access grades and instructional activities on-line through Infinite Campus and Compass Learning	All staff Parents Family Resource	September 2010	\$280	PI		

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	X	Computers/Compass Learning -Increase of computers in grade level classrooms to a maximum of 4.	Media center specialist	January 2010	\$12,000.00	PI		
2		Behavior intervention -Research the possibility of hiring and full time behavior interventionist and if financially possible, hire a behavior interventionist.	SBDM	January 2010	\$60,000.00	I		
3		Classroom webpage -Increase the number of teachers creating an interactive webpage.	Teachers, Principal, and Assistant Principal	January 2010	-0-	PI		
4	X	Staff Hiring – Using the PATS hiring process SBDM will continue its practice of only hiring highly qualified faculty and staff to increase teacher effectiveness.	SBDM	January 2010	-0-	NI		
5		Implement activities that facilitate successful transitions.	Pre-school teachers and Kindergarten staff	March 2010	\$500.00	I		

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms Woodland 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.