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| **Meadow View Elementary school** |

**ComprehENsive School IMprovement Plan**

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**ASSURANCE CERTIFICATION**

**School Year 2010-2011**

**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 \_\_\_\_\_ 11-30-10\_\_\_\_\_\_\_\_\_\_\_\_\_**

###  Chairperson, School Council Date

**\_ Heather Paulsen \_\_\_\_\_\_\_\_\_\_\_\_\_ \_ 11-30-10 \_**

##  Chairperson, School Planning Committee Date

**Plan Approved by the School Council:**

**\_\_\_\_\_\_\_ 12-14-2010\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Council Members:**

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| Lauren McGill | **Parent** |
| Joanna Leiser | **Parent** |
| Kristina Gonzales | **Teacher** |
| Angela Ashlock | **Teacher** |
| Veronica Keeler | **Teacher** |

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**EXECUTIVE SUMMARY**

**MISSION STATEMENT**

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**

Again, for the 2010 Commonwealth Accountability Testing System (CATS) There was not an accountability index. Utilizing the accountability index constructed by KASC, the results indicate that Meadow View experienced a gain of 5 points and is on track to reach 100 by 2014. During both 2007 and 2008 the index was 73. This gives our school a gain of 12 points in two years.

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|   | 2007 | 2008 | 2009 | 2010 |
| **Transition Index** | 73 | 73 | 80 | 85 |
| **Reading** | 80 | 79 | 85 | 89 |
| **Math** | 74 | 76 | 78 | 89 |
| **Science** | 65 | 77 | 86 | 81 |
| **Social Studies** | 65 | 59 | 68 | 77 |
| **On-Demand** | 79 | 65 | 85 | 88 |

Over the past two years, as a result of the activities implemented through the CSIP, significant gains have been made in the number of proficient and distinguished students in all areas. During the same period the percentage of students scoring novice has been decreased.

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| Change from 2008 to 2010Subject | % increase Proficient and Distinguished | % Novice reduction |
| Reading | + 12% | -4% |
| Math | +13% | -10% |
| Science | +8% | -.5% |
| Social Studies | +21% | -15% |
| On-demand | +37% | -14% |

For No Child Left Behind (NCLB) accountability, Meadow View failed to make Adequate Yearly Progress (AYP) in the sub-populations in reading for: All Students, Free and Reduced Lunch, and students with disabilities. We also failed to make AYP in the area of math for students with disabilities. All areas experienced gains but not to the required standard. As a school, we have reviewed our data and are identifying areas of needed growth.

**GOAL AND STRATEGY DEVELOPMENT**

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 SMART Goals that the school has developed in support of our School Improvement Grant:

* **Goal 1 – Literacy -** By May of 2011, 80.23% of 3rd, 4th, 5th grade students will be P/D in Reading as evidenced by KCCT. Common Assessments, Learning Checks, MAP assessments, and STAR assessments will be used, at a minimum, quarterly to monitor progress (performance calculators).
* **Goal 2 – Math -**By May of 2011, 70.92% of 3rd, 4th, 5th grade students will be P/D in Math as evidenced by KCCT. Common Assessments, Learning Checks, MAP assessments, and STAR assessments will be used, at a minimum, quarterly to monitor progress (performance calculators).
* **Goal 3 – Non-Academic Barriers -** By May of 2011, we will develop and implement a system of interventions to address non-academic barriers to learning (i.e., behavior, attendance, communication, parental involvement).
* **Goal 4 – Transition –** By May 2011, we will have developed and implemented an Assimilation Plan for all new enrollees into Meadow View. Purpose: to identify barriers to learning through initial assessments and identify needs in reading and math.

**EVALUATION OF PLAN**

The effectiveness of the 2010-11 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**

We believe that any plan’s success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

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

**2010-2011 COMPREHENSIVE PLANNING COMMITTEE**

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| **NAME** | **POSITION/REPRESENTING** |
| **Jim Sullivan** | Principal |
| **Dawn Tarquinio** | **Assistant Principal** |
| **Linda Bradbury** | **Counselor** |
| **Erica Scott** | **FRC** |
| **Marc Dowell** | **Teacher / Related Arts** |
| **Kristina Gonzales** | **Teacher / Primary** |
| **Heather Paulsen** | **Teacher / Intermediate** |
| **Angel Ashlock** | **Speech Therapist** |
| **Susan Bott** | **Teacher / Primary** |
| **Leslie Bainbridge** | **Teacher / Primary** |
| **Kelly Stone** | **Math Coach** |
| **Sheila Voelker** | **Reading Coach** |
| **Shannon Stewart** | **Writing Coach** |
| **Veronica Keeler** | **Behavior Interventionist** |
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| Action Component: Academic AchievementComponent Manager(s): Leadership TeamDate: November 2010School/District: Meadow View Elementary /Hardin County Schools  |
| Priority Need: | **Goal:** |
| ReadingBased upon the school’s 2010 NCLB report, the school percent of students scoring proficient and distinguished in reading was 64.10%. The AMO for reading was 73.64%.The school received a NO in Adequate Yearly Progress for All Students. The school received a NO in Adequate Yearly Progress for Free and Reduced students. (56.97%) The school received a NO in Adequate Yearly Progress for students with Disabilities. (41.86%)  | Based on the results of the 2011 Kentucky Core Content Test (KCCT), as stated in the NCLB report, the percent of students scoring proficient and above in reading is set at 80.23%. The school AMO target for next year is \_80.23\_\_%. The 2011 Goal for Students with Disabilities is: \_80\_\_%.The 2011 Goal for all other Sub Groups are:White (Non Hispanic): \_80\_\_%.African American: \_80\_\_%.Asian: NRHispanic: NRFree/Reduced Lunch: \_80\_\_%. |
| MathThe school’s 2010 NCLB report also indicated that the percent of students scoring proficient and above in math was 60.68%.The AMO for math was 61.23%.The school received a NO in Adequate Yearly Progress for Students with Disabilities. (30.23%)African American students were identified as being in Safe Harbor with a 47.19% proficient. | Also based on the results of the 2011 KCCT, as stated in the NCLB report, the state percent of students scoring proficient and above in math is set at 70.92%. The school AMO target for next year is \_70\_\_%. The 2011 Goal for Students with Disabilities is: \_70\_\_%.The 2011 Goal for all other Sub Groups are:White (Non Hispanic): \_80\_\_%.African American: \_70\_\_%.Asian: NRHispanic: NRFree/Reduced Lunch: \_70\_\_%. |
| School Level Reading and MathThe School’s 2010 NCLB report also indicated that the percent of students scoring Novice was: Reading Math 5.55 15.39 | The School will continue to decrease the Novice levels of proficiency in spring of 2011: Reading Math \_\_4.0\_\_\_\_ \_\_10\_\_\_  |
| Other Academic IndicatorOur Science Proficiency and Distinguished results as reported on our IPR for 2010 was: **51.39%**Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 was: **50.65%**Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2010 was: **57.14%****Program Reviews:**  | Other Academic IndicatorOur Science Proficiency and Distinguished results as reported on our IPR for 2011 will be: **60%**Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2011 will be: **60%**Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2011 will be: 70**%** **Program Reviews:** |
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| **Measure – Fall 2010 MAP scores Mean RIT** | **Winter 2011 Mean RIT** | **End of Year****Mean RIT** | **Spring 2011****Mean RIT** |
| **Reading Grade 1 – 160.6** |  | **171.9** |  |
| **Reading Grade 2 – 176.3** |  | **189.6** |  |
| **Reading Grade 3 – 190.2** |  | **199** |  |
| **Reading Grade 4 – 196.9** |  | **205.8** |  |
| **Reading Grade 5 – 201.3** |  | **211.1** |  |
| **Math Grade 1 – 161.6** |  | **176.7** |  |
| **Math Grade 2 – 179.3** |  | **190.8** |  |
| **Math Grade 3 – 192.1** |  | **202.4** |  |
| **Math Grade 4 – 201.4** |  | **211.4** |  |
| **Math Grade 5 – 207.7** |  | **219.2** |  |
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| **Action Component: Academic Achievement** | **Component Manager: Leadership Team** |

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| **Activity Number** | **NCLBSB168** | Strategy/Activity | **Responsible****Person** | **Start/****End****Date** | Cost/**Funding** | **I****PI****NI** | **Date** | **Implementation/Impact****CHECK** |
| **1** | NCLBSB 168 | All teachers will develop and implement the use of grade level common assessments that include the use of open response questions – in the form of KCCT. Daily formative assessments will also be utilized. Student growth will be monitored and documented through the use of performance calculators. Progress and results will be discussed during scheduled PLC meetings to determine areas of non-mastery and strategies to re-teach content. | Administration | Sep 2010 |  |  |  |  |
| **2** | NCLBSB 168 | Staff will be hired through ESS and Title 1 funds to continue to close achievement gap in reading and math to further continue our progress. | Title 1 CoordinatorESS Coordinator | Sep 2010 |  |  |  |  |
| **3** | SIG | School will develop and implement a structured series of interventions for students that are struggling and/or excelling with core instruction.  | Leadership Team | Sep 2010 |  |  |  |  |
| **4** | NCLBSB 168 | Data Boards will be created to monitor student growth and interventions. Students in grades 1-5 will have cards that contain data collected from assessments, MAP, Star, etc. that will facilitate targeted intervention for each student to reach proficiency.  | PLC’s | Sep 2010 |  |  |  |  |

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| **Action Component: Academic Achievement**  | **Component Manager: Leadership Team** |
| Activity Number | **NCLB****SB168** | Strategy/Activity | **Responsible****Person** | **Start/****End****Date** | Cost/**Funding** | **I****PI****NI** | **Date** | **Implementation/Impact****CHECK** |
| **5** | NCLB | Utilize Literacy First in grades 1-3 to facilitate students reading on grade level. | LRS | Sep 2010 |  |  |  |  |
| **6** | NCLBSB 168SIG | Utilize Math and Reading Coaches to target students school wide that are not performing at grade level. Progress will be monitored through MAP and other available assessments.  | Administration | Sep 2010 |  |  |  |  |
| **7** | NCLB | A writing coach will collaborate with teachers weekly on implementing a school wide writing plan. Progress will be monitored through assessments and working folders.  | Administration | Sep 2010 |  |  |  |  |
| **8** | NCLB | Implement activities that facilitate successful transitions.  | Leadership Team | Sep 2010 |  |  |  |  |
| **9** | NCLB | Title I funds will be utilized to enhance learning in the areas of reading and math for all students by providing professional development and purchasing instructional materials for resource room.  | Title 1 Coordinator | Sep 2010 | $10,000 |  |  |  |
| 10 | NCLBSB 168  | 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 Advisory Council | Sep 2010 |  |  |  |  |
| 11 | NCLBSB 168 | Implement quarterly school-wide Learning Checks to ensure students have access and opportunity to the curriculum and are reaching proficiency. | Leadership Team | Sep 2010 |  |  |  |  |
| 12 | NCLBSB 168SIG | Teachers will be trained / retrained in making accommodations for students with disabilities to provide appropriate strategies for meeting their needs.  | Leadership TeamSpecial Education Staff | Sep 2010 |  |  |  |  |

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| Action Component: Learning Environment/Efficiency**Component Manager(s): Principal****Date: November 2010****School/District: Meadow View Elementary School/Hardin County** |
| Priority Need: | **Goal:** |
| An analysis of the Meadow View 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. | 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** | **Implémentation/Impact****CHECK** |
| **1** |  | Administration will ensure to continuously attract and recruit highly qualified staff to facilitate the building of a culture of learning. | AdministrationSBDM | Sep 2010 |  |  |  |  |
| **2** |  | Staff recognition celebrations will be held monthly to acknowledge going above and beyond. | Administration | Sep 2010 |  |  |  |  |
| **3** |  | Collaborative vertical teams will continue to work together to promote a culture of learning across the grade levels. | Administration | Sep 2010 |  |  |  |  |
| **4** |  | Cross school visits for teachers will be scheduled to allow for expansion of ideas and building of community. | Administration | Sep 2010 |  |  |  |  |
| **5** |  | Teachers will conduct classroom learning walks to facilitate discussions in order to improve instruction based on current instructional strategies. | Administration | Sep 2010 |  |  |  |  |

APPENDIX

Comprehensive Planning

**Vocabulary/Acronyms**

# Meadow View Elementary School

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| **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. |
| **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. |
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