

# **Bonnieville Elementary School**

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN SCHOOL ASSURANCE REVIEW**

**SCHOOL YEAR 2011-2012**

**The Bonnieville Elementary School SBDM council and school planning committee reviewed the Assurances in the Kentucky Comprehensive Improvement Planning School Framework (2003) prior to approval of our plan.**

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**Chairperson, Bonnieville Elementary Council    Date**

**Lori Chapman        *latest update November 2011***

**Chairperson, Bonnieville Planning Committee    Date**

**Tammy Blair/Susan Rowe        *latest update November 2010***

**Plan Approved by the Bonnieville School Council:**

**November 10, 2011**

**Bonnieville School Council Members:**

<b>Sherri Buckles</b>	<b>Teacher</b>
<b>Devin Butler</b>	<b>Teacher</b>
<b>Janet Jenkins</b>	<b>Teacher</b>
<b>Will Clauson</b>	<b>Parent</b>
<b>Kristi Walters</b>	<b>Parent</b>

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

### **Bonnieville Elementary School**

**At Bonnieville Elementary School, we believe that all students can and will learn. Building  
Excellence in Every Student!**

#### **Mission Statement**

Bonnieville School is committed to building excellence in every student through the development of the whole child. This includes intellectual, physical, social and emotional development in order to promote lifelong learning for every student.

#### **Goals**

- 1 To educate the whole child to ensure healthy physical, mental and intellectual growth
- 2 All students will have a more positive self-esteem and a sense of feeling that they are important
- 3 To provide a variety of learning experiences which will enable each student to experience success, gain confidence, enhance their desire for learning and strive to reach their academic potential

#### **Plan Summary**

Our Comprehensive School Improvement Plan's major focuses for the 2011-12 improvement plans are to continue working on the improvement of our math and reading programs, to continue refining collaboration with all teachers, to continue implementing research-based strategies. Areas of Curriculum, Instruction, and Technology will focus on student needs in each content area. Title I will concentrate on reading and math instruction for all students. Also, Title I will continue to offer needed reading/math incentives and resources for all students and their families. Professional development will guide teachers and staff to effectively promote new standards of instruction. Lastly, the staff plans to focus on the

following: relationships with students, reading strategies, and writing strategies. Program review policy and implementation is also in effect for 2011-12. Therefore, teachers will be aware of expectations in 2012-13.

In the remaining components of the CSIP, the Learning Environment Component strategies include focusing on providing a safer learning environment for students, staff and improving parent communication and involvement. The Efficiency Component includes strategies to promote the mission and vision of Bonnieville School.

The 2011-12 process of developing the CSIP:

The mission statement was reviewed Fall Semester 2009.

1. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used. All members included in question #9 were invited to review needs.
2. Priority Needs Causes, Goals, and Objectives.
3. Substantive achievement gaps, gap targets, and time schedule for closing the gaps. Free and Reduced Lunch Gaps-and Gender See Curriculum, Instruction and Assessment Component
4. Review drafts of the components.
5. Review estimates and information for Section 7 requests (if any).
6. When the public meeting held to present the Plan to the community, and who attended. Teachers and Parents review
7. When the revised plan was officially approved and adopted. November 2011; however, the Council reviews the plan every other month or as needed. *Last update November 2011*

8. How the plan will be evaluated, and when. The plan’s official evaluation was November 10, 2011.
9. For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community’s ethnic diversity.) All Council members were involved in decision-making. Title I Parent Council for the school included Teresa Bostic, Cassandra Perkins, Brandy Rothgerber, and Debbie Romance. The principal along with staff members shared the responsibility of gathering data from NCLB, IPR, GRADE testing, GMADE Testing, various formative/summative assessments at the school level, Extended School Services, Family Resource Center, Title I, and state/federal Programs as noted within the plan. The following staff members participated in the process: Lori Chapman, Tammy Blair, Tara Smith, Melanie Watkins, Susan Rowe, Cindy Scott, Sherri Buckles. District staff help: Debbie Fowler, Carol Stoltzfus, and Angela Frank.

***Bonnieville Elementary School***

2011-12 Comprehensive School Improvement Plan

**CURRICULUM, INSTRUCTION & ASSESSMENT COMPONENT**

**Component Managers: Tammy Blair, Susan Rowe, Melanie Watkins**

***Priority Need***

According to the 2011 Interim Performance Report and NCLB assessment data, the following areas will be addressed:

Writing

Elementary on-demand writing: 75% of females scored proficient or distinguished opposed to 35 % of males. 60% of males scored at the apprentice level. Middle grades’ females out-performed males in

***Goals***

Writing

Elementary: Reduce the gap between males and females by at least 20% in the Spring 2011 IPR On-Demand Writing Assessment.

Middle Grades: Increase the percentage of eighth graders scoring proficient or higher in on-demand writing to 40% in 2012.

2010. Female: 52.6% P/D and Males: 22.73% P/D.

Reading

**Elementary: 90% of fourth grade females scored proficient or distinguished opposed to 66% of fourth grade males.**

Math

**Elementary: 95% of females in fourth grade scored proficient or distinguished.  
75% of males in third grade scored proficient or distinguished.**

Social Studies

**Elementary: 5<sup>th</sup> grade males out performed females in this area: females-66.67 and males-91.67.**

Middle Grades:

**\*Middle: Females are outperforming males in all grades in reading. 8<sup>th</sup> grade with females 88.89 and males 62.50. 7<sup>th</sup> grade females with 100 and males 58.8.**

**\*Middle: In 7<sup>th</sup> grade, there is a substantive gap in math with girls outperforming males-90.91/47.06.**

**\*Middle: In 8<sup>th</sup> grade, there are gaps in on-demand writing with girls outperforming males-22/0.**

Reading

Elementary: Reduce the gap between females and males by 10%.

Middle: Reduce the gap between females and males by 10%.

Math

Elementary: Reduce the gap between males and females by 10% increase in females.

Middle Grades: Reduce the number of students scoring novice or apprentice by at least 15% in all areas for gender gaps.

*Causes and Contributing Factors:*

*Teachers are focused on the following factors for the 2011- 2012*

*Objectives with Measures of Success:*

<p><i>school year:</i></p> <p>A1. At risk, students will be identified and progress will be monitored.</p> <p>A2a. All teachers will be involved in the RTI process, including scheduling for specific RTI student services.</p> <p>A2b. All teachers will meet the needs of students in special populations through various services.</p> <p>A3. Students will receive reading materials that can be taken home and efforts will be made to increase male reading.</p> <p>A4. Students can benefit from reading/math intervention strategies will be referred for ESS and/or 21<sup>st</sup> Century after-school program.</p> <p>A5a. All teachers will become familiar with the requirements of the Hart County Writing/Program Review Requirements and new teacher standards.</p> <p>A5b. On-demand writing prompts will be written with the male student population in mind.</p> <p>A6. Students in the same grade level read on varying levels and will be grouped accordingly.</p>	<p>A1. Students that are identified as at-risk will be monitored through universal assessments and progress will be charted for each student.</p> <p>A2a. Teachers will meet for monthly RTI meetings.</p> <p>A2b. Teachers will document in lesson plans monitored by the principal that interventions are being made for students requiring additional support. TAT Team will meet regularly to monitor at-risk students.</p> <p>A3. All students will be given an opportunity to frequently visit the school library, participate in reading challenges, and to take home periodicals such as Time for Kids.</p> <p>A4. Students scoring in the third stanine or below on universal assessments will be referred for ESS and/or 21<sup>st</sup> Century.</p> <p>A5a. Early Release will provide specific training and guidance to teachers regarding the Hart County Writing Matrices, Program Review and New Teacher Standards.</p> <p>A5b. Male students will be surveyed regarding the topics they wish to write about and those ideas will be used to locate/design on-demand tasks.</p> <p>A6. Classroom teachers, Reading Recovery Specialist, and support staff will keep records regarding the varying levels and the reading groups he/she works with on a regular basis.</p>
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Strategy/Activity	Expected Impact	Person(s) Responsible	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of Progress
A1. Support Staff to monitor progress for all identified at-risk students and to maintain assessment data for all RTI purposes	School and district RTI plans will be implemented and student achievement will be charted on an on-	Farron Logsdon Melanie Watkins Jeff Walters Lori Chapman, Principal	August 1, 2009-May 2011			NI	Funding not available for Intervention Coach. However, students continue to receive services from MAG, RR, and math/language arts within middle grades

	going basis.	Debbie Fowler, Title I Coordinator					
A2a. Teachers will meet on a monthly basis to discuss individual needs of students under RTI guideline. Also under this strategy, teachers' scheduling allows for RTI services for all students under reading and math.	Teachers will target students with gaps in the area of reading and math. Students struggling in reading and math will receive one-on-one instruction and/or small group RTI service daily. Lexia and student assessment wall will help monitor progress.	Lori Chapman All teachers Sherri Buckles; Marcia Payne; Devin Butler; Farron Logsdon	August 2009-May 2012		All budgets	IP	This strategy is on-going to discuss individual needs of students at all levels in reading and math. Interventions are implemented based on student needs.
A2b. The instructional needs of migrant students, ESS, special education students, and students needing additional support will be made available.	Teachers will meet the needs of individual students by differentiating instruction with the collaboration of all teachers, parents, and students.	Special Education Teachers ESS Coordinator Migrant Advocate Family Resource Classroom Teachers	Ongoing		Title 1 ESS Special Education Migrant PD	IP	Teachers continue to refer and evaluate progress monitoring for at-risk students. TAT meets regularly to discuss strategies for students and all stakeholders.
A3. Students in grades K-8th will receive individual monthly magazines through Scholastic Classroom Magazines/TIME Magazine	All students will have magazines for school and home. These magazines will provide At-	Tammy Blair Jeff Walters	August 2009-May 2011			NI	Not available due to funding.

for grades K-3.	Risk Students additional reading materials to take home.						
A4. Reinforce reading/math intervention strategies during after-school ESS sessions and 21st Century Learning Grant.	Targeted students' reading /math achievement will improve through intensive individualized instruction.	ESS coordinator, Tricia Kirkpatrick ESS teachers 21st Century Coordinator 21st Century Teachers Principal, Mrs. Fowler and Mr. Caven	July 2009- July 2012	ESS/ 21st Centur y	ESS/21 <sup>st</sup> Century Grant/Ti tle I	I	All at-risk students receive referrals for ESS sessions. Services are offered weekly for those with parent permission. Tricia Kirkpatrick, ESS coordinator, is working on incentives for increase of attendance. 21st Century Grant employees are also working to increase enrollment/participation. These two programs collaborate in enrichment activities, tutoring services, and help with reading, math, and homework. <i>On-going strategy.</i>
A5a. Teachers will be trained on how to use and implement Hart County's writing matrix, Program Review and New Teacher Standards.	Teachers will have a clearer understanding of the forms of writing they need to teach and the writing the students need to produce at each grade level as well as Program Review Requirements. Teachers will also receive training on new curriculum standards.	Sherri Buckles Brian Croley Susan Rowe Tammy Blair Lori Chapman All Teachers District Staff	November 2009- Ongoing	Title I/PD/ SBDM Funds	Title I/PD Funds	IP	Teachers have been trained in this strategy. Early Release. On-going strategies.



A5b. On-demand writing prompts will become more male-oriented.	The gap between males and females will decrease by five percent over the next two years.	All classroom teachers	October 2009 - Ongoing	No funding	N/A	IP	Teachers have devoted time and resources to allowing males and females reading and writing materials that are broad-based to learning needs/styles.
A6. All classes will incorporate literacy grouping in daily reading instruction following RTI guidelines and needs assessments (e.g. GRADE, TPRO, Fountas & Pinnell benchmarks, and teacher recommendation).	All teachers will provide their students with rich literacy resources and small group instruction in order to foster an appreciation for reading and enhance reading skills as evidenced on IPR and NCLB tests.	All teachers Lori Chapman Melanie Watkins Farron Logsdon	August 2009 Ongoing		Title 1 Sections 6 and 7 RTA ARRA PD	IP	Teachers and staff continue professional development opportunities to strengthen knowledge of reading strategies.

***Bonnieville School***

2011-12 Comprehensive School Improvement Plan  
Learning Environment **COMPONENT**

**Component Managers: Tara Smith and Tammy Blair**

***Priority Need***

***Goal***

<p><b>According to 2010-11 Title I School Surveys</b>  <b>Bonnieville School would benefit from continued efforts to involve and to communicate more effectively with parents. Parents indicate a need to know about student achievement on a more frequent basis.</b></p>	<p>Since 2008, parent survey indicates that improvement and communication has increased and goals have been met in this area. However, the school finds a correlation in the increased school to parent communication is needed and is reflected in recent student achievement results. The school's goal is to improve school to parent communications/contacts by 5% in 2011 through available communication tools.</p>
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<p><b>Causes and Contributing Factors:</b>  A1. Although efforts have been made to have effective communication with parents, the school indicates a need for increased communication.  A2. Parents will have the opportunity to receive additional training regarding Infinite Campus at Fall 2011 and Spring 2012 Parent/Teacher Conferences.  A3. Students who have been determined to be at-risk will have a mentor in the building to provide positive behavior supports.</p>	<p><b>Objectives with Measures of Success</b>  A1. There will be increase in the methods of communicating with parents by at least one-third over activities conducted in 2010.  A2. Parents will be informed of Infinite Campus-Parent Portal each Parent-Teacher Conference (fall/spring), 40% of parents will use Infinite Campus on a regular basis.  A3. Throughout the 2011-12 school year, a My Team person will mentor all students who are identified as at-risk through GRADE, GMADE, or teacher/counselor/principal recommendation.</p>
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Strategy/Activity	Expected Impact	Person(s) Responsible	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of Progress
A1a. Tues. Take-home folders will be utilized by grades K-3.	Parents will be informed each week of their child's assignments, progress in class, and upcoming events.	Lori Chapman Classroom Teachers	August 2009- May 2012	\$900	Title I Funds/ Activity Fund	IP	This is an effective tool for communicating with parents and will be continued for 2011-2012. This is an on-going strategy.
A1b. Monthly school newsletters, calendars, One Call Now, teacher	Parents will be informed of school and	Lori Chapman Tara Smith Tammy Blair	August 2008- May	\$2,000	FRYSC General Fund	IP	Mrs. Chapman and Mrs. Green are working with GATS students for student-generated articles for newsletter.

web pages are utilized to allow parents to keep up with current school/classroom events.	community activities as evidenced letters and calendar of events.	Debbie Romance Carol Green	2011		Title I KETS		
A2. Parents will be able to get help again with logging on to Infinite Campus to check grades at Spring Parent Teacher Conference.	Parents will be able to monitor their child's daily/weekly progress at home.	Lori Chapman Tara Smith Tammy Blair	October 2009-  On-going	No funding needed	N/A	IP	Additional training for Infinite Campus is based on program updates. Moreover, training for parents is held during Parent-Teacher Conferences.
A3. A mentor program will be developed to ensure one-on-one assistance. The "My Team" approach will ensure that at-risk students are paired with an adult to assist in all academic and social /interpersonal areas. Teachers will mentor students to increase student success/achievement.	Students will receive more guidance in the area of writing, reading, and math test scores will improve as measured by the KCCT and the NCLB.	Les Kirkpatrick Cindy Scott Devin Butler Carl Stoltzfus Lori Chapman Sherri Buckles Tricia Kirkpatrick Tammy Blair Tara Smith Baptista Frazee Donna LeFevre Farron Logsdon Jeff Walters	January 2007 Ongoing	No funding needed	N/A	IP	At risk students will perform at a higher level and attendance will improve. Additional students will be added to this program during the 2011-12 school year.