

HART COUNTY SCHOOLS
MEMORIAL ELEMENTARY
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

ASSURANCE CERTIFICATION
2009-2011

Revised: December 7, 2009

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Allen Poynter
Principal

Most Recent Implementation and Impact Check December 7, 2009

Most Recent Amendments bolded (with Council approval) February 9, 2010

Members:

Allen Poynter, Principal
Vicki Thompson, Teacher
Tracy Sims, Teacher
Jeanie Sullivan, Teacher
Steve Avery, Parent
Tim Sexton, Parent

LOCAL PROGRAM CONTACTS

FEDERAL GRANT PROGRAMS	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	Karen Birdwhistell	270-524-2592
NCLB, Title I: Part B (Even Start Continuation)	Mandy Rexroat	270-524-2631
NCLB, Title I: Part C (Education of Migratory Children)	Steve Caven	270-524-2631
NCLB, Title I: Part D (Neglected and Delinquent)	Steve Caven	270-524-2631
NCLB, Title II: Part A (High Quality Teachers and Principals)	Wesley Waddle	270-524-2631
NCLB, Title II: Part D (Education Technology) & KETS	Wesley Waddle	270-524-2631
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	Steve Caven	270-524-2631
NCLB, Title V: Part A (Innovative Programs)	Wesley Waddle	270-524-2631
Individuals with Disabilities Education Act (IDEA) Basic	Donna LeFevre	270-524-2631
Individuals with Disabilities Education Act (IDEA) Preschool	Donna LeFevre	270-524-2631
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	Steve Caven	270-524-2631
Carl D. Perkins Vocational and Technical Education Act- Basic	Carl Stoltzfus	270-524-2631
Extended School Services	Karen Birdwhistell	270-524-2592
Gifted and Talented Education	Carl Stoltzfus	270-524-2631
State Preschool Program	Donna LeFevre	270-524-2631
Textbooks	Ricky Line	270-524-2631
Professional Development	Angela Frank	270-524-2592

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Vision Statement

Memorial School will be a leading education provider in Kentucky by supporting, encouraging and motivating every student to reach his/her maximum potential.

Mission Statement

Memorial School will provide a high quality education to all learners in a safe and positive environment in order to inspire students to excel in a competitive world.

Process of Developing the Comprehensive Improvement Plan

Organization of planning and needs assessment committee:

Teachers selected on of the following focus groups to oversee the planning process: Academic Improvement (Curriculum, Instruction, and Assessment), and Learning Environment (Culture, Student, Family, and Community Support, Professional Growth and Development). A component manager was selected for each group.

Determining the Needs of the District:

Our needs were determined through a combination of the following documents: parent surveys, teacher/staff surveys, Interim Performance Report (IPR), GRADE assessments, GMADE assessments, NCLB Report and through the work of Comprehensive School Improvement Plan committees as well as the SBDM Council.

How Goals and Strategies for addressing the needs were determined:

Through a series of CSIP planning sessions the committees looked at the needs assessments, our past performance, and research based implementation strategies to determine the best fit for our school and our students when determining our goals and strategies for addressing the needs of our school.

What the school/district hopes to achieve as a result of plan implementation:

Memorial school hopes to make positive gains in our areas of weakness and eliminate cultural or gender gaps in the areas where they are currently present.

Public Comment and Resulting Action:

All CSIP committees and the SBDM Council approved the final document. The document will be available upon request in the school office and posted on the district web site for public review.

Continuation of Comprehensive Improvement Planning Process: Communication Plan

Quarterly, each committee will meet to perform Implementation and Impact checks. Revisions will be made as needed during these sessions and approved by the SBDM Council upon completion.

Priority Need	Goal
According to the Interim Performance Report (IPR), the Academic Improvement Committee analysis, and informal assessments, the following areas have been identified as priority needs:	
<p>A. Elementary Reading</p> <ul style="list-style-type: none"> • 73.28% of all students scored proficient or distinguished in elementary Reading. • 83.2 % of females scored proficient/distinguished elementary reading while only 63.01 % of males scored proficient/distinguished creating a gap of 20.19 points. • 79% of students on Paid Lunch scored proficient/distinguished while 70.65 % of students on Free/Reduced lunch scored proficient/distinguished—creating a gap of 8.35 points. 	<p>A. The number of students scoring proficient/distinguished will increase, the male/female reading gap will decrease as well and the free/reduced vs. paid lunch gap will decrease.</p>
<p>B. Middle Grades Reading</p> <ul style="list-style-type: none"> • 67.57% of all students scored proficient or distinguished in Middle Grades Reading. • 71.47% of females scored proficient/distinguished in reading while only 61.40% of males scored proficient/distinguished in reading—creating a gap of 10.07 points. • 74.69% of students on Free/Reduced lunch scored proficient/distinguished while 81% of students on paid lunch scored proficient/distinguished creating a gap of 6.31 points. 	<p>B. The number of students scoring proficient/distinguished will increase, the male/female reading gap will decrease and the free/reduced vs. paid lunch gap will decrease.</p>
<p>C Elementary Math</p> <ul style="list-style-type: none"> • 68.70% of all students scored proficient/distinguished in elementary math. • 74.01% of Females scored proficient/distinguished in elementary math while 65.32% of males scored proficient/distinguished creating a gap of 8.69 points. • 82% of students on Paid lunch scored Proficient/Distinguished while only 63% of free/reduced lunch students scored proficient/distinguished—creating a gap of 19 points. 	<p>C. The number of students scoring proficient/distinguished will increase, the male/female reading gap will decrease and the free/reduced vs. paid lunch gap will decrease.</p>
<p>D. Middle Grades Math</p> <ul style="list-style-type: none"> • 64.86% of all students scored proficient/distinguished in middle grades math. • 64.52% of females scored proficient/distinguished in middle grades math while 67.32% of males scored proficient/distinguished—not a significant gap. • 75% of students on paid lunch scored proficient/distinguished while only 60.75% of students on Free/Reduced lunch scored 	<p>D. The number of students scoring proficient/distinguished will increase, the male/female reading gap will decrease and the free/reduced vs. paid lunch gap will decrease.</p>

<p>proficient/distinguished; creating a gap of 14.25 points.</p>	
<p>According to the Fall 2009 EXPLORE Test results:</p> <ul style="list-style-type: none">• 70% of 8th grade students scored at or above the benchmark in English• 44% of 8th grade students scored at or above the benchmark in Reading• 44% of 8th grade students scored at or above the benchmark in Math• 7% of 8th grade students scored at or above the benchmark in Science <p>According to the Fall 2009 EXPLORE Test results:</p> <ul style="list-style-type: none">• 41% of 7th grade students scored at or above the benchmark in English• 19% of 7th grade students scored at or above the benchmark in Math• 24% of 7th grade students scored at or above the benchmark in Reading• 5% of 7th grade students scored at or above the benchmark in Science	<p>Student progress on the EXPLORE test will improve as evidenced by the number of students meeting or exceeding state benchmarks.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. The following are causes/contributing factors leading to our elementary reading scores:</p> <ol style="list-style-type: none"> 1. Students' performance on Open Response questions. <ul style="list-style-type: none"> • Too many students are scoring at the 2 and below level. • Lack of consistent instruction from grade to grade on the completion of Open Response questions. 2. The gap between our students on paid lunch and our students on free/reduced lunch is attributed to <ul style="list-style-type: none"> • Environmental and societal factors • Student weakness in content areas. 	<p>By May 2010...</p> <ol style="list-style-type: none"> A1. The percentage of all students scoring proficient/distinguished in Reading will increase from 73.3% to 82.2%. A2. The female/male reading gap will decrease from 20.19 percentage points to 10 percentage points. A3. The Free/Reduced vs. Paid lunch reading gap will decrease from 8.35 percentage points 5 points or less. A4. The percentage of students scoring novice in reading will decrease from 8.1% to 7.1%.
<p>B. The following are causes/contributing factors leading to our middle grades reading scores:</p> <ol style="list-style-type: none"> 1. Students' performance on Open Response questions. <ul style="list-style-type: none"> • Too many students are scoring at the 2 and below level. • Lack of consistent instruction from grade to grade on the completion of Open Response questions. 2. The gap between our students on paid lunch and our students on free/reduced lunch is attributed to: <ul style="list-style-type: none"> • Environmental and societal factors • Student weakness in content areas. 	<p>By May 2010...</p> <ol style="list-style-type: none"> B1. The percentage of all students scoring proficient/distinguished in Middle Grades reading will increase from 67.6% to 78.4%. B2. The female/male reading gap will decrease from 10.07 percentage points to less than 5 percentage points. B3. The middle school Free/Reduced vs. Paid lunch reading gap will decrease from 6.31 percentage points to less than 5 percentage points. B4. The percentage of students scoring novice in reading will decrease from 3.6% to less than 2%.
<p>C. The following are causes/contributing factors leading to our elementary math scores:</p> <ol style="list-style-type: none"> 1. Students' performance on Open Response questions. <ul style="list-style-type: none"> • Too many students are scoring at the 2 and below level. • Lack of consistent instruction from grade to grade on the completion of Open Response questions. 2. The gap between our students on paid lunch and our students on free/reduced lunch is attributed to <ul style="list-style-type: none"> • Environmental and societal factors • Student weakness in content areas. 	<p>By May 2010...</p> <ol style="list-style-type: none"> C1. The percentage of all students scoring proficient/distinguished in elementary math will increase from 68.7% to 79.1%. C3. The percentage of students scoring novice in math will decrease from 12.2% to 9.8%. C4. The female/male gap in math scores will decrease from 8.69 percentage points to less than 5 percentage points. C5. The Free/Reduced vs. Paid lunch gap will decrease from 19 percentage points to 10 percentage points.
<p>D. The following are causes/contributing factors leading to our middle grades math scores:</p> <ol style="list-style-type: none"> 1. Middle Grades students' performance on Open Response 	<p>By May 2010...</p> <ol style="list-style-type: none"> D1. The percentage of students scoring proficient/distinguished in middle

<p>questions.</p> <ul style="list-style-type: none"> • Too many students are scoring at the 2 and below level. • Lack of consistent instruction from grade to grade on the completion of Open Response questions. <p>2. There is no significant gap between male/female scores in middle grades math.</p> <p>3. The gap between our students on paid lunch and our students on free/reduced lunch is attributed to</p> <ul style="list-style-type: none"> • Environmental and societal factors • Student weakness in content areas. 	<p>grades math will increase from 64.86% to 76.6%.</p> <p>D2. The percentage of students scoring at the novice level in math will decrease from 14.4 % to 11.3%.</p> <p>D3. The Free/Reduced vs. paid lunch gap will decrease from 14.25 percentage points to less than 10 percentage points.</p>
<p>E. Students are not accustomed to the EXPLORE type of test. The format and content covered are different than Core Content 4.1 and the current format of the KCCT test.</p>	<p>E. The percentage of students scoring at or above the benchmark points on the EXPLORE test will increase in the following areas:</p> <ul style="list-style-type: none"> • 75% in English • 50 % in Reading • 50 % in Math • 25% in Science

ACTION COMPONENT: Academic Improvement

School Name: Memorial Elementary

Component Manager(s): Allen Poynter

Date: December 7, 2009

Public Private/Non-Profit

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label/Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start/End Date	Resources Needed/Funding Source	I IP NI	Outcomes/Report of Progress
A-D. Teachers in grades 3-8 will analyze student work on a weekly basis and will notify parents of any D or F on student assessments.	Student performance will improve and parent communication will increase.	Teachers	Ongoing	0		
A-D. Continue to utilize Project Blast to refer students in need of reading/math remediation.	Student performance in math/reading will improve thus reducing gaps with all subpopulations.	Teachers Project Blast Coordinator	Ongoing	21 st Century Learning Center Funds		
A-D. Hire a reading/math intervention teacher.	Student's performance in these areas will improve.	Teachers Principal Intervention Teacher	Spring 2010	ESS Daytime Waiver		
A-D. Provide professional development for teachers over the school-wide graphic organizer for open response.	Consistency in instruction throughout the building and as students progress year to year.	Principal Teachers	Summer 2010	PD funds		
A-D. Provide professional development for teachers on increasing rigorous instruction in the classroom.	Student academic performance will improve in all areas.	Principal Teachers	Summer 2010	PD funds		
A-D. Implement district writing plan initiative.	Student performance in writing will improve.	Writing Cluster Leaders District Curriculum Coordinator Teachers	Spring 2010	0		
A-D. Continue to employ RTI Intervention Coach.	At-risk students will be identified and targeted for intervention in areas of weakness.	Intervention Coach Principal	Ongoing	ARRA funds		
E. Middle grades teachers will receive support and resources to target EXPLORE test.	Student performance on EXPLORE test will improve.	Middle Grades Teacher, Principal, Counselor, GEAR- UP Coordinator	Ongoing	Gear-UP funds, Title I		

ACTION COMPONENT: Learning Environment

Draft Final

School Name: Memorial Elementary School

Component Manager(s): Tracy Sims

Date: November 11, 2008

Public Private/Non-Profit

Priority Need	Goal
A. Parents and guardians need to have an increased positive relationship with their child's teachers/school.	A. Communication between parents and school staff will improve.
B. Grade, attendance, and behavior issues need to be addressed with students to show them the impact of these issues on school success.	B. Identified students will feel they have an advocate/mentor within the building to support them.
C. Parents/guardians need to be made aware of school events.	C. Parents/guardians will feel more involved in the school.

Causes and Contributing Factors	Objectives with Measures of Success
Parents/guardians do not understand the expectations placed on the school by the state concerning testing requirements and teaching core content.	Parents will be more aware of school activities and will report improved communication as evidenced by parent-night sign in sheets, surveys and evaluations.
Lack of student motivation.	Students will improve grades attendance and behavior as evidenced by report cards, attendance reports and a decrease in office behavior referrals.
Often communication is hindered by failure to adequately receive information at home.	Parents will report increased satisfaction with communications from the school as evidenced by parent surveys and teacher reports.

ACTION COMPONENT: Learning Environment

School Name: Memorial Elementary

Component Manager(s): Tracy Sims

Date: November 11, 2008

Public

Private/Non-Profit

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label/Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start/End Date	Resources Needed/Funding Source	I IP NI	Outcomes/Report of Progress
1. Teachers will mail at least two positive Polar Bear notes to parents/guardians per week.	Parents will have a positive experience with the school.	Teachers	November 2008-ongoing	Section 6/7 for postage and printing of cards.		
2. The school will provide a regular newsletter to parents to update and inform about activities and events at school.	Parents/guardians will become more aware of activities and events in the school.	Principal FRYSC	November 2008-ongoing	Printing costs		
3. The school will provide regular updates to parents utilizing the One-Call-Now system to notify of upcoming events, meetings and activities of the school	Parents/guardians will become more aware of activities and events in the school.	Principal	Ongoing	District funds		
4. At risk students based on grades, attendance and behavior will be identified for extra mentoring by MY TEAM staff.	Targeted students' grades, attendance and behavior will improve.	MY TEAM staff (Principal, Counselor, CIT, Librarian, FRYSC)	Ongoing	0		
5. Students will attend a morning meeting where teachers/students will be recognized for accomplishments, school announcements will take place, and a motivational/character message will be delivered daily.	Students and staff will increase their sense of community.	Principal	Ongoing	School activity funds to purchase Project Wisdom character ed materials.		
6. Students will have the opportunity to participate in career exploration, job shadowing, college campus visits, Reality Store events, etc...to be exposed to the post-secondary opportunities available to them.	Students will have experiences that will help them determine their post-secondary career courses.	Principal, Special Education Staff, counselor, GEAR-UP coordinator, FRYSC, teachers	Ongoing	Gear-Up funds, FRYSC, school funds.		
7. Provide at least one parent-child involvement activity per semester.	Parents will understand the importance of parent involvement in their child's education.	Principal, CIT, Title I staff, FRYSC	Ongoing	FRYSC, Title I funds, school activity funds		