

HART COUNTY SCHOOLS
(CUB RUN ELEMENTARY SCHOOL)
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

ASSURANCE CERTIFICATION

2009 – 2010

Approved: December 13, 2005

Revised: January 15, 2007

December 13, 2007

May 2, 2008

May 14, 2009

November 17, 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.

Nathan Smith _____

Principal

Council Members:

Marilyn Kidwell

Shane Butler

Cara Cox

Deidre Day

April Mistelske

LOCAL PROGRAM CONTACTS

Comprehensive Improvement Plan for 2009-2010

<u>FEDERAL GRANT PROGRAMS</u>	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	Karen Birdwhistell	270-524-2631
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)	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 Mather	270-524-2631
Individuals with Disabilities Education Act (IDEA) Preschool	Donna Mather	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	Steve Caven	270-524-2631
Gifted and Talented Education	Carl Stoltzfus	270-524-2631
State Preschool Program	Donna Mather	270-524-2631
Kentucky Education Technology System	Wesley Waddle	270-524-2631
Textbooks	Ricky Line	270-524-2631
Professional Development	Angela Frank	270-524-2631

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

VISION STATEMENT

Cub Run School is dedicated to:

- Being a leader in education and training to improve students.
- Providing the opportunity for faculty, staff, parents, and community to develop, through communication, a sense of ownership, spirit, and pride in the school.
 - Making the most important outcome be student learning.
 - Educating every child by helping him or her reach higher levels of thinking.
 - Providing extra-curricular opportunities so all students can experience success.
- Educating every child to be responsible and productive students who can succeed in the future.

MISSION

We the family of Cub Run School, are committed to providing all of our children with the best education possible. Every child is guaranteed a safe and positive learning environment, and we value input from parents and community members to do so. At Cub Run School every child truly counts.

Process of Developing the Comprehensive Improvement Plan

Organization of planning and needs assessment committee:

All stakeholders at Cub Run Elementary School, after reviewing test scores and working with the district CSIP coordinator in analyzing the disaggregated data, came to consensus that our focus of school improvement for the 2009-2010 school year would be in the areas of reading, writing, and mathematics.

Determining the Needs of the School:

The stakeholders analyzed test data to identify trends, patterns, problems, and school needs. Issues related to the fulfillment of state and federal planning requirements were also addressed.

How Goals and Strategies for addressing the needs were determined:

The school's strengths and weaknesses were determined through our needs assessment process. The data was used to develop goals and strategies that will lead to individual student and classroom improvements.

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

The goal of proficiency for 2014 is our main focus. The implementation of this plan is expected to lead to higher student performance. It is our belief that this plan will help us reach this goal if we constantly monitor all of its goals and strategies.

Continuation of Comprehensive Improvement Planning Process: Communication Plan

It is our belief that this plan will help us reach our goal if we continuously monitor the different goals and strategies.

ACTION COMPONENT: Academic Performance

Draft X Final

School Name: Cub Run

Component Manager(s): Nathan Smith

Date: November 17, 2009

Public

Priority Need	Goal
<p style="text-align: center;">Academic</p> <p><u>According to the 2009 K.C.C.T. and N.C.L.B. assessment data, the following areas will be addressed:</u></p> <p>Writing</p> <p>Elementary - 36.67% of CRS students scored below proficiency in on-demand writing. 40% of free/reduced lunch students scored below the proficient level.</p> <p>Middle - 54% of CRS students scored below proficiency in on-demand writing. Females scored 44 points higher than males in on-demand and 70% of free/reduced lunch students scored below the proficient level.</p> <p>Reading</p> <p>Elementary – 9.37% of CRS students scored below the proficiency level in reading.</p> <p>Middle – 17.11% of CRS students scored below proficiency in reading. 32.77% of 6th graders scored below proficient and 40% of 6th grade students on free/reduced lunch scored below proficient.</p>	<p>Writing</p> <p>Increase the percentage of 5th graders scoring proficient or higher in on-demand to 70 % in 2010. Increase the percentage of free/reduced students scoring proficient or higher to 55% by 2010.</p> <p>Increase the percentage of 8th graders scoring proficient or higher in on-demand writing to 55% in 2010. Increase the percentage of males scoring proficient or higher to 35% and the percentage of free/reduced lunch students to 40% in 2010.</p> <p>Reading</p> <p>Increase the percentage of elementary school students scoring proficient or higher in reading to 95% in 2010.</p> <p>Increase the percentage of middle school students scoring proficient or higher in reading to 90% in 2010. Increase the percentage of 7th graders scoring proficient or higher to 75% and 7th grade free/reduced lunch students to 70% in 2010.</p>

<p>Mathematics</p> <p>Elementary – 16 % of 5th graders scored below proficiency and males scored 19 points higher than females.</p>	<p>Mathematics</p> <p>Increase the percentage of elementary school students scoring proficient or higher to 90% in 2010.</p>
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Causes and Contributing Factors	Objectives with Measures of Success
<p>Students enter Cub Run School at varying levels in literacy and math.</p> <p>Number of low performing students in assessed content areas.</p> <p>Gaps in performance between males and females in some assessed content areas.</p> <p>Gaps in performance between free/reduced lunch students and paid lunch students in some assessed content areas.</p> <p>Low performing students have not been identified.</p>	<ul style="list-style-type: none"> A. Increase the percentage of students scoring proficient or higher in reading, writing, and math as measured on the N.C.L.B. and K.C.C.T. B. Decrease the gaps between males/females and free and reduced lunch/paid lunch students as measured on the N.C.L.B. and the K.C.C.T. C. Students in 4th – 8th grade will be assigned a mentor yearly as measured by a master list in order to build strong relationships. D. Throughout the 2009-2010 school year, all students who are at-risk as identified by GRADE and GMADE will be identified for intervention through RTI, mentoring, and ESS. E. All grades will implement literacy groups into their daily reading instruction to focus on small groups and the individual student.

Action Component: Academic Performance

School Name: Cub Run

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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
<p>A.1 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.</p> <p>The Principal and CIT will mentor students with low grades, attendance problems and behavior problems. All students 4th -8th grade will be assigned a mentor to build relationships.</p>	<p>Students will receive more guidance in the area of writing, reading and math-test scores will improve as measured by the K.C.C.T. and N.C.L.B.</p>	<p>Nathan Smith</p>	<p>January 2007----- Ongoing</p>	<p>No funding needed.</p>	<p>IP</p>	<p>At risk students will perform at a higher level and attendance will improve.</p>

A.2 On-demand prompts will become more male oriented.	The gap between males and females will decrease by 1% pt. over the next two years.	Cara Cox Angela Barbour	October 2008----- Ongoing	No funding needed.	I	
A.3 Teachers will be trained on how to use and implement Hart County's new writing matrix.	Writing will be addressed all grade levels-writing pieces will be required at all levels. This will allow teachers to spend more time on the different forms of writing. Students will become better writers as measured by K.C.C.T.	Angela Barbour Cara Cox	November 2009---- Ongoing	No funding needed	IP	
A.4 All classes will incorporate literacy grouping in daily reading instruction.	All teachers will provide their students with rich literary resources and small group instruction in order to foster an appreciation for reading and enhance reading skills as evidenced on K.C.C.T and N.C.L.B.	All Staff Members	November 2009----- Ongoing	Section 6&7 Title I	IP	
A.5 All low performing reading and math students will be identified through the use of GMADE and GRADE and support will be provided through RTI and Intervention coaches. One-on –one intervention through RTI.	Students will be paired with other students at same level and will be allowed to learn skills that will allow them to be successful as measured by state and federal test.	Shane Butler Angela Barbour	School year 2009 – 2010 ----- Ongoing	ARRA Funds Title I	IP	
A.6 The instructional needs of migrant students, ESS, special education students, and students needing additional support will be met.	Students will receive the support needed to prepare for the KCCT.	Special Education Teachers, ESS Coordinator, and Migrant Advocate	January 2007----- Ongoing	Title I—ESS—Sp. Ed.---Migrant	IP	Cub Run School is providing an education to ALL students. 5-14-09
A.7 Students with disabilities will be assigned testing proctors in December.	Special needs students will become familiar with the adults who test them. The students will perform for these adults because of the relationships formed as measured by Kentucky Performance Report.	Nathan Smith	October 2008----- Ongoing	No funding needed	IP	

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