

HART COUNTY SCHOOLS **LEGRANDE ELEMENTARY** **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

ASSURANCE CERTIFICATION

2009 – 2011

Approved: 1/14/10

Revised:

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.

Jerri Harper

Principal

Most Recent Implementation and Impact Check _____

Council Members:

Most Recent Amendments **bolded** (with Council approval) _____

Mike Denton

Angie Heath

Annette Jones

Rachael Hensley

Emily Northcutt

LOCAL PROGRAM CONTACTS

Comprehensive Improvement Plan for 2005-2007

<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 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	Steve Caven	270-524-2631
Gifted and Talented Education	Carl Stoltzfus	270-524-2631
State Preschool Program	Donna LeFevre	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

Mission Statement

The LeGrande Family believes in the importance of learning, cooperation, accountability, responsibility, determination, in a safe structured environment to ensure success.

Process of Developing the Comprehensive Improvement Plan

All teachers, a committee of parents, and parent members of SBDM, serve on standing committees. These committees played key roles in the development of the Comprehensive School Improvement Plan.

Organization of planning and needs assessment committee:

The planning and needs assessment committee was made up of teachers, parents, and interested community members. All parents had the opportunity to complete a needs assessment survey.

Determining the Needs of the District:

District needs were taken into account, especially in the area of targeted populations and raising test scores that pertained to our school and the district as a whole.

How Goals and Strategies for addressing the needs were determined:

Student success and school culture were the driving forces behind the determination of goals and strategies to be implemented.

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

The school and district will benefit by advancing student learning and preparing them to take their places as lifelong learners. The culture of the building will change as achievement goes up; thus allowing the school to keep quality staff.

Public Comment and Resulting Action:

The community played a large part in enacting our mission and vision statement.

Continuation of Comprehensive Improvement Planning Process: Communication Plan

In order to communicate the components of the Comprehensive School Improvement Plan, it will be placed on the school web site, as well as being available for review upon request.

ACTION COMPONENT: Curriculum, Instruction, Assessment

Draft

Final

School Name: LeGrande

Component Manager(s): Annette Jones

Date: December 7, 2009

Public

<p>Priority Need A score of 89.1 for elementary, reflecting a loss of 10.8 A score of 98.5 for middle, reflecting a loss of 6.5 Math score-103.4 in elementary, reflecting a loss of 7.6 Math score-108.2 in middle, reflecting a loss of 3.9 Reading score-96.9 in elementary, reflecting a loss of 7.4 Reading score-92.0 in middle, reflecting a loss of 8.0 On-demand score-84.5 in elementary reflecting a growth of 5.3 On-demand score-83.3 in middle, reflecting a growth of 2.3 Science score-92.9 in elementary, reflecting a loss of 1.4 Science score-96.1 in middle, reflecting a loss of 17.2 Social Studies score-62.3 in elementary reflecting a loss of 36.6 Social Studies score-89.4 in middle reflecting a loss of 15.6</p>	<p>Goal In our 2009-2010 CATS results, we will have a school wide academic score of 103. Progress toward proficiency will increase for all students in content areas, while reducing the number of novice students by 1% in the biennium (1% each year) as evidenced by state assessment data.</p>
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<p>Causes and Contributing Factors</p> <p>A. As indicated in test score analysis, there is a lack of experience in writing proficient or distinguished on-demand responses, and in formulating high level answers to open response questions. A weakness in using multiple choice strategies is indicated by data.</p> <p>B. CATS data reveals a gap in all content areas for free/reduced lunch population.</p>	<p>Objectives with Measures of Success</p> <p>A. By May 2010, 50% of students will score proficient or distinguished on demand prompts, open responses and multiple choice questions as evidenced by teacher-made test and state assessments.</p> <p>B. By May 2010, there will be a 1% gap reduction for our targeted population.</p>
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Action Component: Curriculum, Instruction, and Assessment

School Name: LeGrande

Component Manager(s): Annette Jones

Date: 12/7/09

Public

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
A1. All teachers will implement the district writing plan detailing goals and strategies for each month of the school year.	All students will have a structured plan for developing writing pieces in all content areas.	Principal/All Teachers	Aug. 2009-May 2010	Title I Funds if Needed \$200.00	IP	This implementation allows for better preparation in all areas of writing.
A2. All teachers will meet monthly for analysis of student work using the tuning protocol to improve effectiveness of instruction in writing and open response questions in content areas.	Teachers and students will have the benefit of a wide variety of experiences and feedback.	All Teachers	January 2010-May 2010	\$000.00	IP	The tuning protocol will ensure that all students are receiving quality feedback on writing pieces or open responses.
B1. Teachers in grades 5-8 will collaborate with RTI Coach in teaching math and reading in all content areas.	Individual attention will assist students in using, remembering information, and in clarification of ideas to promote mastery of skills in specific content areas.	Joye Shirks/Middle Grades Team	Aug. 2009-May 2010	\$000.00	IP	Scores will reflect the benefits of individualized instruction.
B2. Teachers in grades K-3 will collaborate with math and literacy coaches to teach math and reading concepts.	Individual attention will assist students in using, remembering information, and in clarification of ideas to promote mastery of skills in specific content areas.	Holly Cummins, Beth Spann, Carolyn Rohde, Primary Teachers	August 2009-May 2010	Math Grant Coach Title I Funds if Needed	IP	The gap for students in targeted population will decrease.
B3. All 7/8 grade students will participate in the Explore Project for Math/Science.	Teachers will have more data and materials for math and science intervention.	Jennifer Clemmons, Annette Jones, Principal	March 09-July 2010	Explore and ASK IT Grant	IP	Students will become aware that math and science are important in all areas of instruction.

ACTION COMPONENT: School Environment

Draft

Final

School Name: LeGrande

Component Manager(s):

Beth Spann

Date: December 7th, 2009

Public

Priority Need	Goal
<p>There is a need to involve all who hold a direct interest within the school community in decision-making. There is also a need for students to feel prepared for their upcoming grade level assignments and expectations. There is a need to maintain or continue increasing student achievement as evidenced by success on the KCCT and NCLB.</p>	<p>To create a welcoming culture for all who hold a direct interest in the school community, to increase communication and participation between those involved within the school community.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> A. A need for continued documented parent-school communication efforts. B. Lack of transitioning strategies increase the likelihood of student failure in the next level. C. Analysis of 2009 KCCT and NCLB results reveal increased or maintained scores in nearly all tested areas. 	<ul style="list-style-type: none"> A. The parents of all students will receive at least one positive communication from a teacher each nine weeks. B. Collaborative planning for teachers will take place informally. C. KCCT overall school academic index will maintain in areas of 100 and increase by at least 1% per year in other areas due to increased participation by the school community and transitioning activities.

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
A1. The district has implemented a system to contact all parents in the event of emergency, absence and/or school related events.	Parents will be informed of upcoming activities.	District	11/09 to 11/10	Postage \$300.00 Section Six	I	One Call Now contacts all parents in case of school cancellation or emergency.
A2. Parents will be asked to complete a culture survey requesting their thoughts on their child's learning environment within the school.	The school/community will be involved in planning meaningful change.	Learning Environment Committee, Title 1	11/09 to 11/10	Printing costs \$200.00 Title I Funds	NI	Parents will feel that they are more invested in the school.
A3. Monthly workshops will be provided to allow parents to participate in activities with their child at school.	Parents will have an opportunity to create items with their child and to be educated in ways to improve student success.	Classrom Teachers / FRYSC	11/09 to 11/10	\$1000.00 FRYSC/Student Activity Funds	IP	Collaboration with faculty will help with parent / student involvement for all students.
B1. Teachers will meet informally in teams or departments to discuss collaborative efforts, instructional strategies, interdisciplinary units, and core content.	Students learning will be enhanced due to increased collaboration among teachers and staff.	All teachers	11/09 to 11/10	\$0	IP	Teacher meeting will ensure that there is a seamless transition between grades.
B2. Provide content – specific after school activities (such as ESS, family reading specifically target the needs of identified students.	Student achievement will increase.	ESS, Title I, MIT teacher, FRC	11/09 to 11/10	\$2000, Title I / Math Grant	I	Parent involvement and interest in student's education by family members.
C1. Students in the preschool, 4 th , and 8 th grades will visit the next higher class on two occasions prior to entering that level.	Students will feel more prepared to enter the next grade level.	All teachers	11/09 to 11/10	\$0	I	Transition from one level to the next will be easier for students.
C2. Last year's primary students will participate in a variety of transition activities with the next grade level.	Students will feel more prepared to enter the next grade level.	All teachers	11/09 to 11/10	\$0	IP	Transition from one level to the next will be easier for students.
C3. Teacher will pull out primary students with a T-Pro stanine of 3 and below for extra reading practice at least once a week.	Students will have more one-on-one practice which will improve test scores.	Mattingly, Rexroat, & Northcutt	11/09 to 11/10	\$0	NI	Student's confidence and reading ability will increase.
C4. Beta students will be assigned as a	Students will build a relationship with	Beta Sponsors	11/09 to	\$0	NI	Student's confidence and

reading mentor to meet with students once a month	mentor and will be motivated and feel successful in school.		11/10		reading ability will increase.
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