

Northern Elementary
SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
2008-2010
adopted 3/3/08

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NORTHERN ELEMENTARY COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008-2010

The Northern Elementary School Council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2006) prior to approval of our plan.

Judi M. Hunter 2008 Chairperson, School Council

Plan Approved by the School Council:

March 3, 2008

School Council Members:

Judi Hunter, principal	Tara Krebs, teacher
Erik Flaig, parent	Jennifer Caudill, teacher
Derran Broyles, parent	Melissa Chandler, teacher

Link to current District Assurances on KDE web page:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbqltnjfyqhqr77s47t7oiptwzcgzaizunhciwzniuokowm6hgtseudoqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

Comprehensive School Improvement Plan 2006

EXECUTIVE SUMMARY

NORTHERN ELEMENTARY

VISION

It is our vision that Northern Elementary School be a place characterized by a caring, open and flexible environment, with teachers as managers empowered to make instructional decisions, with the principal as a manager of managers, and with students as self-assured learners being challenged to greater achievement through an individualized and equitable program. This program will be one that emphasizes knowledge and the critical-thinking skills necessary for making decisions in a democratic society. The school is a place in which the dignity of the individual is paramount, and in which people of all ages, preschool through senior citizen, work as a team to insure that learning occurs.

BELIEFS

We believe ...

- ❖ that high expectations improve student achievement.
- ❖ that each child should be highly engaged in meaningful work.
- ❖ that an emphasis on reading, math, and writing will better prepare each child for the future.
- ❖ that an equitable education for each child is essential.
- ❖ that an education should be designed to meet the unique needs of the child and be compatible with what we know of his/her physical, mental, social and emotional patterns of growth.
- ❖ that the child as an individual should be the paramount concern for every teacher.
- ❖ that in order to build a strong self-image, each child should have the opportunity to meet with continuing success and to move at his/her best possible rate of progress through the expected levels of achievement.
- ❖ that maximum educational achievement is best accomplished in a safe environment that provides well-defined guidelines of behavior, consistently enforced through the cooperative efforts of teacher, child, parent, and principal.
- ❖ that the total program should help the child understand his/her world and aid in the development of good human relationships through concern and respect.

MISSION

The mission of Northern Elementary School and its Site Based Decision Making Council is to ensure all students reach their highest level of academic performance and develop their creativity, independent thinking, physical well-being, and social skills.

PROCESS OF DEVELOPING THE IMPROVEMENT PLAN

The Needs Assessment Teams are the SBDM Council's standing committees, which include the School Climate/Equity, Curriculum/Assessment and Technology. The Council determined the committees based on the needs of the school. Committees are open to faculty, staff, parents, and the community members of Northern Elementary. Faculty members are required to serve on one standing committee. Primary, intermediate, and special area staff is represented on each committee. Staff members are encouraged to serve and parents are invited, encouraged, and recruited to serve on committees. These committees work with the school council to disaggregate data collected from various sources. These sources include but are not limited to: Kentucky Core Content Test, California Test of Basic Skills, STAR Reading, STAR Math, FOX/Terra Nova Math assessments as well as parent and teacher surveys. Based on these findings, the school determines its goals for the biennium. Goals are reviewed annually and amended as needed.

The standing committees within the school also review the school's vision, beliefs, and mission statement annually. Input from committees is shared with the SBDM council and revisions or refinements are written.

2007-2008 SBDM Standing Committees

Technology

Tara Krebs – teacher/chair
Jeremy Lockard – teacher
Jane Stritesky – teacher
Leslie Perkins – teacher
Julie Vest – teacher
Justina Wilkerson – teacher
Joy Hortman – teacher
Wanda Johnson – teacher
Peggy Broering – teacher
Raja Rama – parent

Curriculum/Assessment

Ashley Beckett – teacher/chair
Jennifer Caudill – teacher
Debra Hunley – teacher
Leanne Larkins – teacher
Olivia Winkle – teacher
Monica Campbell – teacher
Dana Young – teacher
Janet Parker – teacher
Dede Newcomb – teacher
Carol Aldridge – parent
Crystal Powell - parent

Climate/Equity

Judi Riehl – counselor/chair
Elizabeth Cook – teacher
Chris Burchette – teacher
Meredith Carter – teacher
Marcie Ward - teacher
Jane Freer – teacher
Rebecca Gillespie – teacher
Stephanie Foley – teacher
Melissa Chandler – teacher
Denise Merriman – parent
Sharon Andrews – parent

Determining Needs, Goals and Strategies

Multiple sources were used to determine needs. These sources include but are not limited to: Kentucky Core Content Test, California Test of Basic Skills, STAR Reading, STAR Math, FOX/Terra Nova Math assessments as well as parent and teacher surveys. The Board of Education goals, the district's mission, and the school mission were taken into account. Test data were considered in determining key findings. The committees reported to the principal who compiled and categorized the key findings. The Site Based Decision Making Council then determined the priority needs and school goals. School goals were written and measurable objectives were decided upon. Strategies and activities were determined based on "best practices." Following some fine-tuning, the Council accepted the plan. Public comment was secured through parent participation on committees, reports at the PTA Board Meeting, notice to read the document via the principal's newsletter, and invitation to attend the Council meeting to discuss the plan.

Implementation and Internal Review

Implementation of the plan is expected to improve student achievement for all learners in all areas. The Implementation and Impact Check will be used to monitor implementation of the plan. Adjustments will be made based on these checks. The Council will review the plan annually.

COMMUNICATION PLAN

As a public document, the plan will be available in the school office and library. Each Council member will have a copy of the plan. Committee chairs and all teachers will be given a copy of the plan as a basis for their committee work. The committee structure will ensure that input continues to be gathered from stakeholders. Progress reports will be made quarterly to the SBDM Council.

Action Component: Curriculum/Student Achievement

District Name Scott
 School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
 Date March 3, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2007 KCCT data the academic index at Northern was a 97.5 with an adjusted concordance index of 93.2. In order to reach proficiency by 2014, sustained incremental growth must be documented by all students the next three bienniums.</p>	<p>By May, 2010, there will be a 10% increase in the number of students scoring at the Proficient level and a 10% decrease in the number of students scoring at the Novice level on the KCCT assessment in all content areas.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Overall: Assessment both at the state and school levels clearly articulate the areas of need for improvement. While we have made significant progress toward state and school goals, we need to continue to improve in all areas in order to reach proficiency in all academic areas by all students.</p> <p>Reading: • According to the 2007 KCCT results, 65% of our 3rd, 4th and 5th level students were performing at a Proficient level, and 17% at a Distinguished level in reading.</p>	<p>Overall: A1. All students will receive instruction, which is based on Curriculum Mapping and Core Content documents, as evidenced by teachers’ plan books, team meetings, observations and assessments. A2. Instruction will be differentiated to meet the needs of all students, as evidenced by teachers’ plan books, individual education plans, and student work/assessments.</p> <p>Reading: A3. By May, 2010, 90% of our 3rd, 4th, and 5th level students will be proficient or above in reading as measured by the KCCT.</p>

• According to the 2007 KCCT results, 7 % of our low-income students in 3rd grade were performing at a Novice level; and 14% of low-income students in 5th grade were performing at a Novice level in reading. There is no data on 4th grade performance in this area.

Writing:

• According to the 2007 KCCT results, 90 % of our 4th level students were performing at a Proficient level and 0% at a Distinguished level on portfolio writing.

• According to the 2007 KCCT results 44% of our 5th level students were performing at a Proficient level and 6% at a Distinguished level in on-demand writing. There was no difference in socio-economic performance level.

Science:

• According to the 2007 KCCT results, 51% of our 4th level students were performing at a Proficient level and 28% at a Distinguished level in science.

Math:

• According to the 2007 KCCT results, 35% of our 3rd, 4th and 5th level students were performing at a Proficient level, and 37% at a Distinguished level in math.

• According to the 2007 KCCT results, 14 % of our low-income students in 3rd grade were performing at a Novice level; and 29% of our low-income students in 5th grade were performing at the Novice level in math. There is no data on 4th grade performance in this area.

• According to the 2007 KCCT results, 9 % of our special education students in 3rd grade were performing at a Novice level in math. There is no data on 4th or 5th grade performance in this area.

Social Studies:

• According to the 2007 KCCT results, 58% of our 5th level students were performing at a Proficient level and 4% at Distinguished level in social studies.

Writing:

A4. By May, 2010, 95 % of our 4th level students will be proficient or above in portfolio writing as measured by the KCCT.

A5. By May, 2010, 65% of our 5th level students will be proficient or above in on-demand writing as measured by the KCCT.

A6. By May, 2010, our 3rd, 4th, and 5th level students will demonstrate improvement in their abilities to respond to open-response questions, as evidenced by at least a 10% improvement in all content areas as measured by the KCCT.

Science:

A7. By May, 2010, at least 90% of our 4th level students will be proficient or above in science as measured by the KCCT.

Math:

A8. By May, 2010, 80 % of our 3rd, 4th, and 5th level students will be proficient or above in math as measured by the KCCT.

Social Studies:

A9. By May, 2010, at least 70% of our 5th level students will be proficient or above in social studies as measured by the KCCT.

• According to the 2007 KCCT results, 14% of our low-income students in 5th grade were performing at the Novice level in social studies.

Arts & Humanities

• According to the 2007 KCCT results, 36% of our 5th level students were performing at a Proficient level and 21% at a Distinguished level in arts and humanities.

• According to the 2007 KCCT results, 14% of our low-income students in 5th grade were performing at the Novice level in arts and humanities.

Practical Living/Vocational Studies

• According to the 2007 KCCT results, 57% of our 4th level students were performing at a Proficient level and 22% were scoring at a Distinguished level in practical living/vocational studies.

Arts & Humanities:

A10. By May 2010, 70% of our 5th level students will be proficient or above in arts/humanities as measured by the KCCT.

Practical Living/Vocational Studies

A11. By May, 2010, 90% of our 4th level students will be proficient or above in practical living/vocational skills as measured by the KCCT.

Action Component: Curriculum/Student Achievement

District Name Scott
School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
Date March 3, 2008

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
OVERALL A1						
A1.a	Revise and align all curriculum across all levels with 80/20 Core Content Map.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and Elem. Director	January 2008	On-going	District Fund
A1.b	Develop and implement curriculum map/long-range plans based on alignment.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	January 2008	On-going	
A1.c	Continue team meetings that allow for teacher planning and brainstorming.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Teachers and Principal	On-going	On-going	
A1.d	Develop units and lessons which employ models of cooperative learning, individualized instruction, student centered approaches, and the use of technology to enhance learning and maximize depth of knowledge.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	
A1.e	Design lessons that maximize the use of hands-on activities and minimize the use of worksheets and lectures.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	

A1.f	Use one open response question per week in reading	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
A1.g	Use an open response question on major tests given in any core content area.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
A1.h	Model and display high expectations with all students when teaching the “how” of writing open response answers.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A1.i	Design classroom assessments to mirror state assessments in terms of items, expectations, and vocabulary.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
A1.j	Purchase textbooks, library/media/technology support materials and other instructional materials which are consistent with our Core Content and instructional goals.	Students benefit from having relevant and current support materials	Teachers, Principal and SBDMC	On-going	On-going	Textbook Fund
A1.k	Hire a curriculum specialist to work with faculty and staff on best practices.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Principal and SBDMC	Fall 2008		Staffing Allocation
A1.l	Continue to maintain small student to teacher ratio in all classrooms.	Increase the percent of students performing at or above the proficient level	Principal and SBDMC	On-going	On-going	Staffing Allocation
A1.m	Professional Development will be presented during faculty meetings.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Teachers and Principal	On-going	On-going	
A1.n	Fund All Day Kindergarten for students	Increase the percent of	Superintendent,	Fall		Staffing

	who turn five year old on/by October 1 st .	students performing at or above the proficient level	School Board, Principal and SBDMC	2008		Allocation
OVERALL A2						
A2.a	Utilize CARE/RtI as an intervention to assist teachers with students who are performing below grade level or experiencing other problems which interfere with their academic success.	Both teachers and students will benefit as strategies to deal with students' problems are determined and implemented	Principal, Counselor, Teachers	On-going	On-going	
A2.b	Utilize CARE as an intervention to assist teachers in the identification of gifted talented students.	Increase the number of students receiving G/T or LEAPS	Principal, Counselor, Teachers	On-going	On-going	
A2.c	Increase collaboration on students being taught by several teachers. This includes G/T, special ed, special area, resource specialists, and regular classroom teachers as appropriate.	Students benefit from coordinated efforts by school staff	Teachers and Principal	Fall 2008	On-going	
A2.d	Monitor all students' progress and assessment scores through meetings between principal and classroom teacher 3 times/year.	Assure that all students are progressing appropriately and/or receive the interventions that are necessary to make all students successful	Teachers and Principal	On-going	On-going	
A2.e	Instructional assistants will be trained in effective instructional strategies and will implement the strategies with assigned students.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A2.f	Continue small group remediation for	Increase the percent of	Teachers and	On-	On-	

	students not grasping content material and skills.	students performing at or above the proficient level	Principal	going	going	
A2.g	Continue small group remediation for students not scoring 4's on open responses.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	
A2.h	Reading, writing, and math will be the focus in K – 2 to ensure every student reaches grade level.	All students to enter the 3 rd grade will be on/above grade level in reading, writing and math	Teachers and Principal	On-going	On-going	
A2.i	Parent volunteers will be trained to assist all students performing below grade levels.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	
A2.j	Continue with Character Counts Assemblies rewarding students' STAR behaviors and academics	Increase safe school and classroom environment, increase the percent of students performing at or above the proficient level	Counselor, Teachers, and Principal	On-going	On-going	PTO
A2.k	Continue teaching school wide <i>Operation Respect</i> Curriculum	Increase safe school and classroom environment, increase the percent of students performing at or above the proficient level	Counselor, Teachers, and Principal	On-going	On-going	
READING A3						
A3.a	Continue to seek the Read to Achieve state grant.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and SBDMC	On-going	On-going	State Reading Achievement Fund
A3.b	Purchase leveled trade books that interest students for each classroom and more phonics instruction materials for the primary level to support <i>Reading</i>	Increase the percent of students performing at or above the proficient level	Principal and SBDMC	On-going	On-going	School and Textbook Funds

	<i>Streets and Direct Instruction.</i>					
A3.c	Provide continuous professional development for teachers on intervention practices in reading including <i>Direct Instruction</i> .	As teachers increase their knowledge and expertise students will benefit from improved instruction	Teachers and Principal	On-going	On-going	Professional Development Fund
A3.d	Provide a variety of reading experiences for students and assist students in making real-life connections through informational, persuasive, and practical workplace reading.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A3.e	Assign students 20 minutes of reading homework each and every night.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A3.f	Test all students in reading 3 times per year to determine progress. Analyze and use test results to develop intervention strategies for all students scoring below grade level.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A3.g	Hire a reading specialist.	Increase the percent of students performing at or above the proficient level	Principal and SBDMC	On-going	On-going	Staffing Allocation
A3.h	Host 2 Family Literacy Nights per year.	Parents will become knowledgeable regarding the ways their children learn best and will be able to implement effective strategies at home	FRC, PTO, and Principal	On-going	On-going	
A3.i	Train parents of students who are reading below grade level to help them	Parents will become knowledgeable regarding	FRC, PTO, and Principal	On-going	On-going	State/District FRC Fund

	understand their children's reading needs and to instruct them regarding effective strategies which can be used with their children at home. Make materials available through the FRC to parents which can be used at home to support advances in reading.	the ways their children learn best and will be able to implement effective strategies at home				
A3.j	Develop school-wide strategies for decoding unknown words and spelling unknown words.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	
A3.k	Use STAR TV to teach school-wide vocabulary with a word of the week. Incorporate all vocabulary from all core content areas.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	Fall 2008	On-going	
A3.l	Integrate reading instruction into all subject/content areas by having students read more practical/workplace items including articles, recipes, directions, magazines, brochures, newspapers, etc.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	Fall 2008	On-going	
A3.m	Use one open response question per week in reading.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
WR. A4;A5;A6						
A4.a;A5.a;A6.a	Continue to develop appropriate teaching strategies to improve writing at all levels. Refresh through professional development as needed.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Teachers and Principal	On-going	On-going	Professional Development Fund
A4.b; A5.b; A6.b;	Students will continue to use technology to assist them in the development of writing through the use of word	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	

	processing and level appropriate software for pre-writing, graphic organizers, etc.					
A4.c.; A5.c; A6.c	Hire a writing coach to work with all staff at all levels and writing instruction.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Teachers and Principal	On-going	On-going	Staffing Allocation
A4.d; A5.d; A6.d	All students in all grade levels will write in a journal daily in response to a writing prompt.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A4.e; A5.e; A6.e	As an exit slip for each core content, all 3 rd , 4 th , and 5 th level students will write daily in a core content journal.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A4.f; A5.f; A6.f	Professional real-world samples of writing will be used in classroom instruction for modeling of student generated pieces.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A4.g	Instruct each teacher in portfolio writing conferencing skills.	As teachers increase their knowledge, instruction will improve for students	Teachers and Principal	On-going	On-going	Professional Development Fund
A4.h	Train and involve all teachers in the scoring a 4 th level writing portfolios.	As teachers increase their knowledge, instruction will improve for students	Teachers and Principal	On-going	On-going	Professional Development Fund
A5.g	Teachers will receive training on how to develop on-demand writing prompts and how to score analytically	As teachers increase their knowledge, instruction will improve for students	Teachers and Principal	On-going	On-going	Professional Development Fund
A5.h	Grammar lessons will be taught to all students in all grade levels, especially 3 rd and 5 th level.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A6.g	3 rd , 4 th , and 5 th level students will be	Increase the percent of	Teachers and	On-	On-	

	assessed 3 times per year by a KCCT-like scrimmage tests.	students performing at or above the proficient level	Principal	going	going	
A6.h (A1.g)	Model and display high expectations with all students when teaching the “how” of writing open response answers.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A6.i (A1.h)	Design classroom assessments to mirror state assessments in terms of items, expectations, and vocabulary.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
SCIENCE A7						
A7.a	Design classroom activities in science to be hands-on and address the variety of learning modalities.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A7.b	Teach students to use specific laws and principles, scientific vocabulary, and open response questions in each science unit taught.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A7.c	Initiate a science fair with the expectation of participation of all students.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A7.d	Subscribe to <i>Kentucky Science Weekly</i> newspaper to be used in 3 rd grade to make real-life connections to science content.	Students will see connections between science and other content areas	Teachers, Principal, and SBDMC	On-going	On-going	Textbook Fund
A7.e	Focus on integrating science instruction with other content areas.	Students will see connections between science and other content areas	Teachers and Principal	On-going	On-going	
A7.f	Continue funding a full time science specialists to facilitate instruction in the	Increase the percent of students performing at or	Principal and SBDMC	On-going	On-going	Staffing Allocation

	school science lab.	above the proficient level				
A7.g	Use STAR TV to teach school-wide vocabulary with a science word of the week and daily weather reports.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	
MATH A8						
A8.a	Continue to implement the Math Achievement state grant to provide small group interventions for students who are below grade level in math and quality math professional development for teachers.	Increase the percent of students performing at or above the proficient level	Math Intervention Teacher and Principal	On-going	On-going	State Math Achievement Fund
A8.b	Test all students in math 3 times per year to determine progress. Analyze and use test results to develop intervention strategies for all students scoring below grade level.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A8.c	Students will be required to explain math processes orally and/or in written form and to back up their reasoning with graphs, drawings, etc.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A8.d	Continue to use Math Tiles school-wide.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A8.e	Host 2 Family Math Nights per year	Parents will become knowledgeable regarding the ways their children learn best and will be able to implement effective strategies at home	Math Intervention Teacher, FRC, PTO, and Principal	On-going	On-going	State Math Achievement Fund

A8.f	Train parents of students who are performing below grade level in math to help them understand their children's math needs and to instruct them regarding effective strategies which can be used with their children at home. Make materials available through the FRC to parents which can be used at home to support advances in math.	Parents will become knowledgeable regarding the ways their children learn best and will be able to implement effective strategies at home	Math Intervention Teacher, FRC, PTO, and Principal	On-going	On-going	State Math Achievement Fund and State/District FRC Fund
A8.g	Use STAR TV to teach school-wide vocabulary with a math word of the week.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	
SOC. ST. A9						
A9.a	Increase the use of small group projects and presentations for students in the area of social studies.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A9.b	Pursue parent and community resources as we continue our annual celebration of Colonial/Pioneer Day.	Students will be exposed to a wide variety of opportunities, thus broadening their knowledge base	Teachers, PTO, and Principal	Fall 2008	On-going	PTO and School Fund
A9.c	Focus on integrating social studies instruction with other content areas.	Students will see connections between social studies and other content areas	Teachers and Principal	On-going	On-going	
A9.d	Use STAR TV to teach school-wide vocabulary with a social studies word of the week.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	
ARTS&H A10						
A10.a	Continue to have each grade	Students will be exposed	Teachers and	On-	On-	

	level/classroom present a public performance, which will include an evening presentation for parents, combining elements of art, drama, music, and dance.	to a wide variety of arts opportunities, thus broadening their knowledge base	Principal	going	going	
A10.b	After grade level/classroom performance, those students involved in the presentation will write about their performance experience, using appropriate arts & humanities vocabulary.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
A10.c	Continue to offer school-wide cultural arts presentations and integrate these experiences into other areas of the curriculum, particularly in writing	Increase the percent of students performing at or above the proficient level	Teachers, Curriculum Committee, and Principal	On-going	On-going	School Fund
A10.d	Initiate after school clubs that would focus on students' interest in arts and humanities.	Students will be exposed to a wide variety of arts opportunities, thus broadening their knowledge base	Teachers, Principal, and SBDMC	Fall 2008	On-going	School Fund
A10.e	Use STAR TV to teach school-wide vocabulary with a arts and humanities word of the week.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	
PL/VS A11						
A11.a	Initiate a Practical Living/Career Day	Students will be exposed to a wide variety of life skills, thus broadening their knowledge base	Counselor, FRC, PTO, and Principal	Fall 2008	On-going	
A11.b	Continue to incorporate health instruction into the physical	Increase the percent of students performing at or	Teachers and Principal	On-going	On-going	

	education and science curriculum on a more regular basis to assist students make a real-life connection to the content.	above the proficient level				
A11.c	Initiate after school clubs that would focus on students' interest in practical living, and arts and humanities.	Students will be exposed to a wide variety of opportunities, thus broadening their knowledge base	Teachers, Principal, and SBDMC	Fall 2008	On-going	School Fund
A11.d	Use STAR TV to teach school-wide vocabulary with a practical living/vocational skill word of the week.	Increase the percent of students performing at or above the proficient level	Teachers, STC, and Principal	On-going	On-going	
A11.e	Continue to utilize Junior Achievement in out classrooms	Students will be exposed to a wide variety of opportunities, thus broadening their knowledge base	Teachers and Principal	On-going	On-going	
A11.f	Host a Family Practical Living/Vocational Skills Night	Parents will become knowledgeable regarding the ways their children learn best and will be able to implement effective strategies at home	Teacher, FRC, PTO, and Principal	Fall 2008	On-going	

Action Component: Technology Component

District Name Scott
School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
Date March 3, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Technology should support our students' achievement by students' knowledge and application of core content.</p>	<p>By May, 2010, there will be a 10% increase in the number of students scoring at the Proficient level and a 10% decrease in the number of students scoring at the Novice level on the KCCT assessment in all content areas.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Based on the Technology Inventory, our teachers are limited to only one computer per classroom. Based on observation, teachers are not integrating technology into the regular, daily instruction.</p>	<p>T1. By May 2010, technology knowledge, concepts and skills will be interwoven into lessons or units and taught in partnership with other content areas in each classroom at least one time per week.</p>

Action Component: Technology

District Name Scott
School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
Date March 3, 2008

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
TECH. T1						
T1.a	Teachers will receive training to enable them to use educational technology effectively. This includes flexible PD for staff within our school to address their classroom and individual needs, and follow-up to ensure understanding and implementation of new skills.	As teachers increase their knowledge, instruction will improve for students.	Teachers, Principal, and STC	On-going	On-going	Professional Development Fund
T1.b	Continue to fund a 1.0 technology resource teacher for the school.	Increase the percent of students performing at or above the proficient level	Principal and SBDMC	On-going	On-going	Staff Allocation
T1.c	Teachers will collaborate with the technology resource teacher at least once a month on an area of core content.	As teachers increase their knowledge, instruction will improve for students.	Teachers, Principal, and STC	On-going	On-going	
T1.d	At least once a week teachers will use computer-assisted instruction and other technology to supplement instruction of core content.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and STC	On-going	On-going	
T1.e	Continues toward fulfilling KETS unmet needs, hardware and software will be purchased which are determined	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and SBDMC	On-going	On-going	KETS and School Fund

	to support instruction of our school curriculum and assist in meeting our technology goals.					
T1.f	Provide computers and software in the media center which supports internet and Kentucky Virtual Library Access, and provide no less than five computers in the media center for student access.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and SBDMC	On-going	On-going	KETS and School Fund
T1.g	Provide time out of classroom for teachers to develop units utilizing technology and core content.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and STC	On-going	On-going	
T1.h	Design lessons that use technology to address diverse student needs and learning styles.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and STC	On-going	On-going	
T1.i	Teachers will use terminology related to computers and technology appropriately in written and verbal communication.	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and STC	On-going	On-going	
T1.j	Teachers will use the computer to do word processing, create databases and spreadsheets, access electronic mail and the internet, create classroom web pages, make presentations, and use other emerging technologies to enhance professional productivity and support instruction when appropriate for grade level	Increase the percent of students performing at or above the proficient level	Teachers, Principal, and STC	On-going	On-going	

Action Component: Equity Component

District Name Scott
School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
Date March 3, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Spring 2007 KCCT disaggregated data there are academic gaps in reading, math, social studies, and arts and humanities related to socio-economic status.</p> <p>According to the Spring 2007 KCCT disaggregated data there are academic gaps in math related to special education status.</p>	<p>By May, 2010, there will be a 10% increase in the number of students scoring at the Proficient level and a 10% decrease in the number of students scoring at the Novice level on the KCCT assessment in all content areas.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> • According to the 2007 KCCT results, 7 % of our low-income students in 3rd grade were performing at a Novice level; and 14% of low-income students in 5th grade were performing at a Novice level in reading. There is no data on 4th grade performance in this area. • According to the 2007 KCCT results, 14 % of our low-income students in 3rd grade were performing at a Novice level; and 29% of our low-income students in 5th grade were performing at the Novice level in math. There is no data on 4th grade performance in this area. • According to the 2007 KCCT results, 14% of our low-income students in 5th grade were performing at the Novice level in social studies. • According to the 2007 KCCT results, 14% of our low-income students in 5th grade were performing at the Novice level in arts and humanities. • According to the 2007 KCCT results, 9 % of our special education students in 3rd grade were performing at a Novice level in math. 	<p>E1. By May, 2010, 0% of our 3rd, 4th, and 5th level students, regardless of their socio-economic status, will be performing at the Novice level in any areas by the KCCT.</p> <p>E2. By May, 2010, 0% of our 3rd, 4th, and 5th level students, regardless of their special education status, will be performing at the Novice level in any areas by the KCCT.</p>

Action Component: Equity

District Name Scott
 School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
 Date March 3, 2008

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
EQ. E1& E2						
E1.a; E2.a	Continue to maintain small student to teacher ratio in all classrooms.	Increase the percent of students performing at or above the proficient level	Principal and SBDMC	On-going	On-going	Staffing Allocation
E1.b	Professional Development on socio economic status, poverty and its' culture will be presented.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Principal and SBDMC	Fall 2008	On-going	PD Fund
E2.b	Professional Development on Response to Intervention (RtI) and Special Education interventions/strategies will be presented.	As teachers increase their knowledge and expertise students will benefit from improved instruction	Principal and SBDMC	Fall 2008	On-going	PD Fund
E1.c	Re-teach and retest any student who is scoring below grade level on current assessments. Focus on low socio economic students.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
E2.c	Re-teach and retest any student who is scoring below grade level on current assessments. Focus on special education students.	Increase the percent of students performing at or above the proficient level	Teachers	Fall 2008	On-going	
E1.d; E2.d	Continue Pre School Program for	Students are provided	District, Pre	On-	On-	State/District

	students in the Northern district.	with readiness and experiences which will prepare them for success in school	School Teacher and Principal	going	going	Pre School Program
E1.e	Continue to implement the Math Achievement state grant to provide small group interventions for students who are below grade level in math and quality math professional development for teachers.	Increase the percent of students performing at or above the proficient level	Math Intervention Teacher	On-going	On-going	State Math Achievement Fund
E1.f; E2.e	Utilize CARE/RtI as an intervention to assist teachers with students who are performing below grade level or experiencing other problems which interfere with their academic success.	Students will benefit as strategies to deal with students' problems are determined and implemented	Counselor, Teachers, and Principal	On-going	On-going	
E1.g	Develop individual remediation plans for students performing below grade level in any content area.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
E1.h	Continue small group remediation for students not grasping content material and skills.	Increase the percent of students performing at or above the proficient level	Teachers and Principal	On-going	On-going	
E1.i; E2.f	Continue with Character Counts Assemblies rewarding students' STAR behaviors and academics	Increase safe school and classroom environment, increase the percent of students performing at or above the proficient level	Counselor, Teachers, and Principal	On-going	On-going	PTO
E1.j;E2.g	Continue teaching school wide <i>Operation Respect</i> Curriculum	Increase safe school and classroom environment	Counselor, Teachers, and Principal	On-going	On-going	

Action Component: Family Involvement Component

District Name Scott
School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
Date March 3, 2008

Priority Need	Goal (Addresses the Priority Need)
<p>Based on the 2008 Northern School Satisfaction Survey, parents /guardians placed the most value, whether satisfied or un satisfied, on communication between the school and parents/guardians.</p>	<p>By May, 2010, there will be a 10% increase in the number of students scoring at the Proficient level and a 10% decrease in the number of students scoring at the Novice level on the KCCT assessment in all content areas.</p> <p>More parent involvement equals better student achievement</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> According to the 2008 School Satisfaction Survey results, 53 % of our parents/guardians wrote comments about home/school communications. 	<p>F1. By May, 2010, 100 % of our teachers will communicate weekly with parents /guardians through a classroom newsletter, electronic and/or hard copy.</p> <p>F2. By may 2010, 100% of our teachers will provide information to the parent/guardian about student’s progress (academics and/or behaviors) at least twice every 9 weeks.</p>

Action Component: Family Involvement

District Name Scott
 School Name Northern Elementary

Component Manager Judi M. Hunter, Principal
 Date March 3, 2008

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
FAM. F1&F2						
F1.a; F2.a	Continue to publish and post on school website the monthly Principal's Newsletter which includes pertinent school-wide information for parents.	Increase in parents accessing school information and parent involvement	Principal	On-going	On-going	
F1.b; F2.b	Teachers will send home weekly classroom communication to apprise parents of curriculum to be studied, upcoming classroom/school events, and pertinent information in the Friday Folder.	Increase in parents accessing school information and parent involvement	Teachers and Principal	On-going	On-going	
F1.c; F2.c	The Northern webpage will be updated weekly. Teachers will be encouraged to place assignments as well as important classroom information on the web page.	Increase in parents accessing school information	Teachers	On-going	On-going	
F1.d	Provide Professional Development for teachers to develop, update, and refine classroom web pages and distribution lists.	Increase in parents accessing school information	Teachers, Principal, and STC	On-going	On-going	Professional development Fund
F1.e	Seek funding to establish a Family Resource Center based at Northern	Increase resources for Northern families	Principal, FRC Advisory	Fall 2008	On-going	State/District FRC

	which would increase FRC services from 10 hours per week to 30 hours per week.		Board, and SBDMC			Funds
F1.f	Seek the <i>Inviting School Fidelity Award</i>	School personnel will create a more inviting environment for students, families, and visitors	School Climate/Equity Committee, SBDMC, and Principal	Fall 2008	On-going	
F1.g	Continue to have each grade level/classroom present a public performance, which will include an evening presentation for parents, combining elements of art, drama, music, and dance.	Students and families will be exposed to a wide variety of arts/curriculum opportunities, thus broadening their knowledge base	Teachers and Principal	On-going	On-going	
F1.h; F2.d	Use flexibility in conference scheduling to accommodate working parents as teachers schedule a minimum of 2 conferences (entrance and exit) per family per school year.	Increase in parents accessing school information and parent involvement	Teachers and Principal	Fall 2008	On-going	
F1.i	Host 10 Family Nights per year 1 Orientation Night 1 Back to School Night 1 Testing Night 2 Math Nights 2 Literacy Nights 2 Book Fair Nights 1 Practical Living Night	Parents will become knowledgeable regarding the ways their children learn best and will be able to implement effective strategies at home	State, Math Intervention Teacher, FRC, PTO, and Principal	On-going	On-going	State Math Achievement Fund, School Fund, FRC Fund, and PTO
F1.j; F2.e	Train parents of students who are performing below grade level in math to	Parents will become knowledgeable regarding	State, Math Intervention	On-going	On-going	State Math Achievement

	help them understand their children's math needs and to instruct them regarding effective strategies which can be used with their children at home. Make materials available through the FRC to parents which can be used at home to support advances in math.	the ways their children learn best and will be able to implement effective strategies at home	Teacher, FRC, PTO, and Principal			Fund and State/District FRC Fund
F1.k	Continue to invite parents to serve on the SBDMC Standing and Ad Hoc Committees.	Increase in parents accessing school information and parent involvement	Teachers and Principal	Fall 2008	On-going	
F1.l; F2.f	Host a Parent/Guardian School Day which would allow parents to visit their child's classroom any time during the designated "regular" school day.	Increase in parents accessing school information and parent involvement	Teachers and Principal	Fall 2008	On-going	
F1.m	Continue to offer Extended Day Programs	Increase resources for Northern families	Teachers, Principal, and SBDMC	On-going	On-going	School Fund
F1.n; F2.g	Continue to communicate students' progression /regression to parents/guardians through timely correspondence.	Increase in parents accessing school information and parent involvement	Teachers and Principal	On-going	On-going	
F1.o; F2.h	Continue to communicate students' assignments to parents/guardians through agenda books and/or messages.	Increase in parents accessing school information and parent involvement	Teachers and Principal	On-going	On-going	