

# STAMPING GROUND ELEMENTARY

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006-2008

The Stamping Ground Elementary school council and school faculty and staff reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2004)* prior to approval of our plan.

Paul Krueger  
Chairperson, School Council

November 14, 2006  
Date

Paul Krueger  
Chairperson, School Planning Committee

November 14, 2006  
Date

#### Plan Approved by the School Council:

November 14, 2006  
Date

#### School Council Members:

<b>Paul Krueger, Chair</b>	<b>Debbie Walker, Teacher</b>
<b>Kristin Hartley, Teacher</b>	<b>Wendy Holbrook, Teacher</b>
<b>Shari Coleman, Classified Rep.</b>	
<b>Lana Grandon, Parent</b>	<b>Wendy Ridenour, Parent</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2006-2008 are in the Comprehensive School Improvement Planning Framework (2006) and can be downloaded from the KDE Web Page at:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltmjfyhqr77s47t7oiptwzcgzaizunhciwzniuokowm6hgts eudogpsr72afy4khwpqn2gism76bh7b/DistrictAssurancesEmailInstructions.pdf>

# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **EXECUTIVE SUMMARY:**

In this Consolidated School Improvement Plan, the staff will be addressing instructional practices and the Free/Reduced Lunch achievement gap. Instructional practices in most classrooms have remained similar over the last several years, and their effectiveness on student achievement has been maximized. The focus in the coming years will be on refining our practices to raise student achievement. At risk students will be identified early, and intervention measures will go into place to address their lag in achievement. This will level the expectation of achievement for all students, thereby raising it for students that are currently behind their peers. The use of technology by students is limited at this time, and that will increase with the purchase of many new laptops, and the exploration of learning software and web-based programs to be implemented in the classrooms.

The school's mission statement was revised by the faculty and staff this school year. It reflects the goals of innovation, stakeholder involvement, equally high expectations, and lifelong learning. This new mission/vision statement will be distributed widely and will become a focal point of all decisions in the future.

The faculty analyzed the most recent assessment data and worked to determine the areas of greatest need. This was accomplished through three different meetings in October and November, 2006, culminating in the development of goals and strategies related to the data that are found in this School Improvement Plan. The plan was approved by the SBDM Council at their regular meeting on November 14, 2006.

In December, the plan will be shared at a PTA meeting, at which parents and staff members will be in attendance.

Our plan will be evaluated on a quarterly basis by the council and staff. School staff will evaluate the progress on the plan at faculty meetings and send their findings to the council, who will conduct their own review of the plan at their regular meeting.

### **Stamping Ground Elementary Mission Statement:**

Stamping Ground Elementary, through the shared responsibility of all stakeholders (teachers, staff, parents, and community), seeks to provide the following:

- A safe environment physically and emotionally,
- An inviting atmosphere for student learning, as well as parent and community participation,
- Engaging classroom activities which lead to success for all students,
- Support for all students to succeed at the highest levels possible,
- A culture of innovation and ceaseless curiosity, and
- A learning community which recognizes the importance of and supports efforts in lifelong learning and self improvement.

**Action Component** Instructional Practices

District Name Scott

Component Manager Paul Krueger

School Name Stamping Ground Elementary

Date \_\_\_\_\_

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<ul style="list-style-type: none"> <li>A. SGE's Total Academic Index has not increased significantly over the past 3 years (82.8-83.2).</li> <li>B. The End of Primary (EOP) NRT fourth quartile scores have dropped the last 3 years, and the second quartile scores have increased in the last 3 years.</li> <li>C. Writing is significantly lower than the top 4 major academic indexes.</li> </ul>	<ul style="list-style-type: none"> <li>A. Total Academic Index will increase to at least 88 by the 2008 CATS Assessment.</li> <li>B. Reading in EOP, 4<sup>th</sup>, and 5<sup>th</sup> Grade will be above the state index by 2008.</li> <li>C. Social Studies index will be above the state index by 2008.</li> <li>D. Writing scores will rise steadily to reach 80 by the 2008 CATS Assessment.</li> </ul>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ul style="list-style-type: none"> <li>A. Classroom instructional practices have remained similar over the past several years, and their potential have been maximized.</li> <li>B. The curricula for all subject areas have not been aligned to the new core content v. 4.1.</li> <li>C. Student use of technology is limited and student technology skills are weak.</li> </ul>	<ul style="list-style-type: none"> <li>A. Classroom instructional strategies will be examined and altered where necessary, through investigation of successful techniques in other schools.</li> <li>B. An aligned curriculum will be established and implemented in all classrooms in the 2006-2007 school year.</li> <li>C. Student use of technology as a learning tool will increase.</li> </ul>

Action Component Literacy

District Name Scott

Component Manager Paul Krueger

School Name Stamping Ground Elementary

Date \_\_\_\_\_

**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
B1	A school wide writing program (K-5) will be developed to include yearly writing folder requirements, instructional focus and assessment of writing.	Students will develop writing skills applicable to all writing, building upon them each year, leading to authentic development of a body of written works to use in their 4 <sup>th</sup> grade assessment portfolio.	Programs Committee	11/06	1/07	\$100 Folders, copies
B2	SBDM will adopt a policy to implement the writing program as developed by the Programs Committee.	All students will be exposed to the same writing program, improving writing skills of all students.	Policy Committee and SBDM Council	1/07	1/07	None
B3	Train all teachers on the writing program, including writing assessment and instructional focus.	Teachers will successfully implement the writing program in an equitable manner for all students.	Principal	11/07	8/07	\$800 - PD Binders, copies of writing scoring guide, trainer (in house)

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A1	Teams will conduct visits to successful elementary schools to gather strategies and programs used there that may adopted and/or adapted to our school.	Strategies and programs will be implemented to improve student achievement in areas identified by faculty as needing improvement.	Principal Counselor Teacher Team	10/06	12/07	\$1000 Substitutes, travel
A2	Strategies and/or programs from the school visits will be analyzed by the faculty to determine those which will have an impact on student progress at SGE.	Strategies and programs will be implemented to improve student achievement in areas identified by faculty as needing improvement.	Principal Teachers	11/06	1/08	none
A3	Strategies and/or programs will be adopted to address the instructional needs of students, through policies adopted by SBDM council.	The instructional program will be strengthened through the use of proven strategies and/or programs to improve student achievement.	Policy Committee SBDM	11/06	2/08	none
C1	40 additional laptop computers will be purchased for student use.	Students will have greater access to information, and be able to learn through a visual/kinesthetic approach through various software and web-based learning activities.	Principal PTA	12/06	12/07	~\$50,000 From KDE Bond \$, PTA, Instructional \$
C2	Software and web-based learning programs will be evaluated and purchased based on effectiveness and students needs.	Students will have greater access to information, and be able to learn through a visual/kinesthetic approach through various software and web-based learning activities.	Programs Committee	1/07	5/08	~\$30,000 District Title money, PTA, School \$

**Action Component**  NCLB – Free/Reduced Lunch Students

District Name  Scott

Component Manager  Paul Krueger

School Name  Stamping Ground Elementary

Date \_\_\_\_\_

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<ul style="list-style-type: none"> <li>A. Our Free and Reduced Lunch students had a combined index of 69.3 on the 2006 CATS assessment, which is 20.5 points below their counterparts.</li> <li>B. The Free and Reduced Lunch NCLB Annual Measurable Objective (AMO) for Reading in 4<sup>th</sup> and 5<sup>th</sup> grade was 14 points below the goal.</li> </ul>	<ul style="list-style-type: none"> <li>A. The Free/Reduced Lunch students will achieve an accountability index of 77 on the 2008 CATS assessment, continuing on at 83 in 2010, 92 in 2012, 100 in 2014.</li> <li>B. The Free and Reduced Lunch NCLB AMO for Reading will be above the goal by 2008.</li> </ul>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<ul style="list-style-type: none"> <li>A. Individual students are identified as being at risk, but there is lack of support to prevent students from continuing to fall behind.</li> <li>B. Parental support for students who are at-risk of failure is low.</li> <li>C. Student use of technology is limited.</li> </ul>	<ul style="list-style-type: none"> <li>A. Students identified as at risk, will have a individual student learning plan developed.</li> <li>B. Surveys will be conducted to determine the perceived effectiveness of the school, to focus our efforts to garnish parental support.</li> <li>C. Student technology use will increase.</li> </ul>

**Action Component NCLB- Free/Reduced Lunch Students**

District Name Scott County

Component Manager Paul Krueger

School Name Stamping Ground Elementary

Date \_\_\_\_\_

**Strategies/Activities**

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A1	After each major assessment of learning, data will be analyzed to identify students who did not meet the expectations. Those students will be provided additional learning opportunities. See also "Title 1 TAS Plan" attached.	The number of students who are falling behind in academic skills will be reduced, through a "no excuses" attitude toward student learning.	Classroom teachers	11/06	On going	ESS, Title 1 Program, Technology Based Programs, Paraeducators
A2	At each progress report time (report cards and midterm reports) at risk students will be identified and an individual student learning plan will be developed and shared with parents. See also "Title 1 TAS Plan" attached.	The number of students who are falling behind in academic skills will be reduced, through a "no excuses" attitude toward student learning.	Classroom teachers, counselor, principal	11/06	On going	none
A3	SBDM policy will be developed and adopted to specify the criteria of "at risk" and determine the format of the individual student learning plans.	All teachers will be consistent in their identification of at risk students and the individual student learning plans will be consistent throughout the school.	Policy Committee SBDM	11/06	2/07	none

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
A4	The role of paraeducators will be focused on student achievement, limiting the amount of clerical/paper work done.	Smaller learning groups will be possible with more adults to participate in the process, leading to greater student achievement.	SBDM Policy Committee	11/06	On going	none
B1	Surveys on school effectiveness will be conducted with all parents, students, and staff members to provide data related to the perception of each group surveyed. See also "Title 1 Plan" attached.	Perception of school is a determinant in support of a school. Once we determine their perception, we can work to garnish greater support.	Principal Teachers	1/07	Annually	\$300/yr
C1	Student technology use will increase as more laptop computers are available to them.	Increased use of technology to instruct and access information is more engaging to students, therefore increasing student achievement.	Teachers	1/07	On going	Laptops, full time technology assistant
C2	Software or web-based programs capable of being tailored to individual student learning goals will be explored and possibly implemented if economically feasible.	Students will have the opportunity to work at their own levels and work to close the achievement gap.	Programs committee SBDM	1/07	5/08	~\$30,000 District Title money, PTA, School \$

**Title 1 Targeted Assistance Services**  
**Comprehensive School Improvement Planning**  
**NCLB, Title 1, Part A, Section 1114**

**School: Stamping Ground Elementary**

**School Year: 2006-2007**

**Name of Targeted Assistance School (TAS) Planning Committee Chairperson: Barbara Stacy**

In the spaces below, briefly describe how the targeted assistance program assures that the eight required components are being covered. While all eight may not be addressed in the Comprehensive School Improvement Plan's Action Components, they must be part of the targeted assistance program. Title 1 services and funds must be supplemental to the regular education program.

- 1. Activities to ensure students meet state standards. How are Title 1 resources used to provide effective, timely and supplemental intervention to participating Title 1 students in danger of not reaching proficiency? How is the progress of students evaluated on an ongoing basis? How are the TAS services revised, based on on-going evaluations, to provide additional assistance to enable students to reach proficiency?**

Title 1 teachers support at-risk students by providing supplemental services through in-class instruction and Reading Recovery (RR) programs. Title 1 students are evaluated 3 times per year using the Reading Recovery Observational Survey (RROS) or Developmental Reading Assessment (DRA), teacher/parent input and Running Records. Using the above information, students are grouped, as needed, to provide assistance that will enable Title 1 students to reach proficiency. Flexible grouping may occur at any time during the instructional year as teachers notice changes in student performance.

- 2. School planning. What data sources did the school use to develop the TAS services? What needs were identified based on the data? What focus/content areas are targeted for the Title 1 services, based on these identified needs? What grade levels did the data identify to be served by Title 1? Who was involved in the planning of the TAS program? How are supplemental instructional services provided to participating Title 1 students? Are the Title 1 services of sufficient size and scope to provide quality supplemental instruction to participating students?**

The DRA, RROS, CATS, CTBS, Title 1 Ranking Sheets and teacher/parent input are used to develop the TAS services. The results from these data indicate the content area and grade level in greatest need. Regular classroom teachers, Title 1 teachers, TA's, the principal

and SBDM committee determine the best program to meet the needs of the targeted students. In-class, small group instruction is provided for Title 1 students and one-on-one pull out is provided for Reading Recovery students. This year, Title 1 will focus on reading in grades 1 and 2 using Early Literacy, Guided Reading and Reading Recovery instruction.

- 3. Effective methods and instructional strategies. What scientifically based strategies will Title 1 teachers and paraeducators be using? How will the achievement gap be eliminated between various groups of participating students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low-achieving Title 1 students be met? What extended opportunities are available for participating Title 1 students, i.e. extended school year, before school tutoring, after school tutoring, summer school? How are participating Title 1 students provided supplemental instruction to minimize removal from regular classrooms during regular school hours?**

Title 1 teachers are trained Reading Recovery teachers. First and second grade students are assessed 3 times a year in reading. Those students not performing on grade level are consistently monitored throughout the school year. To meet the needs of all students, the Title 1 teachers collaborate with the regular classroom teachers during scheduled times with the Title 1 teachers focusing on identified Title 1 students. Other opportunities include: guided reading, early literacy, Reading Recovery, daytime ESS, after school programs, Scholastic Reading Skills Kits, team meetings and summer school. Goals and outcomes mandated by KDE and classroom agendas are posted in each classroom and used throughout the school year.

- 4. Coordinate and support regular programs. What will the school do to emotionally and academically ease participating Title 1 students' transition from early childhood programs to elementary school programs? How do the Title 1 supplemental services coordinate with the regular education programs? How do Title 1 staff and regular education staff jointly plan, on a regular basis, to meet the academic needs of the identified Title 1 students?**

Family Resource Services, preschool located in our school and extended kindergarten help to transition targeted Title 1 students from early childhood programs to elementary school programs. Title 1 teachers are part of and participate in grade level team meetings.

- 5. Instruction by highly qualified teachers. Are Title 1 teachers certified in the fields/grade levels in which they are teaching? If not, what steps are being taken to ensure that the Title 1 teachers will be highly qualified by the end of the**

**2006-07 school year? What is the educational background of Title 1 paraeducators? What steps are being taken to ensure that Title 1 paraeducators will meet the educational requirements by January 2007?**

The Title 1 teacher is Highly Qualified, certified as a Reading Specialist and is trained in Reading Recovery. The Title 1 program does not employ paraeducators.

**6. Professional development. What professional development (PD) is planned to improve the instruction in the focus/content areas for Title 1 and other staff (those working directly with participating Title 1 students? How were the PD needs determined and tied to the Comprehensive School Improvement Plan? What makes the PD that is offered high quality and ongoing? How will the impact of the PD on participating Title 1 student achievement be measured?**

Title 1 teachers are trained Reading Recovery teachers, attend continuing contact throughout the school year and attend the National Reading Recovery Conference. All teachers receive APL and WOW training. The principal develops topics based on the needs of the school, presents them at staff meetings and revisits the topics as needed. Title 1 teachers collaborate weekly with the regular classroom teachers to discuss the progress of their students and make changes in instruction as needed.

**7. Parent involvement. What will the school do to increase involvement of participating Title 1 students' parents, such as offering family literacy services and using technology? How are parents of participating students included in appropriate PD? How are parents of participating Title 1 students involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts? What PD will teachers and other staff receive on how to reach out to, communicate with and work with parents of participating Title 1 students to build ties between parents and the school? How do Title 1 staff collaborate with the Family Resource/Youth Service Center staff?**

Title 1 conducts an open house meeting at the beginning of each year to inform parents about the Title 1 program, Parent Involvement Policy and the Parent-School Learning Compact. Parents are encouraged to suggest changes to these documents. Parents are given the opportunity to watch the Partner's Video, which encourages parents to use the same reading strategies used at Stamping Ground Elementary. Throughout the school year, parents are invited to observe Title 1/RR lessons. Parents complete a Title 1/RR survey at the end of the school year. Parenting classes (Parent to Parent, Developing Capable People, 7 Habits of Highly Effective Parenting) and family literacy programs are offered to all parents. Literacy nights at the Scott County Public Library and Adult Education are offered to all parents through the Family Resource/Youth Service Center.

**8. Coordination and integration of programs. How does the school coordinate and integrate Federal, State and local program funds to improve instruction and increase student achievement for participating Title 1 children?**

All funds provided to the school from Federal, State and local programs are allocated within the school to address student needs. ESS funds, for example, are utilized to support students through a daytime program. Individual remedial plans are written to specifically pinpoint students' needs through the establishment of measurable goals to provide specific direction to the ESS instructors. Funds generated by the tuition-based extended day Kindergarten and after school program are utilized to provide additional instructional supports for students. In addition, funds such as those for staffing and instructional purposes are carefully budgeted in order to use them most efficiently to meet the most current needs of the students.