

**LOUISA EAST ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**  
**YEAR 2009 - 2010**

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**Approved :**  
12/08/2009  
**Date**

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## **2009 - 2010 SCHOOL IMPROVEMENT PLAN**

### **Executive Summary**

#### **LOUISA EAST ELEMENTARY**

##### **Mission**

The mission of Louisa East Elementary is to instill the desire to learn at high levels through a rigorous curriculum with a partnership involving home, school, and community. Our vision is as follows: Louisa East Elementary: Teaching Today for Tomorrow. We also have a school motto: Louisa East Elementary, Where Every Student is Worth It!! The above items were developed last summer (2009) during a professional development day and reviewed by the public during Readifest as well as added to the weekly overviews the staff sends home.

##### **Needs Assessment**

The plan was developed after intentional and careful analysis of assessment data including: CATS, NCLB, MAP, STAR Diagnostic Reading and Mathematics data. SBDM and committee reports also provided input into the plan. Major goals were derived from the data analysis. SBDM and all committees were involved in the needs assessment and development of the 09-10 CSIP. This plan includes activities and professional development to meet the needs of the staff, students, and parents. The plan was written and then reviewed by all stakeholders.

##### **Goals**

Priority Goals were identified after careful analysis of the above mentioned data. Lawrence County district administration and our assist team provided leadership in identifying goals. The analysis was thorough and protracted. Strategies were developed from the study of "best practices", research based strategies in reading and mathematics and research based interventions in reading.

##### **Evaluation**

The Implementation and Impact (I and I) process will occur every quarter beginning in January 2010. Our established school committees (Academic Performance, Learning Environment, and Efficiency) will review the goals, strategies, etc. in the CSIP that are connected to their particular committee. Final I and I results will be reported to the SBDM council and staff with adjustments to the CSIP plan to follow. It is vital to remember the goal of I and I is to frequently pause and measure whether implementation of this plan is achieving the goals and objectives for student learning and staff instruction set by the plan.

##### **Stakeholders**

The certified staff, classified staff, parents, and community members were involved in brainstorming, data analysis, identification of goals, and identification of strategies through various meetings held before, during and after school. The required Public Meetings were held both in the spring and this fall.

**Component: Academic Performance****Component Manager:** Debra Hixson**Date:** 12/08/2009**Name:** LOUISA EAST ELEMENTARY**Priority Need:**

According to walkthroughs/observations and interviews, less than 25% of instructional staff utilize the district's curriculum documents (LCS Curriculum Maps) to plan instruction and to write and post clear learning goals.

**Goal:**

By August 2010, 100% of the instructional staff will utilize district curriculum documents (LCS Curriculum Maps) to plan instruction and to write and post clear learning goals.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Walk-through Instrument	02/15/2010	50	
Walk-through Instrument	05/15/2010	75	
Walk-through Instrument	08/15/2010	100	
Lesson Plans	02/15/2010	50	
Lesson Plans	05/15/2010	75	
Lesson Plans	08/15/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The principals will determine appropriate use of curriculum documents (LCS Curriculum Maps) through walkthrough observations, classroom assessments and lesson plans.	Hixson	12/11/2009	05/15/2010	\$ 0 No Funding		
2	Both	Teachers will explain to their students and then display clear learning goals for all content areas.	Hall	08/04/2009	05/15/2010	\$ 0 No Funding		

**Priority Need:**

According to a review of lesson plans and classroom assessments, walkthroughs/observations and PLC meetings, less than 25% of instructional staff designs and uses congruent common formative and summative assessments to identify students' needs and inform instruction.

**Goal:**

By May 2011, 100% of instructional staff will design and use congruent common assessments both summative and formative to identify students needs and inform instruction.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Lesson Plans	05/15/2010	50	
Lesson Plans	10/15/2010	75	
Lesson Plans	05/15/2011	100	
Team PLC Notebooks	05/15/2010	50	
Team PLC Notebooks	10/15/2010	75	
Team PLC Notebooks	05/15/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Professional Learning Communities will be implemented during the 2009-2010 school year. The content of the meetings will focus on research-based strategies in reading and mathematics instruction and common formative and summative assessments in those content areas in the regular/resource classrooms.	Hixson	08/04/2009	05/15/2011	\$ 0 No Funding		

**Priority Need:**

In May 2009, the percentage of students scoring proficient or distinguished in Reading was 74.61 % as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Reading was 4.96 % as measured on the Kentucky Core Content Test.

**Goal:**

By May 2010, the percentage of students scoring proficient or distinguished in Reading will increase by 8.5 % to 83.07 % as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Reading will remain under 5 % as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Reading - % of students scoring at the 50th%tile or higher.	12/15/2009	65	
Universal Fluency Screening - % of students scoring at the 50th%tile or higher.	12/15/2009	65	
MAP Reading - % of students scoring at the 50th%tile or higher.	05/15/2010	80	
Universal Fluency Screening - % of students scoring at the 50th%tile or higher.	05/15/2009	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The reading curriculum will be more rigorous by utilizing a collaboration model of instruction between the special needs teachers and the regular classroom teachers and by inclusion of special needs students with the regular education population for their core reading instruction.	Anderson	08/04/2009	05/15/2010	\$ 0 No Funding		
2	Both	Students identified with special needs in reading will receive intensive intervention services either collaboratively in the regular classroom or in a resource classroom based on goals stated within their IEP's.	Preston	08/04/2009	05/15/2010	\$ 0 No Funding		
3	Both	Additional tutoring services will be provided for students in 2nd and 3rd grade that fall between the 11th%tile and the 35th%tile on the benchmark assessments utilizing ESS funding.	May	08/04/2009	05/15/2010	\$ 6,500 General Fund		
4	Both	LEES will continue the Lawrence County System of Intervention program and monitor the progress of our students (using MAP, STAR, Universal screening Probes) who are performing at the 10th%tile or lower in reading.	Compton	08/04/2009	05/15/2010	\$ 0 No Funding		
5	Both	All students that qualify for gifted and talented services in reading will be provided with acceleration options for their reading instruction.	Goble	08/04/2009	05/15/2010	\$ 0 No Funding		
6	Both	Teachers will group their students appropriately into small homogeneous groups based on each student's instructional reading level and meet with these groups on a daily basis.	Hixson	08/04/2009	05/15/2010	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
7	Both	The principals will conduct walk-throughs to monitor all reading instruction and fidelity of reading programs in the school. This includes but is not limited to Treasures, LCSi, Fast ForWord, and ESS tutoring services.	Hall	08/04/2009	05/15/2010	\$ 0 No Funding		
8	Both	A family reading night will be held to inform parents and the community about literacy instruction at LEES and to promote home literacy activities.	Hall	08/04/2009	05/15/2010	\$ 1,500 Title I - Parent Invol.		

**Priority Need:**

In May 2009, the percentage of students scoring proficient or distinguished in Mathematics was 70.59 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Mathematics was 9 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2010, the percentage of students scoring proficient or distinguished in Mathematics will increase by 9.8 % to 80.39 % as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Mathematics will decrease by 1.33 % to 7.67 % as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Mathematics - % of students scoring at the 50th%tile or higher.	12/15/2009	65	
STAR Diagnostic Mathematics Test - % of studetns scoring at the 50th%tile of higher.	12/15/2009	65	
MAP Mathematics - % of students scoring at the 50th%tile or higher.	05/15/2009	80	
STAR Diagnostic Mathematics Test - % of studetns scoring at the 50th%tile of higher.	05/15/2009	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The mathematics curriculum will be more rigorous by utilizing a collaboration model of instruction between the special needs teachers and the regular classroom teachers and by inclusion of special needs students with the regular education population for their core mathematics instruction.	Anderson	08/04/2009	05/15/2010	\$ 0 No Funding		
2	Both	Students identified with special needs in mathematics will receive intensive intervention services either collaboratively in the regular classroom or in a resource classroom based on goals stated within their IEP's.	Preston	08/04/2009	05/15/2010	\$ 0 No Funding		
3	Both	All 2nd grade teachers will utilize the Everyday Mathematics program as the research-based program for our students in 2nd grade during the 2009-2010 school year.	James	08/04/2009	05/15/2010	\$ 8,000 General Fund		
4	Both	All mathematics teachers will have students work in groups/pairs to solve problems 3 to 4 times per week utilizing activities from Teaching Student Centered Mathematics, About Teaching Mathematics, Marilyn Burns resources and Math Matters.	Hall	08/04/2009	05/15/2010	\$ 0 No Funding		
5	Both	All students that qualify for gifted and talented services in mathematics will be provided with acceleration options for their mathematics instruction.	Goble	08/04/2009	05/15/2010	\$ 0 No Funding		
6	Both	The principals will conduct walk-throughs to monitor all mathematics instruction and fidelity of mathematics programs in the school.	Hall	08/04/2009	05/15/2010	\$ 0 No Funding		

**Priority Need:**

According to walk-throughs and observations, less than 25% of the instructional staff has the critical content vocabulary posted in their classrooms and consistently utilizes building-wide open response and on-demand strategies.

**Goal:**

By August 2010, 100% of the instructional staff will display and review content vocabulary in the classrooms. Additionally, 100% of the instructional staff will use district-wide strategies for open response and on-demand writing instruction.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Walk-throughs Instruments	02/15/2010	50	
Walk-through Instruments	05/15/2010	75	
Walk-through Instruments	08/15/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will post and review critical content vocabulary.	Hixson	08/04/2009	08/15/2010	\$ 0 No Funding		
2	Both	Teachers will utilize the district-wide strategies for answering open response questions and writing on-demand responses.	Hall	08/04/2009	08/15/2010	\$ 0 No Funding		

**Component: Efficiency****Component Manager:** Mary Hall**Date:** 12/08/2009**Name:** LOUISA EAST ELEMENTARY**Priority Need:**

As indicated by walk-throughs and assessment data, 30% of the staff still do not properly utilize the core content version 4.1 for assessment in their daily teaching.

**Goal:**

By May 2011, all instructional staff will utilize core content version 4.1 in their daily teaching.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Walk-throughs	02/15/2010	50	
Walk-throughs	05/15/2010	75	
Walk-throughs	10/15/2010	100	
Assessment Data	10/15/2010	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Walk-throughs will be conducted and clear learning goals based on core content version 4.1 will be monitored.	Hall	08/04/2009	05/15/2011	\$ 0 No Funding		
2	Both	The principals will monitor lesson plans for core content version 4.1 and a congruent match of the content being taught.	Hixson	08/04/2009	05/15/2011	\$ 0 No Funding		
3	Both	The principals will monitor the PLC notebooks for common formative and summative assessments and their completion utilizing the data form provided for each homeroom.	Hixson	12/15/2009	05/15/2011	\$ 0 No Funding		
4	Both	The principals will monitor to see that differentiation (including acceleration for GATE students and intense intervention for students scoring in the 35th%tile or lower on LEES assessment systems) is being utilized as an instructional strategy in each classroom. Walk-throughs will be conducted and lesson plans will be monitored.	Hixson	08/04/2009	05/15/2011	\$ 0 No Funding		

**Component: Learning Environment****Component Manager:** Debra Hixson**Date:** 12/07/2009**Name:** LOUISA EAST ELEMENTARY**Priority Need:**

Based on attendance documents from the 08-09 school year, the Average Daily Attendance (ADA) rate indicates that 7% or more students are absent from school on a daily basis.

**Goal:**

By June 2010, less than 5% of students will be absent from school on a daily basis.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Infinite Campus Information	03/01/2010	6	
Infinite Campus Information	05/15/2010	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	School attendance teams will be developed to address student attendance issues and generate a system of initiatives to produce improved attendance.	Hall	08/04/2009	05/15/2010	\$ 0 No Funding		
2	NA	The school will publicly celebrate school attendance achievements, such as monthly percentage increases.	Hixson	08/04/2009	05/15/2010	\$ 0 No Funding		

**Priority Need:**

As per walk-throughs and lesson plans, less than 30% of the teachers at Louisa East utilize research-based strategies in the presentation of content to their students.

**Goal:**

By May 2011, 100% of the LEES instructional staff will use research-based strategies in the presentation of content to their students.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Walk-Through Instrument/Lesson Plans	02/15/2010	50	
Walk-Through Instrument/Lesson Plans	05/15/2010	75	
Walk-Through Instrument/Lesson Plans	12/15/2010	90	
Walk-Through Instrument/Lesson Plans	05/15/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Job-embedded professional development will be provided for teachers in research-based strategies for the teaching of reading and mathematics. (Growing Strong Teachers)	Hixson	08/04/2009	05/15/2011	\$ 20,000 Title I		
2	Both	The district resource teachers will provide training for all LEES staff for Treasures which is our research-based core reading program. This will ensure fidelity in the teaching of reading in each classroom.	Hall	08/04/2009	05/15/2011	\$ 0 No Funding		
3	Both	The LCS district will provide additional professional development as deemed necessary in regards to the curriculum documents.	Hall	12/15/2009	05/15/2011	\$ 0 No Funding		