

**LOUISA EAST ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2011 - 2012

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Responsible Person

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Contact Person

Approved Date:

12/15/2011

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2011 - 2012 SCHOOL IMPROVEMENT PLAN

Executive Summary

LOUISA EAST ELEMENTARY

Mission

The purpose of Louisa East Elementary School is to ensure high levels of learning for ALL students. The mission of Louisa East Elementary School is to ensure high levels of learning for ALL students so every child becomes college or career ready. Our vision is as follows: Louisa East Elementary: Leading the Race to Proficiency. We also have a school motto: Louisa East Elementary, Where Every Student is Worth It!! During 2011 we reviewed and revised everything during a professional development day and placed the information out for public review during Readifest as well as having the staff add this information to the weekly overviews that are sent home. We will review this information on an annual basis. We also are currently conducting a public review of our CSIP. It is in the front office where all can view it and if anyone would like a copy we are more than happy to provide one.

Needs Assessment

The plan was developed after intentional and careful analysis of assessment data including: KCCT, NCLB, MAP, Fluency Screening data, 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 11-12 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. Louisa East Elementary administration and teachers 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 and mathematics. We are following the district lead in the activities added to our CSIP.

Evaluation

The Implementation and Impact (I and I) process will occur every quarter beginning in January 2012. 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 Meeting for this plan will occur during December after plan approval by the SBDM council on December 15, 2011.

Component: Academic Performance

Component Manager: Debra Hixson

Last Updated: 12/13/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

According to principal walkthroughs conducted weekly and the district walkthroughs conducted at LEES on November 10, 2011, there are still instructional staff (.02%, 3 observations of 188 completed) that do not have clear learning goals posted. 23% (43 observations of 188 completed) of the instructional observations completed had no communication of the clear learning goals observed.

Goal:

By May 2012, 100% of the instructional staff will write, post and articulate clear learning goals.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Principal Walkthroughs (CLT Posted and Articulated)		1/30/2012	84	
Principal Walkthroughs		3/15/2012	100	
Lesson Plans		1/30/2012	84	
Lesson Plans		3/15/2012	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The principals (along with the district walkthrough team) will determine appropriate use of clear learning targets through walkthrough observations, classroom assessments and lesson plans.	Hixson	8/1/2011	5/15/2012	\$0 No Funding		
2	Both	Teachers will explain to their students and then display clear learning targets for all content areas.	Hall	8/1/2011	5/15/2012	\$0 No Funding		

Component: Academic Performance

Component Manager: Debra Hixson

Last Updated: 12/13/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

According to a review of grade level common assessment data posted on the cloud, there is approximately 50 % of congruent common formative and summative assessments completed to identify students' needs and inform instruction.

Goal:

By May 2012, 100% of instructional staff will have designed and implemented congruent common assessments both summative and formative to identify students needs and inform instruction.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Cloud (%tage of completed assessments)		1/30/2012	50	
Cloud		3/15/2012	75	
Cloud		5/15/2012	100	
LEES/Team PLC Notebook		1/30/2012	50	
LEES/Team PLC Notebooks		3/15/2012	75	
LEES/Team PLC Notebooks		5/15/2012	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 continue during the 2011-2012 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	8/1/2011	5/15/2012	\$0 No Funding		

Component: Academic Performance

Component Manager: Debra Hixson

Last Updated: 12/13/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Reading was 76.74 % as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Reading was 4.55 % as measured on the Kentucky Core Content Test.

Goal:

By October 2012, the percentage of students scoring proficient or distinguished in Reading will increase by 7.75 % to 84.49 % as measured on the K-PREP. By May 2012, the percentage of students scoring Novice in Reading will remain under 5 % as measured on the K-PREP.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
MAP Reading - % of students projected to score proficient/distinguished on the K-PREP in May.		1/30/2012	65	
Universal Fluency Screening - % of students scoring at the 50th%tile or higher.		1/30/2012	65	
MAP Reading - % of students projected to score proficient/distinguished on the K-PREP in May.		5/15/2012	85	
Universal Fluency Screening - % of students scoring at the 50th%tile or higher.		5/15/2012	85	

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.	Turner	8/1/2011	5/15/2012	\$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	8/1/2011	5/15/2012	\$0 No Funding		
3	Both	Additional tutoring services will be provided for students in grades 2-5 that fall between the 11th%tile and the 40th%tile on the benchmark assessments utilizing ESS funding.	May	8/1/2011	5/15/2012	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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.	West	8/1/2011	5/15/2012	\$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.	Compton	8/1/2011	5/15/2012	\$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	8/1/2011	5/15/2012	\$0 No Funding		
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, and ESS tutoring services.	Hixson	8/1/2011	5/15/2012	\$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	8/1/2011	5/15/2012	\$0 No Funding		

Component: Academic Performance

Component Manager: Debra Hixson

Last Updated: 12/13/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Mathematics was 75.13 % as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Mathematics was 6.68 % as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished in Mathematics will increase by 8.29 % to 83.42 % as measured on the K-PREP. By May 2012, the percentage of students scoring Novice in Mathematics will decrease by 1.68 % to 5.00 % as measured on the K-PREP.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
MAP Mathematics - % of students projected to score proficient/distinguished on the K-PREP in May.		1/30/2012	65	
STAR Diagnostic Mathematics Test - % of students scoring at the 50th%tile of higher.		1/30/2012	65	
MAP Mathematics - % of students projected to score proficient/distinguished on the K-PREP in May.		5/15/2012	84	
STAR Diagnostic Mathematics Test - % of students scoring at the 50th%tile of higher.		5/15/2012	84	

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.	Short	8/1/2011	5/15/2012	\$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.	Evans	8/1/2011	5/15/2012	\$0 No Funding		
3	Both	All LEES mathematics teachers will utilize the Go Math! program as the research-based program for our students in all grades during the 2011-2012 school year.	Perkins	8/1/2011	5/15/2012	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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.	Hixson	8/1/2011	5/15/2012	\$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.	Compton	8/1/2011	5/15/2012	\$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	8/1/2011	5/15/2012	\$0 No Funding		

Component: Academic Performance

Component Manager: Debra Hixson

Last Updated: 4/12/2011

School: LOUISA EAST ELEMENTARY

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 May 2012, 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	Subgroup	Date	Projected Data	Actual Data
Walkthroughs		3/15/2012	75	
Walkthroughs		5/15/2012	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 reveiw critical content vocabulary.	Hixson	8/1/2011	2/15/2012	\$0 No Funding		
2	Both	Teachers will utilize the district-wide strategies for answering open response questions and writing on-demand responses.	Hall	8/1/2011	2/15/2012	\$0 No Funding		

Component: Efficiency

Component Manager: Mary Hall

Last Updated: 4/12/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

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

Goal:

By May 2012, all instructional staff will utilize the common core standards in their daily teaching.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Lesson Plans		1/30/2012	50	
Lesson Plans		3/15/2012	75	
Lesson Plans		5/15/2012	100	
Assessment Data		1/15/2012	85	
Assessment Data		5/15/2012	90	

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 targets based on the common core standards will be monitored.	Hall	8/1/2011	5/15/2012	\$0 No Funding		
2	Both	The principals will monitor lesson plans for implementation of the common core standards during the 2011-2012 school year and a congruent match of the content being taught.	Hixson	8/1/2011	5/15/2012	\$0 No Funding		
3	Both	The principals will monitor the PLC notebooks for common formative and summative assessments and their completion utilizing the district protocol provided for each team. The assessments will be aligned to the common core standards.	Hixson	8/1/2011	5/15/2012	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
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	8/1/2011	5/15/2012	\$0 No Funding		

Component: Learning Environment

Component Manager: Debra Hixson

Last Updated: 12/13/2011

School: LOUISA EAST ELEMENTARY

Priority Need:

Based on attendance documents from the 10-11 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 2012, less than 5% of students will be absent from school on a daily basis.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
Infinite Campus Information		1/30/2012	6	
Infinite Campus Information		3/15/2012	5	
Infinite Campus Information		5/15/2012	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	School attendance teams (the Learning Environment SBDM committee) will address student attendance issues and generate a system of initiatives to produce improved attendance.	Hall	7/1/2011	5/15/2012	\$0 No Funding		
2	NA	The school will publicly celebrate school attendance achievements, such as monthly percentage increases.	Hixson	7/1/2011	5/15/2012	\$0 No Funding		

Component: Learning Environment

Component Manager: Debra Hixson

Last Updated: 4/12/2011

School: LOUISA EAST ELEMENTARY

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 2012, 100% of the LEES instructional staff will use research-based strategies in the presentation of content to their students.

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
IPAs/Lesson Plans		1/30/2012	50	
IPAs/Lesson Plans		3/15/2012	75	
IPAs/Lesson Plans		5/15/2012	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The district resource teachers will provide training for all LEES staff not currently trained for Treasures which is our research-based core reading program. This will ensure fidelity in the teaching of reading in each classroom.	Hall	8/1/2011	5/15/2012	\$0 No Funding		
2	Both	The LCS district will provide additional professional development as deemed necessary in regards to research-based instructional practice and the development of new curriculum documents aligned to the common core standards.	Hall	8/1/2011	5/15/2012	\$0 No Funding		