

# **Woodland Elementary**

(SCHOOL NAME)

## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006 – 2008**

The Woodland Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

**Teresa Morgan**  
Chairperson, School Council

**October 28, 2008**  
Date

**Teresa Morgan**  
Chairperson, School Planning Committee

**October 28, 2008**  
Date

#### **Plan Approved by the School Council:**

**October 6, 2008**  
Date

#### **School Council Members:**

<b>Teresa Morgan, Chairperson</b>	
<b>Dana Ingram, Teacher</b>	
<b>Gayla Routt, Teacher</b>	
<b>Tamra Hall, Teacher</b>	
<b>Maria Valone, Classified</b>	
<b>Melissa Sanchez, Parent</b>	
<b>Mika Tapia, Parent</b>	

## **EXECUTIVE SUMMARY**

### **MISSION STATEMENT**

**The mission of Woodland Elementary School is to provide a nurturing environment in which all students are empowered to be life-long learners and successful contributors to the global community.**

### **BELIEF STATEMENT**

**We Believe –**

- All students can and will learn at Woodland.**
- A quality, equitable education in a safe, orderly environment is the right of all students, including instruction by teachers who believe that each student can learn.**
- Strong leadership, high expectations, a clear instructional focus, and a valid measurement system will help all students achieve mastery of essential skills and become life-long learners.**
- High expectations yield positive self-esteem, acceptable behavior and optimum performance.**
- It is the combined responsibility of the family, school, district and community to provide an environment that allows students to realize their potential and prepare them to become productive citizens.**

## **PROCESS USED TO DEVELOP THE COMPREHENSIVE PLAN**

**In May 2008, a survey was given to parents in order to receive their input into the needs process. Curriculum sub committees previewed the assessment data and made recommendations based upon that evidence. In addition, the school reviewed the CSIP using the Implementation and Impact checklist. Some items were deleted while new goals and activities were added. In addition, our teachers met in September of 2008 after receiving our KCCT report. Upon reviewing the data and MAP scores, teachers worked in groups to decide upon our priority needs. Once this was complete we worked as an entire group to select our overall goals for our CSIP. A copy of our draft CSIP was sent to our Instructional Services Department at Central Office for review. A copy of the plan was also sent home with 12 parents to receive their input. Components of the plan include Academic Performance, Learning, Environment, and Efficiency. As a result of this Comprehensive Plan, the school plans to achieve proficiency by 2014. This will be achieved through formal assessment of student needs, mapping curriculum and designing assessment to assure that these needs are met, and providing training and materials to teachers to help them to accomplish this. One way the school will assure that the Comprehensive Plan is current and relevant is to conduct an Implementation and Impact check once each semester and update the plan accordingly.**

## **COMMUNICATION PLAN**

**The Comprehensive Plan and other important information will be shared with parents, teachers and community members through a variety of methods. A copy of this will be posted on the school's website. Parenting information sessions will be conducted through the Family Resource Center, Title I, Preschool and Extended School Services. A survey will be sent to all stakeholders as part of one of the Implementation and Impact Checks to verify their understanding of the processes and procedures involved in the Comprehensive Plan. Clarifications will follow in the form of a letter to all stakeholders.**

<b>Action Component:</b> <b>Component Manager(s): Teresa Morgan</b> <b>Date: October 28, 2008</b> <b>School/District: Woodland Elementary/ Hardin County Schools</b>																																	
<b>Priority Need:</b>	<b>Goal:</b>																																
<p>Based on NCLB data for the 2008 testing cycle, Woodland Elementary met all 13 goals. While meeting all 13 goals, we still want to reduce the gap between students who receive free and reduced lunch and those who do not.</p> <table border="0"> <tr> <td colspan="2"><b><u>Reading</u></b></td> <td colspan="2"><b><u>Math</u></b></td> </tr> <tr> <td>White –</td> <td>62.79</td> <td>White -</td> <td>55.81</td> </tr> <tr> <td>African American –</td> <td>63.04</td> <td>African American -</td> <td>48.91</td> </tr> <tr> <td>Free/Reduced –</td> <td>55.26</td> <td>Free/Reduced -</td> <td>48.68</td> </tr> </table>	<b><u>Reading</u></b>		<b><u>Math</u></b>		White –	62.79	White -	55.81	African American –	63.04	African American -	48.91	Free/Reduced –	55.26	Free/Reduced -	48.68	<p>By the end of the 2009 testing cycle, we will meet AMO in all sub-populations with the greatest growth needed by students’ receiving free and reduced lunch. The goals for each population are listed below.</p> <table border="0"> <tr> <td colspan="2"><b><u>Reading</u></b></td> <td colspan="2"><b><u>Math</u></b></td> </tr> <tr> <td>White –</td> <td>70</td> <td>White -</td> <td>60</td> </tr> <tr> <td>African American –</td> <td>70</td> <td>African American -</td> <td>60</td> </tr> <tr> <td>Free/Reduced –</td> <td>70</td> <td>Free/Reduced -</td> <td>60</td> </tr> </table>	<b><u>Reading</u></b>		<b><u>Math</u></b>		White –	70	White -	60	African American –	70	African American -	60	Free/Reduced –	70	Free/Reduced -	60
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**Action Component:****Component Manager:**

<b>Activity Number</b>	<b>NCLB SB168</b>	<b>Strategy/Activity</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost/Funding</b>	<b>I PI NI</b>	<b>Date</b>	<b>Implementation/Impact CHECK</b>
1	NCLB SB 168	Teachers will utilize the District Curriculum Pacing Guides to include the assessments provided. They may adjust when it is taught in the 9 weeks, but within that time period. It is understood that changes may be made to these documents.	Teachers	8-08-2008 No end date.	NA	I	Nov. 6, 2008	
2	NCLB SB 168	Non-fiction text will be used as a part of teaching reading grades K-5. Teachers will emphasize text features, cause effect, author's purpose etc.	Teachers	12-01-08	NA	I	Nov. 6, 2008	
3	NCLB SB 168	Books/articles of special interest to males will be purchased to address the female/male gap in reading.	Literacy First Teacher Teachers	12-01-2008 to 5-08	\$500.00	I	Nov. 6, 2008	
4	NCLB SB 168	Title 1 and ESS personnel will work with students identified as being at least one year behind in the areas of reading and math for an additional 30 minutes per day to assist with retaining grade level skills.	Title 1 Personnel	11-01-08 to 5-10-09	\$40,000	I	Nov. 6, 2008	

**Action Component:****Component Manager:**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
5	NCLB SB 168	ESS Personnel will work with ESS students in the area of vocabulary development in the classroom setting when appropriate.	ESS Personnel	1-05-2009/5-10-2009		PI		
6	NCLB SB 168	Staff will receive training on what the state is asking students to do when interpreting text, properties and number operations and shapes and relationships.	Principal/CO liaison	12-01-08/5-01-2009		I		
7	NCLB SB 168	Staff will decide on a math textbook that will require students to do the level of thinking and types of activities that are on the KCCT.	Principal-Textbook Committee	2-01-2009-5-10-2009	\$40,000	I		
8	NCLB SB 168	Teachers will receive training on "work sweep" and then use this to analyze work.	Principal	11-20-2008/11-20-09				
9	NCLB SB 168	Students will do one open response every two weeks to be scored by teacher or colleague. Students are then to address the areas that prevented it from earning a score of a 3 or 4. (Additional OR's will be completed, but will not necessarily go through this process.)	Principal	1-1-2009/5-10-2010		PI		