

**STRODE STATION ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2009 - 2010

Cynthia F. Powell

Responsible Person

Cynthia F. Powell

Contact Person

Approved Date:

12/17/2009

Members or Committee:

Robert Abner

Anitria Coston

Jackie Estes

Vickie LeMaster

Jerry Sipes

2009 - 2010 SCHOOL IMPROVEMENT PLAN
Executive Summary
STRODE STATION ELEMENTARY

Mission

Strode Station Elementary School: Where Excellence Begins - Excellence begins when we: · establish a secure foundation · provide a safe and caring environment · achieve quality relationships · build a learning community · promote proficiency and beyond: the touchstone. Beliefs - We believe in every child. We believe it is a combined effort between school, home, and community to help each child reach beyond his/her potential. We believe in meeting the diverse needs of each student. We believe our staff will value the role of each individual student and his/her family. We believe our students need to feel secure and confident in order for learning to occur. The Vision and Mission statements were updated in December 2007 to align with the district vision and mission statements. The Vision and Mission statements were revised and approved by the Leadership Team and the SBDM in March 2009.

Needs Assessment

Each year our district reserves a day in the calendar for certified staff to work on analyzing our KCCT and NCLB test data. The staff was divided in small groups and given the Kentucky Performance Report, the NCLB report, a district subgroup template, and a student listing by subgroup. The goal was to determine any achievement gaps and to name and claim students requiring additional support. We continue to maintain a clear focus on areas we need to address to improve student achievement and close the achievement gaps in our subgroup populations.

Goals

After our October 2009 Data Day each group reported the data to the faculty and then the SBDM council. Benchmarks and SMART Goals were set in Reading and Math. The goal is for all students to score proficient or better in all areas of the Core Content. The staff, students, and parents have been made aware of our Academic Goal of all students proficient or better. When the AYP was calculated, we met all of our goals with the exception of the students with disabilities in Reading. This has caused great concern. We have included an additional 30 minutes of Reading instruction for all students with special needs, increased collaboration, trained all students and teachers in appropriate use of modifications and adaptations, and implemented Response to Intervention strategies for the at risk students. Teachers and students have received additional training in answering Open Response Questions. Universal Design for Learning principles have been implemented school-wide through the interactive classrooms. The SBDM discusses improvement strategies along with monthly teacher grade level reports at each meeting. Name and claim students' academic progress is discussed at weekly Professional Learning Committee meetings.

Evaluation

The effectiveness of the Strode Station Elementary School Comprehensive Improvement Plan is re-evaluated on a regular basis using the MAP tests for grades K -5. The MAP test will be given 3 times a year in Reading, Language Arts, and Math. District-wide Common Assessments are given K - 5. These KCCT-like scrimmage tests are administered in reading, math, science, social studies, practical living, and arts and humanities. The teachers and SBDM will review the plan quarterly to determine if timelines and goals have been met. The I & I check in each component will be used to monitor the effectiveness of the strategies.

Stakeholders

All stakeholders are invited to participate in SBDM committee work. Committees are involved in school improvement throughout the school year. The principal reports all committee progress to the stakeholders through parent meetings, the Parent Memo, Summer Newsletter, and the school website. Administrators, teachers, SBDM council members, and Clark County School district administration evaluate the effectiveness of the plan.

Component: Learning Environment

Component Manager: Powell Cynthia

Last Updated: 6/14/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, the percentage of students scoring proficient or distinguished in Science was 58.95 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Social Studies was 54.34 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in On-demand Writing was 40.74 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 13.68 for a total percentage of all students scoring proficient or distinguished in Science of 72.63 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 15.22 for a total percentage of all students scoring proficient or distinguished in Social Studies of 69.56 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 19.75 for a total percentage of all students scoring proficient or distinguished in On-demand Writing of 60.49 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Fall Sci. Com. Assess. P/D	11/24/2009	50	67
Fall SS. Com. Assess. P/D	11/24/2009	50	61
Winter OD Com. Assess. P/D	2/26/2010	50	
Winter Sci. Com. Assess. P/D	2/26/2010	65	
Winter SS. Com Assess. P/D	2/26/2010	65	
Spring Sci. Com. Assess. P/D	3/9/2010	80	
Spring SS. Com Assess. P/D	3/9/2010	80	
Spring OD Com. Assess. P/D	3/9/2010	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Continue with 5 day related arts rotation to ensure the grade level Professional Learning Community meetings continue. The 50 minutes planning time permits the teachers time to discuss lesson plans, assessments, data from the assessments, and name and claim students weekly.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
2	SB168	Utilize KCCT like assessments in all content areas.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
3	SB168	School-wide Science Fair.	Young	8/13/2009	1/15/2009	\$50 Activity Funds		
4	SB168	Special speakers in science and economics including Junior Achievement. Field trips and guest speakers in all content areas.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
5	SB168	Participation in the Science Alliance with surrounding counties.	Penniman	8/13/2009	5/28/2010	\$0 No Funding		
6	SB168	School-wide use of flashbacks, exit slips, entrance slips, bell ringers, Good Faith Policy and rewards in all content areas. Objectives for each lesson posted in the form of "I Can" statements.	Powell/ FRC	8/13/2009	5/28/2010	\$2000 Activity Funds		
7	Both	The UDL technology team will provide monthly technology training for the teachers during the weekly PLC meetings,	Shoemaker	8/13/2009	5/28/2010	\$1000 PD		
8	Both	Teachers will implement technology and UDL principles in classroom activities weekly.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
9	Both	Four classroom teachers per grade level— allows for specialized teaching in content areas, allows flex skills grouping in reading and math, more team teaching, content planning in PLC meetings, and equitable student/teacher ratio.	Powell	8/13/2009	5/28/2010	\$50,000 General Fund		
10	Both	Fulltime Guidance Counselor – counsel with students with emotional needs, work with families during times of struggle, and provide RTI for reading and behavior.	Powell	8/13/2009	5/28/2010	\$50,000 General Fund		
11	Both	Psychologist – counsel with students with severe emotional needs that go beyond what the expertise of the school guidance counselor, maintains contact with community resources and agencies that may not be known to the school, behavior data collection, liaison between family and school, mentoring for parents and children, RTI for behavior.	Powell	1/4/2009	5/28/2010	\$60,000 IDEA		
12	Both	To increase school to parent communication the principal will send home and e-mail a Strobe Station Parent Memo on a regular basis. Communication will include notice to parents from the school, FRC, school nurse, counselor, and Title I. The principal will keep the Principal webpage up to date with the latest school information. The FRC and Title I will survey the parents for suggestions to improve communication and services.	Powell/ FRC/Title I	8/13/2009	5/28/2010	\$250 Activity Funds		

Component: Learning Environment

Component Manager: Powell Cynthia

Last Updated: 6/14/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, the percentage of students scoring proficient or distinguished in PL/VS was 61.90 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Arts & Humanities was 55.55 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 12.7 for a total percentage of all students scoring proficient or distinguished in PL/VS of 74.6 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 14.82 for a total percentage of all students scoring proficient or distinguished in A&H of 70.37 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Fall PL/VS Com. Assess	10/16/2009	50	90
Fall A&H Com. Assess.	10/16/2009	50	76
Winter PL/VS Com. Assess.	1/31/2010	65	
Winter A&H Com. Assess.	1/31/2010	65	
Spring PL/VS Com. Assess.	4/30/2010	80	
Spring A&H Com Assess.	5/28/2010	80	
First semester office referrals	12/18/2009	50	185
Second semester office referrals	5/28/2010	50	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Continue with 5 day related arts rotation to ensure the grade level Professional Learning Community meetings continue. The 50 minutes planning time permits the teachers time to discuss lesson plans, assessments, data from the assessments, and name and claim students weekly.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
2	Both	Utilize KCCT like assessments in all content areas.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
3	NCLB	School-wide use of flashbacks, exit slips, entrance slips, bell ringers, Good Faith Policy and rewards in all content areas. Objectives for each lesson posted in the form of "I Can" statements.	Powell/FRC	8/13/2009	5/28/2010	\$0 No Funding		
4	SB168	Teachers will implement technology and UDL principles in classroom activities weekly.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
5	Both	Recognize all students having perfect attendance.	Powell	8/13/2009	5/28/2010	\$240 PTO		
6	Both	Attendance clerk will call each family when a student is absent. FRC will conduct home visits for students who have attendance issues.	Powell/FRC	8/13/2009	5/28/2010	\$0 No Funding		
7	Both	Incorporate differentiated teaching strategies that address cultural diversity and individual differences.	Powell/FRC	8/13/2009	5/28/2010	\$0 No Funding		
8	Both	Implement a school-wide Positive Based Interventions and Support behavior plan. Train teachers and students in common vocabulary and expectations.	Campbell/FRC	8/13/2009	5/28/2010	\$1000 PD		
9	Both	Response To Intervention has been implemented K-5 in Reading, Math and behavior.	Powell	8/13/2009	5/28/2010	\$4000 IDEA \$2000 Activity Funds		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
10	SB168	Full time Arts and Humanities, Music, Physical Education, and Technology teachers-- enriches the A&H curriculum, specialized instruction in the arts, brain research proves that the arts support core content instruction, collaboration with the related arts and classroom teachers, specialized instruction in Music, Physical Education and Technology. Physical education enriches the A&H curriculum and is the primary instructor of the Practical Living Core Content - instruct children in skills that deal with physical fitness and wellness. With the high number of students with serious medical conditions related to childhood obesity, PE teacher could be the most important position in relation to student health. Technology teacher strengthens the PL/VS core content through keyboarding skills, helps with research for students and teachers, teaching technology skills so important in the 21st century that the children will need in the future. Technology also coordinates and administers MAP testing, manages MAP data, maintains webpage, responsible for mid-terms and report cards, helps the school technology coordinator maintain the high volume of technology that are in place. These positions are extremely important to keep the structure in place for grade level daily Professional Learning Community meetings for all classroom teachers as well as the related arts teachers.	Powell	8/13/2009	5/28/2010	\$200,000 General Fund		

Component: Math

Component Manager: Math Specialist

Last Updated: 2/16/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, 4 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test. In May 2009, the percentage of African-American students scoring proficient or distinguished in Math was 46 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students with disabilities scoring proficient or distinguished in Math was 50 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, ALL NCLB subgroups will reach their NCLB Math proficiency target of 61.2 as measured on the Kentucky Core Content Test. By May 2010, the percentage of African-American students scoring proficient or distinguished in Math will increase to 61.23 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students with disabilities scoring proficient or distinguished in Math will increase to 61.23 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Winter MAP P/D	12/18/2009	65	28
Fall MAP P/D	10/2/2009	50	14
Spring MAP P/D	3/9/2010	80	
Fall MAP P/D - African American	10/2/2009	50	19
Fall MAP P/D - Special Needs	10/2/2009	50	10
Winter MAP P/D - African American	12/18/2009	50	36
Winter MAP P/D - Special Needs	12/18/2009	50	22

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Incorporate UDL principles and teaching strategies that address a variety of learning styles in interactive each classroom that has been equipped with a digital document camera, mounted projector, sound system, and interwrite board.	Sipes	8/13/2009	5/28/2010	\$12000 SBDM allocation \$9000 PTO \$\$\$\$ IDEA		
2	Both	Use Touch Point math and/or FASTT math as strategies for at risk students and students with special needs.	Sipes	8/13/2009	5/28/2010	\$0 No Funding		
3	Both	Utilize the SRA Connected Math program for at risk students in conjunction with the Math Investigations instruction.	Powell	9/14/2009	5/28/2010	\$2000 Activity Funds		

Component: Math

Component Manager: Math Specialist

Last Updated: 2/16/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, the percentage of students scoring proficient or distinguished in Math was 65.04 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Math was 10.98 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 11.65 for a total percentage of all students scoring proficient or distinguished in Math of 76.69 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Math will decrease by -1.99 for a total percentage of all students scoring novice in Math of 8.99 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Fall MAP P/D	10/9/2009	50	32
Winter MAP test P/D	12/18/2009	65	45
Spring MAP test P/D	3/9/2010	80	
Fall Common Assessments	12/18/2009	50	53

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Math Investigations will be taught with fidelity.	Specialist	8/13/2009	5/28/2010	\$0 No Funding		
2	Both	Teachers will review and model missed questions from the Common Assessments, flashbacks, and exit slips.	Sipes	8/13/2009	5/28/2010	\$0 No Funding		
3	Both	All assessments are the KCCT like format.	Specialist	8/13/2009	5/28/2010	\$0 No Funding		
4	Both	Emphasize the pre-write strategies, and format to respond to Math ORQ's to enable the children to score P/D in Math.	Specialist	8/13/2009	5/28/2010	\$600 PD		
5	Both	Full time Math Specialist—Increase student numeracy or the ability of students to reason with numbers and other mathematical concepts, RTI small group instruction, professional development for teachers in numeracy, obtaining instructional materials for teachers, maintaining lending library of mathematical materials for teachers, RTI instruction, numeracy and MAP data collection, analysis of data - discussions with teachers to address the needs of the Novice and Apprentice students, work with teachers to develop small groups to enhance mathematical instruction.	Specialist	8/13/2009	5/28/2010	\$50,000 General Fund		
6	Both	After administration of the Math MAP test, teachers will use the results to direct instruction based on individual student needs as a result of the test results.	Specialist	8/13/2009	5/28/2010	\$0 No Funding		
7	Both	RTI instructional assistants – provide additional reading and math instruction to enhance the reading and math scores – provide small group instruction to help close the gap for novice and apprentice students in reading and math, reduce retentions in primary grades, reach goal to have every child on grade level in reading and math. Mentoring will be provided by the volunteers arranged by Ros Gay, FRC.	Powell/FRC	8/13/2009	5/28/2010	\$15,000 Title I		

Component: Reading

Component Manager: Mary Farris

Last Updated: 6/14/2010

School: STRODE STATION ELEMENTARY

Priority Need:

There are numerous children in all grades that are not reading on grade level as based on the literacy test and MAP test data.

Goal:

By May of 2010 all students in grades 1 thru 5 will be reading on grade level as based on the literacy test and MAP test data.

Benchmark

Measure	Date	Projected Data	Actual Data
Winter MAP test	12/18/2009	80	60
Spring MAP test	3/9/2010	100	
Fall MAP test	10/2/2009	60	43

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Fulltime Early Intervention Reading Specialist for First and Second grade - conduct small group instruction in reading for non-readers in 1st and 2nd grade, RTI instruction, close the gap between struggling readers and peers to enable all children to be reading on grade level by the end of the school year. This will help reduce the number of retentions in primary grades.	Farris	8/13/2009	5/28/2010	\$15500 Title I		
2	Both	RTI instructional assistants – provide additional reading and math instruction to enhance the reading and math scores – provide small group instruction to help close the gap for novice and apprentice students in reading and math, reduce retentions in primary grades, reach goal to have every child on grade level in reading and math. Mentoring will be provided by the volunteers arranged by Ros Gay, FRC.	Powell	8/13/2009	5/28/2010	\$15,000 Title I		

Component: Reading

Component Manager: Mary Farris

Last Updated: 6/14/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, the percentage of students scoring proficient or distinguished in Reading was 68.7 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Reading was 6.1 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 10.43 for a total percentage of all students scoring proficient or distinguished in Reading of 79.13 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Reading will decrease by -0.37 for a total percentage of all students scoring novice in Reading of 5.73 or less as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Fall MAP test P/D	10/2/2009	50	33
Winter MAP test P/D	12/18/2009	65	45
Spring MAP test P/D	3/9/2010	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Use of leveled readers with the reading program. Use of Triumphs reading intervention program with at risk students.	Farris	8/13/2009	5/28/2010	\$0 No Funding		
2	Both	After- school ESS for grades 3 - 5 with instruction in reading and writing ORQ.	Lindsay	1/11/2009	3/31/2010	\$5000 ESS		
3	Both	After administration of the Reading MAP test, teachers will use the results to direct instruction based on individual student needs as a result of the test results.	Farris	8/13/2009	5/28/2010	\$0 General Fund		
4	Both	Utilize the STAR Reading program, Great Leaps, READ 180, SRA Reading Mastery programs to enhance the reading program.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
5	Both	Utilize the district Common Assessments along with Literacy Results and MAP test results to form flex skills groups in reading.	Farris	8/13/2009	5/28/2010	\$0 No Funding		
6	Both	The READING CONNECTION newsletter will be sent home monthly with reading strategies and activities for parents and families.	Farris	8/13/2009	5/28/2010	\$300 Title I - Parent Invol.		
7	Both	Training staff in reading strategies and coordinated the identification of at risk children for RTI intervention groups. Working closely with the principal and teachers to monitor the progress of the RTI children.	Farris	8/13/2009	5/28/2010	\$300 Activity Funds		
8	Both	Full time Literacy Specialist - Increase fluency, literacy testing for students, small group instruction, RTI small group instruction, professional development for teachers in literacy, obtaining instructional materials for teachers, maintaining lending library of literacy materials for teachers, RTI instruction, literacy and MAP data collection, analysis of data - discussions with teachers to address the needs of the Novice and Apprentice students, work with teachers to develop literacy centers. The FRC will provide a LEAP FROG lending library for primary students.	Farris/FRC	8/13/2009	5/28/2010	\$50,000 General Fund		
9	Both	RTI instructional assistants – provide additional reading and math instruction to enhance the reading and math scores – provide small group instruction to help close the gap for novice and apprentice students in reading and math, reduce retentions in primary grades, reach goal to have every child on grade level in reading and math. Mentoring will be provided by the volunteers that have been arranged by the Ros Gay, FRC.	Farris	8/13/2009	5/28/2010	\$15500 Title I		

Component: Reading

Component Manager: Mary Farris

Last Updated: 6/14/2010

School: STRODE STATION ELEMENTARY

Priority Need:

In May 2009, 3 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test. In May 2009, the percentage of students with disabilities scoring proficient or distinguished in Reading was 51.19 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 73.6 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students with disabilities scoring proficient or distinguished in Reading will increase to 73.64 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Fall MAP test P/D	10/2/2009	50	28
Winter MAP test P/D	12/18/2009	65	35
Spring MAP test P/D	3/9/2010	80	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Each student with a disability will receive an additional 30 min. of reading instruction per day.	Powell	8/13/2009	5/28/2010	\$0 No Funding		
2	NCLB	Continue the use of leveled readers in reading, social studies, and science.	Farris	8/13/2009	5/28/2010	\$0 No Funding		
3	NCLB	After school ESS with reading and writing ORQ instruction.	Lindsay	1/25/2010	3/31/2010	\$5000 ESS		
4	NCLB	Use Triumphs, READ 180, and SRA Reading Mastery during small group instruction for students with special needs.	Farris	8/13/2009	5/28/2010	\$2000 SBDM allocation		
5	NCLB	Utilize Literacy Specialist in collaboration with the classroom teacher to create and teach small reading skills groups.	Farris	8/13/2009	5/28/2010	\$77,000 ARRA Title I		
6	NCLB	Great Leaps program sponsored by the Clark County Children's Council for struggling readers in grades 3-5.	Powell	10/26/2009	12/15/2009	\$\$\$ CCCC grant		
7	SB168	Training classroom, special education teachers, and students with special needs to appropriately utilize modifications and adaptations.	Powell	9/14/2009	5/28/2010	\$? IDEA		