

# SOUTHERN ELEMENTARY

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006-2008

The Southern Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2003)* prior to approval of our plan.

Bryan Blankenship  
Chairperson, School Council

May, 2006  
Date

Bryan Blankenship  
Chairperson, School Planning Committee

May, 2006  
Date

#### Plan Approved by the School Council:

November 2006  
Date

#### School Council Members:

|                       |                          |
|-----------------------|--------------------------|
| <b>Laura Brock</b>    | <b>Bryan Blankenship</b> |
| <b>Jean Gillespie</b> | <b>Colleen Davis</b>     |
| <b>Judy Halasek</b>   | <b>Robbi Barber</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 Web Page at:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltnjfyfhqzr77s47t7oiptwzcgzaizunhciwznuoekowm6hgtseudogpsr72afy4khwpqn2qisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

**Procedures Committee  
October 4, 2006**

The procedures committee discussed the recommendations made by the faculty concerning results of the CATS test. The main emphasis concerned math and arts & humanities.

- A book entitled “Core Content Quick Writes” was purchased for arts & humanities teachers to get ideas for open response questions. It was recommended that more multiple choice questions be included on the arts tests and that Mrs. Matheny be used to help classrooms complete open response items in the arts.
- The LEAP teachers were contacted concerning the scores of the gifted and talented population. LEAP will be meeting in the afternoons this year so students will miss less reading and math. It was also discussed that rechecking and proofreading often goes against the nature of truly gifted students and that will be addressed individually with students.
- Mr. Blankenship is in the process of scheduling individual conferences with every fourth and fifth grade student to discuss the CATS test and what he/she can do this year to increase scores.
- Teams of teachers will be sent to visit schools with similar populations to bring back new ideas for increasing student achievement.
- “Primary Pals” will be assigned to each testing grade (see attached sheet). The primary students will write to the older students and encourage them in the weeks leading up to the test. Posters will be made and the “tunnel of testing” will be decorated to promote school pride and help students and faculty realize that the test involves EVERYONE at Southern.
- A scoring matrix was sent to all fourth and fifth grade teachers to calculate the academic index of the practice test so we can see the areas in which we need to improve.
- The Title I coordinator approved the concept of Title I math being more flexible. If Mrs. Drake does not have a full caseload in a grade level and the teacher gives a pretest which indicates a student is a year behind in a certain area of math, Mrs. Drake may go in the classroom and help that student(s) in that area until sufficient progress is made.
- Vertical teams will be developed to further develop ideas for content areas.

Members present: Margaret Shoemaker, Jennifer Fraley, Laura Brock, Betty Caines, Bryan Blankenship, Judy Halasek

Action Component **Math**

District Name Scott County

Component Manager Rose Culbertson

School Name Southern Elementary

Date November 2006

| <b>Priority Need</b>  | <b>Goal (Addresses the Priority Need)</b>   |
|---|---|
| <p>1. Every student should receive at least one hour of instruction in math every day with Title I math services being offered grades 1-5.</p> <p>2. New math textbooks need to be used consistently throughout grade levels.</p> <p>3. There is not adequate computer software for math and manipulatives are not being used consistently.</p> <p>4. Every student needs to know how to use a calculator.</p> <p>5. Students need to master addition, subtraction, multiplication, and division facts to nine.</p> | <p>1. Every student in every grade will receive one hour of math instruction daily with Title I students receiving an extra half hour of math instruction daily in a small group.</p> <p>2. All students in grades 1-5 will have access to a math book. Teachers will document in their lesson plans that the textbook is being used consistently.</p> <p>3. Computer software and site licenses will be purchased to assist students in solving mathematical problems. Manipulatives will be used with the textbook program.</p> <p>4. Calculators will be used at each grade level as appropriate.</p> <p>5. First graders will master addition facts with digits one through nine, second graders will master subtraction facts with digits one through nine, third graders will master multiplication facts with digits one through nine, and fourth graders will master division facts with digits one through nine.</p> |

| <b>Causes and Contributing Factors</b>   | <b>Objectives with Measures of Success</b>  |
|--|---|
| <p>1. The math index for 2005 was 89.93.</p> <p>2. New math books were adopted in 2005. The math index for 1999 was 52.27, 2000 was 65.82, in 2001 the math index was 73.77, in 2002 the math index was 66.22, in 2003 the math index was 74.38, and in 2004 the math index was 73.07.</p> | <p>1. Teachers will document in lesson plans a one hour block of math every day.</p> <p>2. All students will be on level in math when entering the final year of primary school. The accountability index for math in grades 3, 4, and 5 will be 100 in the spring of 2007.</p> |

Action Component **Math**

District Name Scott County

Component Manager Rose Culbertson

School Name Southern Elementary

Date November 2006

**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> |
|------------------------|---|--|---------------------------|-------------------|-----------------|--------------------------------------|
| MA 1                   | Every student will receive one hour of math daily.  | All exiting primary students will be on grade level in math. The math index will be 100 by the spring of 2007. | All math teachers         | Aug. 2006         | May 2007        | \$0.00                               |
| MA 2                   | Every student will use the adopted math textbook for consistently.                        | See MA 1   | Classroom teachers        | Aug. 2006         | May 2011        | ???????                              |
| MA 3                   | Computer software and manipulatives will be purchased to complement the new math program. | See MA 1   | STC, resource teacher     | Aug. 2006         | May 2007        | \$2000.00                            |

Action Component **Science**

District Name Scott County

Component Manager Kim Brown

School Name Southern Elementary

Date November 2006

| <b>Priority Need</b>  | <b>Goal (Addresses the Priority Need)</b>  |
|---|--|
| <p>1. The science curriculum is not consistent across grade levels, and not all students are exposed to hands-on science experiments.</p> <p>2. The science curriculum is not consistent across grade levels, and not all students are exposed to hands-on science experiments.</p> <p>3. Not all students understand how science relates to their daily lives.</p> <p>4. Not all students understand how science relates to their daily lives.</p> <p>5. Not all students understand how science relates to their daily lives.</p> <p>6. The science curriculum does not spiral throughout the grades.</p> <p>7. Our curriculum needs to be mapped out and aligned with the curriculum from other schools in the district.</p> | <p>1. A room will be equipped with science materials and technology where teachers can take classes for experiments and demonstrations.</p> <p>2. A math/science extravaganza will be held once every three years for all students. A science fair will be held annually.</p> <p>3. An outdoor garden will be developed to support life science.</p> <p>4. Each grade level will take at least one science related field trip each year.</p> <p>5. All students will participate in the Star Lab annually.</p> <p>6. All teachers will use the adopted science textbook to support the teaching of core content.</p> <p>7. PD will be offered for grade level teachers to map the aligned curriculum. When the district develops a district wide alignment, Southern teachers will adjust to implement it. Teachers will revisit that map monthly.</p> |

| <b>Causes and Contributing Factors</b>   | <b>Objectives with Measures of Success</b>  |
|--|---|
| <p>1. On the CATS science questionnaire 51% of the students say they watch an experiment or a science demonstration sometimes, but not every week. 15% say they never do experiments or investigations about things in which they are interested. 35% say they work on worksheets four or five times a week.</p> <p>2. See #1</p> <p>3. See #1 On the CATS data, Southern students scored 2.5 on the science sub-domain of life science.</p> <p>4. See #1</p> <p>5. See #1 According to the CATS data, Southern students scored 2.3 on the science sub-domain of earth and space science.</p> <p>6. The 2005 academic index for science was 92.56 with 2.82% of the students scoring novice.</p> <p>.</p> <p>7. The 2005 academic index for science was 92.56 with 2.82% of the students scoring novice.</p> | <p>1. A science lab will be equipped with materials for experiments, demonstrations, and investigations. Each student will visit the science lab weekly.</p> <p>2. All students will participate in a math/science day once every three years.</p> <p>3. Every grade level will have some part in designing or maintaining an outdoor garden. The school mean score on the science sub-domain of life science will be above the state mean.</p> <p>4. Every student will take at least one science field trip per year to be followed up with an open response.</p> <p>5. Every student will visit the Star Lab one time per year to be followed up with an open response. The school mean score on the science sub-domain of earth and space science will be above the state mean, and equal to the school mean on the life science and physical science sub-domains.</p> <p>6. The science index for 2007 will be 100 or more with 0% of Southern students scoring novice.</p> <p>.</p> <p>7. The science index for 2007 will be 100 or more with 0% of Southern students scoring novice.</p> |

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**Strategies/Activities**

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|------------------------|--|--|--------------------------------------|-------------------|-----------------|--------------------------------------|
| SC 1                   | A science lab will be provided for all students to visit weekly for hands on science experiments, inestigaiions, and demonstrations. | The science index will be 100 or more by the spring of 2007 with 0% of Southern students scoring novice. | Principal, classroom teachers        | Aug. 2006         | May 2008        | \$500.00                             |
| SC 2                   | A school wide math/science day will be held once every three years.  | All students will score a 3 or 4 on a science open response following the math/science day.              | Principal, programs committee        | May 2009          | May 2009        | \$500.00                             |
| SC 3                   | All students will participate in designing or maintaining an outdoor classroom.  | On the 2007 CATS test, students will score above the state mean in life science.                         | Principal, classroom teachers        | Aug. 2006         | May 2008        | \$1000.00                            |
| SC 4                   | All grade levels will participate in at least one science related field trip per year.   | See SC 1.  | Classroom teachers                   | Aug. 2006         | May 2008        | \$0.00                               |
| SC 5                   | All students will visit the Star Lab once a year.  | See SC 1.  | Resource teacher, classroom teachers | Aug. 2006         | May 2008        | \$0.00                               |
| SC 6                   | All students will be taught core content supported by the adopted science textbook.  | See SC1.   | Principal, classroom teachers        | Aug. 2006         | May 2008        | \$0.00                               |

|      |  |          |   |           |          |        |
|------|--|----------|---|-----------|----------|--------|
| SC 7 | Teachers will align the science curriculum within the building. When the district curriculum is aligned, the school will follow that curriculum. | See SC1. | Principal, classroom teachers, resource teacher | Aug. 2006 | May 2008 | \$0.00 |
|------|--|----------|---|-----------|----------|--------|