



Green Hills Elementary School

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEARS 2012-2014

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

Darlene Brock
Chairperson, School Council

12-13-11
Date

Darlene Brock
Chairperson, School Planning Committee

12-13-11
Date

Plan Approved by the School Council:

1-9-11

Date

School Council Members:

Donna Caldwell	<i>Donna Caldwell</i>
Donnie Cooper	<i>Donnie Cooper</i>
Nancy Cantrell	<i>Nancy Cantrell</i>
Pat Baker	<i>Pat Baker</i>
Jessica Caldwell	<i>Jessica Caldwell</i>
Darlene Brock	<i>Darlene Brock</i>

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 are in the Comprehensive School Improvement Planning Framework and can be downloaded from the Web Page at:

[http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltnjfyqhqr77s47t7oiptwzcgzaizunh
ciwzniuokowm6hgtseuodqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstr
uctions.pdf](http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltnjfyqhqr77s47t7oiptwzcgzaizunh
ciwzniuokowm6hgtseuodqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstr
uctions.pdf)

EXECUTIVE SUMMARY

School: Green Hills Elementary School

MISSION STATEMENT

Green Hills' mission is to provide a quality education to every child.

VISION

Our vision for Green Hills' students is: to realize your goals, reach your potential and make a positive difference in the world.

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

SCHOOL IMPROVEMENT PLAN SUMMARY

The School Improvement Plan is based upon the school's needs which were determined from review of the previous School Improvement Plan, District reviews and walkthroughs, SCORE Protocol, analysis of the KPR, IPR, EXPLORE, primary/intermediate/middle-school student, parent, and staff surveys and other data. The priorities of our 2012-2014 School Improvement Plan are reading, mathematics, science, social studies, and writing. Our math scores have been consistently lower than the district and state indices. Elementary and middle school math increased; however, we are still far below expectation. Mathematics is an essential skill for life, and we want to better prepare our students for the future. Our social studies, science and writing are a concern because we are consistently producing low scores in these areas. Activities to address these deficits are in the Academic Performance Component.

We will address alignment of the curriculum using the Kentucky Core Academic Standards (KCAS), the use of responsive instructional strategies, and analysis of student work based on student performance standards and through the use of a protocol. School Environment focuses on providing challenge for Gifted and Talented students, increasing input into the educational process, and communication. The Efficiency Component centers around preparation time for teachers, establishing effective communication, and using student data to address achievement.

PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that we are in compliance on those issues.

1. When, how, and who developed the mission statement?

Our mission statement was developed collaboratively in 2001. We included a strategy in a previous CSIP to review the mission and to develop a vision. We feel that our mission statement is concise and encompasses the essence of what our school needs to perform for our students.

2. Who was involved in the development of the school improvement plan?

This process involved certified, classified staff, SBDM Council members, and parents determined needs from test scores, surveys, and other data. Survey results were tabulated and used for identifying school needs. The Academic Performance, Learning Environment, and Efficiency Committees participated in the planning process. Each of these committees included certified and classified staff and parents.

3. Describe each step of the needs assessment process and how priority needs, causes, and objectives were determined.

Test scores were presented to the staff by the Building Assessment Coordinator September 2011. Scores were analyzed by staff. This data along with NCLB was used to determine needs. Primary, intermediate, and middle-school students, parents, and staff participated in surveys. The surveys were tabulated by staff and findings were determined. After receiving guidance from the district school improvement plan coordinator, staff determined needs, causes, and objectives using test score and survey data. Final needs were identified and submitted to the Improvement Plan Coordinator, Anita Tolliver, on December 13, 2011.

4. When and how were achievement gap targets set, and how was the timeline for closing those gaps decided upon?

Green Hills had NO achievement gaps to address.

5. When was the public meeting held to present the plan to the community, and who attended?

The public meeting to review the plan was held on Friday, December 16, 2011 at 3:00. The plan will be presented to the community on Monday, January 9 at 3:00 pm.

6. How and when will the plan be evaluated?

The plan will be evaluated during Implementation & Impact checks and reports to the Council 3 times each year. Our district team will also preview our plans.

7. How will professional development activities be evaluated?

Staff evaluated the professional development activity each time they participate by filling out a PD evaluation sheet and submitting it to Central Office.

School Committees

Academic Performance and Writing Committee

Vicky White, middle school science

Brenda Blanton, librarian

John Lewis, middle school mathematics

Brenda Osborne, primary

Andy Howard, middle school social studies

Nancy Cantrell, 4th grade

Learning Environment and Arts & Humanities Program Review Committee

Jessica Caldwell, primary

Janet Howard, middle school special education

Jered Howard, middle school Arts & Humanities

Jonathan Perkins, middle school ELA

Efficiency and Practical Living & Vocational Studies Program Review Committee

Lisa Ashley, guidance counselor

Linda Shackleford, speech

Sheila Grant, primary special education

Pat Baker, Reading Recovery

ACTION COMPONENT

Academic Performance

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Darlene Brock

School Name Green Hills Elementary

Current Date

12-11-11

<p>Priority Need</p> <p>According to our 2011 Interim Performance Report, 60% of 5th grade elementary students (decrease from 2010) and 60% of middle-school students (6th, 7th, and 8th graders) (same as 2010) are performing below proficiency in mathematics; 40% (decrease from 60% in 2010) of elementary students and 93% (increase from 89% in 2010) of middle-school students are performing below proficiency in writing; and 55% (decrease from 62% in 2010) of elementary students and 67% (increase from 56% in 2010) of middle-school students are performing below proficiency in social studies.</p>				<p>Goal</p> <p>By 2014, all subjects will increase by at least 10%. 73% of elementary and 44% of middle-school students will perform proficiently in mathematics; 66% of elementary and 7% of middle-school students will perform proficiently in writing; and 50% of elementary students and 37% of middle-school students will perform proficiently in social studies.</p>					
<p>Elementary</p>		<p>2011</p>		<p>% P/D</p>		<p>Middle School</p>		<p>% P/D</p>	
Reading		76.79		Reading		73.58			
Mathematics		66.07		Mathematics		39.62			
Science		78.95		Science		41.17			
Social Studies		45.0		Social Studies		33.34			
Writing		60.0		Writing		6.67			
				<p>Elementary</p>		<p>Middle School</p>			
Reading*		84		Reading*		81			
Mathematics**		76		Mathematics***		48			
Science*		87		Science***		49			
Social Studies***		54		Social Studies***		40			
Writing***		72		Writing***		8			
				<p>*Increase 10% - realistic goal</p> <p>** Increase 15% - high-level goal</p> <p>***Increase 20% - very high-level goal</p>					
<p>Evidence of Causes</p> <p>A1 Classroom schedules document the lack of sufficient time for mastery of curriculum for some students.</p> <p>B1 SCORE Protocol and lesson plans reveal the lack of multiple assessment strategies and the lack of modification to instruction to meet</p>				<p>Measures of Objectives (Practice and Results)</p> <p>A1 Classroom schedules and individual student plans will show that sufficient time is provided for students to receive additional instruction.</p> <p>B1 SCORE Protocol and lesson plans will show the use of multiple assessment strategies and the modification to instruction to meet student needs and support proficient student work.</p>					

student needs and support proficient student work.

C1 Not all instructional staff prepare instruction that actively engages ALL students by using effective varied research based practices resulting in student proficiency.

C2 There is no documentation for ensuring that effective and varied instructional strategies are **fully** implemented.

C1 All instructional staff actively engages ALL students by using effective varied research based practices resulting in student proficiency.

C2 A system of documentation will show that effective and varied instructional strategies are fully implemented.

Objective A: Students needing additional time will be provided instruction through pull-out and after-school programs. (Standard 1)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. The mathematics department will supplement the math curriculum (math lab) with the Study Island computer program in grades 3-8, Education City K-5, and Let's Go Learn products in primary and middle school to target individual students' needs, eliminate achievement gaps, and support students to proficiency.	A1	John Lewis	8/12	5/14	\$3000 Study Island	SEEK
					\$2000 Educat ion City	SEEK
					\$2000 Let's Go Learn	SEEK
A.1.b. Novice/Tier II and III math students in grades K-3 (identified by a Universal Screener, Diagnostic Online Math Assessment) will receive additional instruction in a pullout program using Unique Math/Symphony Math.	A1	Brenda Osborne & Darlene Brock	8/12	5/14		
A.1.c. Novice/Tier II and III math students in 4-8 grades (identified by a Universal Screener, Diagnostic Online Math Assessment) will receive additional instruction during 7 th period.	A1	Middle School Teachers	8/12	5/14		
A.1.d. Students needing additional time to master math, reading, or writing curriculum will be referred to the ESS program. Incentives for ESS	A1	Nancy Cantrell Billie Lewis	8/12	5/14		ESS funds FRYSC
A.1.e. Teachers will implement the RTI Process including a Universal Screener in reading and math 3 times per year. Individualized plans will be written for Tier II and Tier III and progress monitored using easy cbm. Progress Monitoring data will be analyzed to make instructional decisions.	A1	Brenda Osborne	8/12	5/14	\$0	None

Objective B: We will employ multiple evaluation and assessment strategies for continuous monitoring and to modify instruction to support proficient student work. (Standard 2)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. DORA, Diagnostic Online Reading Assessment, and DOMA, Diagnostic Online Math Assessment, will be administered to K-8	B1	Lisa Ashley	8/12	3/14		

students three times a year.						
B.1.c. DORA, DOMA, Unique Reader, Unique Math, My Reading Coach, Symphony Math, Study Island, etc. will be used for on-going assessment and reporting to parents.	B1	Darlene Brock	8/12	5/14	\$0	None
B.1.d. KCCT data, Study Island, DORA, DOMA, Unique Reader Unique Math, and classroom data will be analyzed by the RTI Team to identify student needs and modify instruction to support students to proficiency.	B1	Darlene Brock	8/12	3/14	\$0	None
B.1.e. Teachers will frequently use a variety of formative and summative assessments FOR learning and OF learning to INFORM instruction. Adjustments to instruction will be made to reflect data from the formative assessments.	B1	Jonathan Perkins	8/12/	5/14	\$0	None
B.1.f. Teachers will design summative assessments that are a combination of multiple choice, short answer, and extended response and are aligned to the Kentucky Core Academic Standards (KCAS)						

Objective C1: The school's instructional program will actively engage all students by using effective, varied, and research-based practices to improve student academic performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. All teachers will instruct, model and provide examples to demonstrate proficiency and to clarify expectations for performance. Samples of proficient student work will be displayed in classrooms and hallways along with the scoring rubric.	C1	Jessica Caldwell	8/12	5/14	\$0	None
C.1.b. District resource teachers will be asked to model best practices and research-based instructional strategies (i.e. Marzano) in the classroom in the areas of reading, mathematics, social studies and on-demand writing.	C1	Andy Howard	8/12	3/14	\$0	None
C.1.c. All teachers will incorporate the use of technology in their classrooms. Technology will be used for instruction by the teacher and by students. Software such as Accelerated Reader, DORA, DOMA, Unique Reader, Unique Math, Study Island, etc. will be used.	C1	Jonathan Perkins	8/12	5/14	\$0	None

C.1.d. Teachers will use effective and varied instructional strategies in the classroom such as the Marzano Strategies to improve engagement and learning. These strategies will be used for Tier I, II, and III instruction.	C1	Nancy Cantrell	8/12	5/14	\$0	None
C.1.e. Title I teachers will be used to service primary level and middle-school students to help reduce the number of students performing novice in the classroom and scoring novice on K-PREP.	C1	Jessica Caldwell, Josh Doyle, Andy Howard	8/12	5/14	\$salary	Title I

Objective C2: The school will implement a system to ensure that effective and varied instructional strategies are fully implemented.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.2.a. Use of effective, varied instructional strategies will be documented in lesson plans and proven by student work samples. The school principal and designee will document use of the strategies on observation forms submitted to the district.	C2	Darlene Brock	8/12	5/14	\$0	None

ACTION COMPONENT	<u>Learning Environment</u>	<input checked="" type="checkbox"/> School	<input type="checkbox"/> District
District Name	<u>Harlan County Public Schools</u>	<input checked="" type="checkbox"/> Preliminary	<input type="checkbox"/> Revised
School Name	<u>Green Hills Elementary</u>	Component Manager	<u>Darlene Brock</u>
		Current Date	<u>12-11-11</u>

<p>Priority Need Our school surveys indicated the following:</p> <p>Priority Findings A1 Disagree that parents and adults often come and help at school. 18% of primary, 16% of intermediate students, 3% of middle-school, 4% of parents, and 69% of staff disagree that parents often come and help at school.</p> <p>A2 Disagree that students respect those who are different from them. 6% of primary, 4% of intermediate, 25.7% of middle, and 0% of staff disagree that students respect those who are different from them. 14% of families disagree that adults in the school show respect for all students.</p> <p>42% of staff agree slightly or don't agree at all that they believe all students can learn complex concepts.</p>	<p>Goal Our 2012 school surveys will indicate the following:</p> <p>A1 At least 50% of all groups will agree that parents and adults often come and help at school.</p> <p>A2 At least 75% of all groups will agree that students respect those who are different from them.</p>
<p>Evidence of Causes</p> <p>A1 According to school surveys, 18% of primary, 16% of intermediate students, 3% of middle-school, 4% of parents, and 69% of staff disagree that parents often come and help at school.</p> <p>A2 According to school surveys, 6% of primary, 4% of intermediate, 24% of middle, and 0% of staff disagree that students respect those who are different from them.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A1 According to school surveys, at least 50% of all groups will agree that parents and adults often come and help at school.</p> <p>A2 According to school surveys, at least 75% of all groups will agree that students respect those who are different from them.</p>

Objective A1: Parents and adults often come and help at school.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. The school will implement a parent volunteer program.	A1	Joshua Doyle	8/12	5/14	?	Title I Parent Involvement
A.1.b. An Open House will be held at the beginning of the year to enable parents to become familiar with the school, school staff and administration. Trainings on homework policies, make-up work, academic expectations and KCCT testing will be offered.	A1	Peggy Brackett	8/12	8/14	\$300	FRYSC

Objective A2: Students respect those who are different.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.2.a Students will be taught that they are all different and to appreciate those differences. Teachers will use demonstrations such as						
A.2.a. Teachers will use make weekly contacts with students who are having the most severe academic problems, and documentation will be maintained.	A2	Janet Howard	8/12	5/14	\$0	None
A.2.b Teachers will send home notes, tests required to be signed, etc. for students who are having academic problems.	A2	Vicky White	8/12	5/14	\$0	None
A.2.c Teachers will send mid-term reports to all students midway in a 9-week reporting period to notify families of how their child is progressing.	A2	Brenda Blanton	10/12	3/14	\$0	None

feedback to staff concerning their instructional practice.						
<p>A.1.e. Teachers will participate in Professional Development concerning:</p> <ul style="list-style-type: none"> • Curriculum – Kentucky Core Academic Standards (KCAS) • Assessment – multiple choice, short answer and extended response. • Assessment – continuous assessment including formative assessment to be used for feedback for instruction and summative assessment • Instruction – varied, research-based strategies. • Instruction – differentiation at Tier I • Instruction – RTI Interventions and Procedures for Tier II and Tier III • Instruction – Content-specific PD with an emphasis on reading and mathematics K-8. • Testing – analysis of EXPLORE, K-PREP, 	A1	Darlene Brock	7/12	4/14	?	
A.1.f. Reports of progress will be given to parents at mid-term, and each 9 weeks. Conferences are available on request. Parents of Tier II and III students will receive progress reports every 6 weeks.						

