

WRIGHT ELEMENTARY
SCHOOL IMPROVEMENT PLAN
YEAR 2009 - 2010

Lynn Gottbrath
Responsible Person

Lynn Gottbrath
Contact Person

Approved :
12/11/2009
Date

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2009 - 2010 SCHOOL IMPROVEMENT PLAN

Executive Summary

WRIGHT ELEMENTARY

Mission

Wright Elementary reviewed the Mission Statement this school year (November, 2009) while developing the 2009-2010 Comprehensive School Improvement Plan. The committees of teachers and parents choose to make a change to the mission statement. The new mission statement beginning January 4, 2010 will be 'Enter to Learn; Leave to Achieve; The "Wright" Road to Success.'

Needs Assessment

The needs assessment was conducted at faculty meetings with the analysis of KCCT scores as well as looking at Gap analysis data. Teachers weekly are looking at student data such as formative assessments, summative assessments, DRA scores, MAP data, and student work at their grade level PLCs. The needs assessment was also based on causes and contributing factors with development of objectives. The Causes and Contributing factors are: LEARNING ENVIRONMENT: ATTENDANCE: KYCID is addressing school wide; CONTENT: Low test scores due to too much, too fast – TOO WIDE – not mastered – Rigby Intervention Groups; Math Intervention Groups; WEATHER: missed many days due to winter storm – no control over; LESS EMPHASIS/CONSISTENCY on district & school-wide assessment (on-demand, ORQ) – teams use common assessment; C.I.P. & I DO, YOU DO, WE DO is NOT being emphasized as much; LACK OF vertical/family planning – back left family does ?; NO PARENT TEACHER conference days; LACK OF Intelligent Classrooms; TIME. MATH: STUDENTS lack problem solving strategies; STUDENTS not understanding how to use available accommodations; TEACHERS lack materials to teach problem solving strategies; NOT enough intervention/enrichment groups taking place; NOT all grade levels used common assessments all year; Location of data analysis/probability on curriculum map; Calculator usage consistent in all classes. READING: PARENTAL INVOLVEMENT needs to increase; STUDENTS not understanding how to use available accommodations; LACK of resources/knowledge/help at home; LACK of time at home; WE need consistent training at school; OUR SCHOOL did not have a consistent reading program/resources (both student & teacher); COMMON Assessments; WE did not analyze common assessments; ENRICHMENT in reading; INCENTIVES for reading; EXPECTATIONS – Isn't 20 minutes of reading SBDM policy?; SMALLER class sizes. WRITING: INCONSISTENT EXPECTATIONS: forms, instructional practices, the "plan", too broad – too many "products"; RIGBY PLAN? How to implement it?; DISTRICT PLAN? Expectations? School Plan?; TOO much emphasis on form, not structure – grammar, mechanics; LACK of appropriate/enough models; TECHNOLOGY problems – time wasted; VERBAL language (schema); LACK of ability to use resources – research skills; SUPPORT at home; 32% incorrect on revising and 25% incorrect on editing – there is not enough focus on this now; NOT enough understanding of teaching writing (writer's craft); effective conferences; state expectations exceed developmental levels of children; smaller class sizes. Objectives are as follows: LEARNING ENVIRONMENT: 1. By May, 2010, Wright Students will increase attendance to 97%. 2. By May, 2010, Wright will foster homework assistance outside of the classroom increasing student participation by 25%. MATH: 1. By August 2010, weekly instruction for all students will include a mixed review of problem solving strategies as evidenced by lesson plans. 2. By August, 2010, daily instruction will include math intervention groups, meeting each child on his/her level as evidenced by student small groups, KCCT scores, MAP scores, and lesson plans. READING: 1. By August 2010, daily instruction for all students will include an one-and-a-half balanced literacy block with explicit instruction as evidenced by lesson plans and principal observations. WRITING: 1. By May 2011, Wright students will have the opportunity for daily, direct instructional strategies to improve comprehensive writing conventions school-wide as evidenced by KCCT Writing On-Demand scores, lesson plans, MAP scores.

Goals

Goals were developed based on the priority needs in the areas of Reading, Math, Writing, and Learning Environment. The strategies were developed based on the needs assessment. SBDM committees looked at all areas to determine the goals that we needed for the next two years to improve student performance and developed strategies that would reach the goals. Goals and strategies were developed first by SBDM committees, second, groups were developed with representation from each committee to discuss the plan. The third phase was input from classified staff, parents, and community members. The goals were also based on the priority needs, causes and contributing factors and objectives.

Evaluation

The plan will be reviewed monthly by staff members at faculty meetings, monthly by School Leadership Team, and three times a year by SBDM council. These three times a year evaluations will measure the implementation and impact of the plan and any modifications that need to be made.

Stakeholders

The stakeholders involved in the planning process included staff members(certified and classified), parent representation and community input. The stakeholders either read the draft of the plan and offered feedback, gave suggestions prior to draft,during staff meetings(November 3, 10, 17, 24 & Dec. 1) , and during Professional Development on November 13. Parents were sent e-mails and sent home a draft to offer feedback. During revision process leadership team and administrative team reviewed. SBDM then reviewed and approved revisions. All staff then received a copy of the CSIP.

Component: Learning Environment
Component Manager: Henry Robbins
Date: 11/24/2009
Name: WRIGHT ELEMENTARY

Priority Need:

In May 2009, our school's Transitional Index was 95.0 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Transitional Index will increase by 1.67 for a total Transitional Index of 96.67 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Attendance Records	01/11/2010	97	
Attendance Records	03/18/2010	98	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Students will participate in a school wide attendance assembly at the end of each grading period to encourage attendance among students as evidenced by attendance increase.	Jordan/Buren	01/04/2010	06/30/2011	\$ 200 General Fund		
2	NA	All parents will receive attendance reminder regarding attendance at least 3 times a year (beginning of school year, prior to winter break, and prior to KCCT assessment) as measured by letters sent home.	Robbins	01/04/2010	03/01/2011	\$ 0 No Funding		
3	Both	Students who had an attendance of 100% (no tardies and no leaving early) will receive certificates at the end of the grading period; attendance medals and be eligible for a prize for their attendance at the end of the school year as measured by the assembly and students attendance.	Buren/Jordan	05/01/2010	05/01/2011	\$ 400 PTSO \$ 100 FRC		
4	NA	School Climate Committee(KYCID) will sponsor an Attendance Fever Thermometer with the school wide "temperature" being 97% for the remainder of the 2009-2010 school year and to be determined for the 2010-2011 school year as measured by the Thermometer posted in the school.	Pam Buren	01/04/2010	06/30/2011	\$ 0 No Funding		
5	NA	School Climate Committee will explore outside agencies to sponsor school for attendance and homework recognition as evidenced by funds or prizes.	Jordan/Buren	01/04/2010	06/30/2011	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	NA	Explore community programs such as public library, Arriba Ninos, and WASDC to provide homework help for students to increase student achievement as measured by increased participation in student homework.	Buren/Jordan/Harless	01/04/2010	06/30/2011	\$ 0 No Funding		
7	Both	Explore the implementation of Homework Help both at Wright Elementary and Bondurant Heights to increase student homework participation as measured by sign in sheet of students attending the homework help nights.	Harless	01/04/2010	06/30/2011	\$ 400 FRC		
8	NA	Teachers will send home reminders of homework expectations at least 3 times a year as evidenced by teacher letters/newsletters.	Teachers	01/04/2010	06/30/2011	\$ 0 No Funding		
9	NA	Students will have the opportunity to hear a motivational speaker throughout the year to encourage the importance of school as measured by the speaker presentation.	Harless	01/04/2010	06/30/2011	\$ 500 FRC \$ 1000 Arts \$ 1000 General Fund		

Component: Math**Component Manager:** Lynn Gottbrath**Date:** 11/24/2009**Name:** WRIGHT ELEMENTARY**Priority Need:**

In May 2009, our school's Math Index was 98.96 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Math was 70.82 as measured on the Kentucky Core Content Test. In May 2009, 12 out of 12 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test. In May 2009, the percentage of With Disability students scoring proficient or distinguished in Math was 42.86 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Math Index will increase by 0.35 for a total Math Index of 99.31 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 9.73 for a total percentage of all students scoring proficient or distinguished in Math of 80.55 as measured on the Kentucky Core Content Test. 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 With Disability students scoring proficient or distinguished in Math will increase to 70.92 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
MAP 3rd Grade	10/23/2009	192	
MAP 4th Grade	10/23/2009	203	
MAP 5th Grade	10/23/2009	212	
MAP 3rd Grade	04/02/2010	203	
MAP 4th Grade	04/02/2010	211	
MAP 5th Grade	04/02/2010	220	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Visual cues posters for problem-solving strategies will be made or purchased for teachers to use in their classrooms while teaching problem-solving as evidenced by the posters in classrooms, lesson plans, increase in Math KCCT scores and MAP growth over time. Items to be included on poster: - standard vocabulary across grade level - types of strategies - key words related to operations	Gottbrath	01/04/2010	06/30/2011	\$ 200 General Fund \$ 200 ARRA Funds		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	Teachers will implement mixed review on a regular basis using strategies and math operations that are covered in the Program of Studies, Core Content for Assessment, and Curriculum Map as measured by lesson plans, KCCT assement, MAP growth, teacher assessments and agenda and mintues of PLCs.	Teachers	01/04/2010	06/30/2011	\$ 0 No Funding		
3	Both	All students will receive interventions/enrichments based on their individual needs in addition to core instruction. Groups will be formulated at all grade levels based on current MAP data, pre- and post assessments, and KCCT data as evidenced by lesson plans, PLC monitoring, and assessment growth.	Teachers	01/04/2010	06/30/2011	\$ 300 Text Books \$ 400 PD		
4	Both	Purchase resources (such asProblem Solver Mathematics Binder) for all teachers to implement in classroom, special education, TAG, Title I (math teacher) to ensure that students are receiving research based problem-solving strategies as evidenced by the purchase of the books and posters.	Gottbrath	01/04/2010	01/30/2010	\$ 500 General Fund \$ 2000 Title I \$ 2000 ARRA		
5	Both	ESS assistant(s) will collaborate with the teacher for students who are working below grade level in math as measured by lesson plans and assessments monitored showing growth of identified ESS students.	Gottbrath	01/04/2010	06/30/2011	\$ 4000 ESS		
6	Both	Students will receive calculator integration during their regular math class as well as during their intervention and enrichment activities as evidenced by lesson plans. Opportunities for professional development will be available for staff needed specific strategies for calculator integration.	Teachers	01/04/2010	06/30/2011	\$ 300 PD \$ 300 Text Books \$ 300 Title I		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
7	NA	Professional Development opportunities for the staff (teachers and assitants) will be offered in the areas such as teaching problem solving, calculator strategies, high level math activities, and differentiation.	Gottbrath	02/01/2010	06/30/2011	\$ 300 PD \$ 1000 ARRA		
8	NA	Teachers will work in Professional Learning Communities to evaluate and assess strategies with student data and work samples to write unit plans and lesson plans in connection with Math Investigation and Program of Studies as measured by teacher's units, lesson plans, and learning binders.	Gottbrath	01/04/2010	05/30/2011	\$ 1000 ARRA		

Component: Reading**Component Manager:** Gottbrath Lynn**Date:** 12/03/2009**Name:** WRIGHT ELEMENTARY**Priority Need:**

In May 2009, our school's Reading Index was 93.09 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Reading was 74.34 as measured on the Kentucky Core Content Test. In May 2009, 12 out of 12 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test. In May 2009, the percentage of With Disability students scoring proficient or distinguished in Reading was 48.98 as measured on the Kentucky Core Content Test. In May 2009, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 63.72 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Reading Index will increase by 2.3 for a total Reading Index of 95.39 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 8.55 for a total percentage of all students scoring proficient or distinguished in Reading of 82.89 as measured on the Kentucky Core Content Test. 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 With Disability students scoring proficient or distinguished in Reading will increase to 73.64 as measured on the Kentucky Core Content Test. By May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 73.64 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
MAP 3rd Grade	10/23/2009	192	
MAP 4th Grade	10/23/2009	201	
MAP 5th Grade	10/23/2009	208	
MAP 3rd Grade	04/02/2010	200	
MAP 4th Grade	04/02/2010	207	
MAP 5th Grade	04/02/2010	212	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5						\$		
1	Both	Consistent teacher training and follow up to ensure that all teachers understand and learn practices such as struggling reader best practices, Literacy by Design(Rigby), Intervention by Design during professional development days, faculty meetings,	Malin	03/01/2010	06/30/2011	\$ 250 PD \$ 100 General Fund \$ 250 Title I - PD		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	Teachers will promote reading partnerships such as buddy reading, family literacy nights, guest readers as evidenced by lesson plans, sign in sheets.	Harless	01/04/2010	06/30/2011	\$ 300 Title I \$ 700 Title I - Parent Invol. \$ 1000 FRC \$ 500 Drama \$ 500 PTSO		
3	Both	Teachers, ELL tutors, Title I teachers, Reading Recovery, and ESS will implement/continue interventions and enrichments for all students with monitoring during PLCs. Teachers will ensure that all students below grade level get core reading and interventions with resources such as Zip Zoom, Interventions by Design, Corrective Reading, Study Island and other technology that goes with Rigby and Intervention by Design.	Gottbrath	01/04/2010	06/30/2011	\$ 60,000 RTA Grant \$ 3500 ESS \$ 1000 KETS \$ 5500 AARA \$ 1000 Title I		
4	NA	Teachers will integrate arts and humanities into their reading program using materials such as readers theater, plays and school wide performances - teachers will teach before and after performances.	Committee	02/01/2010	06/30/2011	\$ 500 Drama \$ 500 PTSO \$ 1000 FRC \$ 1000 Title I - Parent Invol.		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	NA	Teachers will work in Professional Learning Communities to evaluate and assess strategies with student data and work samples to write unit plans and lesson plans in connection with Literacy by Design (Rigby) and Program of Studies as measured by teacher's units, lesson plans, and learning binders.	Gottbrath	01/04/2010	05/30/2010	\$ 100 PD \$ 1000 ARRA		

Component: Writing**Component Manager:** Lynn Gottbrath**Date:** 11/17/2009**Name:** WRIGHT ELEMENTARY**Priority Need:**

In May 2009, our school's Writing Index was 90.48 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Writing was 62.65 as measured on the Kentucky Core Content Test.

Goal:

By May 2010 our school's Writing Index will increase by 3.17 for a total Writing Index of 93.65 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 12.45 for a total percentage of all students scoring proficient or distinguished in Writing of 75.10 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
Learning Checks - On Demand	01/29/2010	80	
Learning Checks - On Demand	03/19/2010	90	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Writing Committee will be formulated to work on school wide Literacy Plan (using information from state and district's plans) as measured by sign in sheets, agenda, and draft of Literacy Plan.	Gottbrath	01/04/2010	12/10/2010	\$ 0 No Funding		
2	NA	Host Family Literacy Nights at least two/year to showcase student writing and give parents writing strategies to develop their students writing at home as evidenced by sign in sheets and agendas.	Davie	01/04/2010	04/30/2011	\$ 250 FRC \$ 250 Title I - Parent Invol.		
3	NA	Teachers will be given the opportunity to model lessons for each other, to have a writing share fair, to mentor other teachers in order to enhance the writing for all students as measured by lesson plans, agenda, sign in sheets.	Davie	01/04/2010	06/30/2011	\$ 200 PD \$ 2000 ARRA		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
4	NA	Teachers will have the opportunity to receive professional development on the Writing component of Literacy By Design with follow-up PD throughout the year in order to enhance the students' writing and enhance teachers instruction in the area of writing as measured by sign in sheets, agendas, lesson plans, and student work samples.	Committee	01/04/2010	06/30/2011	\$ 500 PD \$ 500 Title I - PD \$ 500 General Fund		