

COMPREHENSIVE IMPROVEMENT PLAN AND FUNDING APPLICATION

Locust Grove Elementary School

MariAnn Arnold
PRINCIPAL

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Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, and regulations. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Locust Grove Elementary
School

MariAnn Arnold
Principal

November, 2009
Date

ACTION COMPONENT Curriculum

School District Preliminary Revised

District Name Oldham County
 School Name Locust Grove Elementary

Component Manager MariAnn Arnold
 Current Date November 2009

Public Private, Non-Profit

I.

Priority Need	Goal (Addresses the Priority Need)																																																
<p>A1. The Spring 2009 KCCT Interim report indicated the following score results:</p> <p>Reading: 82.24 Social Studies: 84.21 Math: 80.37 On Demand: 68.42 Science: 82.76</p> <p>A2. The Fall 2009 IOWA report indicated the following score results:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Vocabulary</u></th> <th style="text-align: center;"><u>Reading</u></th> <th style="text-align: center;"><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>Grade 1:</td> <td style="text-align: center;">64 (69)</td> <td style="text-align: center;">58 (78)</td> <td style="text-align: center;">69 (68)</td> </tr> <tr> <td>Grade 2:</td> <td style="text-align: center;">50 (59)</td> <td style="text-align: center;">56 (67)</td> <td style="text-align: center;">41 (48)</td> </tr> <tr> <td>Grade 3:</td> <td style="text-align: center;">60 (67)</td> <td style="text-align: center;">67 (74)</td> <td style="text-align: center;">66 (71)</td> </tr> <tr> <td>Grade 4:</td> <td style="text-align: center;">64 (76)</td> <td style="text-align: center;">73 (82)</td> <td style="text-align: center;">71 (82)</td> </tr> <tr> <td>Grade 5:</td> <td style="text-align: center;">74 (86)</td> <td style="text-align: center;">78 (88)</td> <td style="text-align: center;">69 (83)</td> </tr> </tbody> </table> <p>(District score)</p>		<u>Vocabulary</u>	<u>Reading</u>	<u>Math</u>	Grade 1:	64 (69)	58 (78)	69 (68)	Grade 2:	50 (59)	56 (67)	41 (48)	Grade 3:	60 (67)	67 (74)	66 (71)	Grade 4:	64 (76)	73 (82)	71 (82)	Grade 5:	74 (86)	78 (88)	69 (83)	<p>A1. By Spring 2010 students will demonstrate enhanced knowledge and skills in all content areas so that the Spring 2010 KCCT report will show the following increases in scores:</p> <p>Reading: (+1.76) 84.00 Social Studies: (+.79) 85.00 Math: (+2.86) 83.23 On Demand: (+.61) 69.08 Science: (+2.03) 84.79</p> <p>A2. By Spring 2010 students will demonstrate enhanced knowledge and skills in the basic skills content areas of Vocabulary, Reading and Math so that the Spring 2010 IOWA report will show the following increases in scores:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Vocabulary</u></th> <th style="text-align: center;"><u>Reading</u></th> <th style="text-align: center;"><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>Grade 1:</td> <td style="text-align: center;">(+5) 69</td> <td style="text-align: center;">(+5) 63</td> <td style="text-align: center;">(+5) 74</td> </tr> <tr> <td>Grade 2:</td> <td style="text-align: center;">(+5) 55</td> <td style="text-align: center;">(+5) 61</td> <td style="text-align: center;">(+5) 46</td> </tr> <tr> <td>Grade 3:</td> <td style="text-align: center;">(+5) 65</td> <td style="text-align: center;">(+5) 72</td> <td style="text-align: center;">(+5) 71</td> </tr> <tr> <td>Grade 4:</td> <td style="text-align: center;">(+5) 69</td> <td style="text-align: center;">(+5) 78</td> <td style="text-align: center;">(+5) 76</td> </tr> <tr> <td>Grade 5:</td> <td style="text-align: center;">(+5) 79</td> <td style="text-align: center;">(+5) 83</td> <td style="text-align: center;">(+5) 74</td> </tr> </tbody> </table> <p>(Point Increase)</p>		<u>Vocabulary</u>	<u>Reading</u>	<u>Math</u>	Grade 1:	(+5) 69	(+5) 63	(+5) 74	Grade 2:	(+5) 55	(+5) 61	(+5) 46	Grade 3:	(+5) 65	(+5) 72	(+5) 71	Grade 4:	(+5) 69	(+5) 78	(+5) 76	Grade 5:	(+5) 79	(+5) 83	(+5) 74
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II.

Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. The scores noted on the 2009 KCCT report were due in part to utilization of an aligned curriculum, on-going assessments and implementation of an intervention model.</p> <p>A2. The scores noted on the 2009 IOWA report were due in part to the lack of an aligned basic skills curriculum, on-going IOWA like assessments and school-wide uniformity related to IOWA content.</p>	<p>A1. Throughout 2009-2010 all students will continue to receive instruction based on Oldham County Curriculum Frameworks in all content areas, will participate in continuous Open Response, On Demand and Writing to Learn activities, and consistent assessments will be administered that will guide intervention activities.</p> <p>A2. Throughout 2009-2010 all students will receive basic skill IOWA like instruction, and participate in common IOWA like assessments.</p>

ACTION COMPONENT Curriculum

(Cont.) School District Preliminary Revised

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III. Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

Strategy/Activity	Expected Impact	Responsible Person(s)	Start Date	End Date
A1. All teachers will utilize the Professional Learning Community (PLC) concept to plan lessons and common assessments utilizing the Oldham County Curriculum Frameworks.	A1. The students will receive intentional instruction and assessment that is based on the Oldham County Curriculum Frameworks in all content areas.	Instructional Staff	November 2009	November 2010
A1. Working with the Literacy Coach teachers will continue to develop strategies to improve student writing in the area of On Demand.	A1. Students will produce on demand writing regularly as evidenced by product analysis during regular PLC meetings.	Instructional Staff Literacy Coach Principal	November, 2009	November, 2010
A1. Teachers will write and administer open response questions on a weekly basis at all grade levels and content areas.	A.1 Students' responses to Open Responses will show evidence of growth as noted by PLC analysis of the products.	Instructional Staff Literacy Coach Principal	November, 2009	November, 2010
A1. Working with the Literacy Coach, teachers will continue to develop strategies to improve student writing as defined in the district Writing Plan.	A1. Students will produce writing pieces demonstrating enhanced idea development and use multiple strategies in their pieces as evidenced by analysis of student work (i.e. marker papers, mentors, writers' notebooks, reflective writing and on-going portfolio analysis).	Instructional Staff Literacy Coach Principal	November, 2009	November, 2010

<p>A1. Teachers will utilize the school-wide intervention period to improve student performance in all academic areas.</p>	<p>A1. Students will receive appropriate support in all content areas with considerations for individual barriers to student learning as determined by PLC analysis and recommendations.</p>	<p>Instructional Staff</p>	<p>November, 2009</p>	<p>November, 2010</p>
<p>A2. All teachers will utilize the Professional Learning Community (PLC) concept to plan lessons and common assessments utilizing IOWA like basic skills content.</p>	<p>A2. The students will receive intentional instruction, assessment, intervention and homework that is based on IOWA like basic skills in the areas of reading, language arts and math.</p>	<p>Instructional Staff</p>	<p>November, 2009</p>	<p>November, 2010</p>

DRAFT

ACTION COMPONENT Equity/Elimination of Barriers to Learning

School District Preliminary Revised

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I.

Priority Need:

Analysis of KCCT test results indicate a variety of barriers to learning exists that are not met by current instructional practices used with these identified populations:

- ❖ **Children with disabilities**
- ❖ **Children qualifying for free/reduced lunch**
- ❖ **Males**
- ❖ **Females**

Goal: *(A Goal addresses a Priority Need)*

The table below contains data that sets a baseline and a goal for each of the identified achievement gap areas. Values given are calculated academic indices for each specific population.

Academic Indices for populations showing an achievement gap

<i>Subject/Total Score</i>	<i>With Disabilities Baseline 2009</i>	<i>With Disabilities Goal 2010</i>	<i>Free/Reduced Lunch Baseline 2009</i>	<i>Free/Reduced Lunch Goal 2010</i>	<i>Male Baseline 2009</i>	<i>Male Goal 2010</i>	<i>Female Baseline 2009</i>	<i>Female Goal 2010</i>
Math								
3rd (80.00)	55.00	65.00	60.71	70.71	NA	NA	NA	NA
4th (82.76)	28.57	38.57	70.00	80.00	NA	NA	NA	NA
5th (81.91)	NA	NA	73.68	83.68	NA	NA	NA	NA
Reading								
3rd (82.73)	65.00	75.00	71.43	81.43	NA	NA	NA	NA
4th (82.76)	35.71	45.71	80.00	82.76	78.33	82.76	87.50	NA
5th (82.98)	NA	NA	63.16	73.16	75.61	82.98	88.68	NA
Science (82.76)	50.00	60.00	72.50	82.50	NA	NA	NA	NA
Social Studies (84.04)	NA	NA	73.68	83.68	78.05	84.04	88.68	NA
On Demand (69.15)	NA	NA	57.89	67.89	53.66	63.66	81.13	NA

II.

Cause(s)/Contributing Factors:	Objective(s) with Measures of Success:
<p>B1. The staff members were unfamiliar with the majority of the students who attended Locust Grove during the opening year 2008-2009.</p> <p>B2. Children with disabilities and those from lower socioeconomic situations often lack the organizational structure to identify and complete homework assignments, especially the long-range type.</p> <p>B3. Often, children in the identified areas of deficit lack the study skills needed to compete with the regular population.</p> <p>B4. Males tend to have less interest in writing than females.</p>	<p>B1, B2 and B3. Use of the Professional Learning Community model which promotes intentional lesson development that is based upon continuous assessment and progress monitoring. Students in the identified areas of concern will have individual needs addressed during the school-wide Intervention block on a daily basis in hopes of raising performance by 10 points in all areas.</p>

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III Strategies/Activities [activity or strategic sequence of activities to achieve objective(s)]

Expected Impact	Responsible Person(s)	Start Date	End Date
B1. Student learning will be properly supported as seen in appropriate utilization of the START folders.	Instructional Staff Principal Counselor	November 2009	November 2010
B2/B3. Student learning will be properly supported by participating in the school-wide Intervention model.	Instructional Staff	November 2009	November 2010
B4. Staff members will strive to create instructional situations in which male students are more apt to participate especially in the area of writing.	Instructional Staff Literacy Coach	November 2009	November 2010