

McKINNEY ELEMENTARY
SCHOOL IMPROVEMENT PLAN
YEAR 2007 - 2008

Don Leigh
Responsible Person

Don Leigh
Contact Person

Approved :
11/27/2007
Date

Members or Committee:

Don Leigh
Jenette Litton
Julie Hale
Shelley Rousey
Brittany Hines
Keith Smith

2007 - 2008 SCHOOL IMPROVEMENT PLAN

Executive Summary

McKINNEY ELEMENTARY

Mission

Making Everyone Successful

We envision a school where:

- Every child is loved, supported, and encouraged to reach his or her fullest potential
- Every teacher is trained and empowered to teach with purpose and grace
- Every parent/guardian is a full partner in the educational process
- Every classroom is equipped with all the necessary resources to meet diverse student needs

We envision a comprehensive program that contains:

- Curriculum that is well-defined for all grade levels, aligned with core content, and connected to the real world
- Instruction that is engaging, diverse, and tailored to meet individual student needs
- Assessment that is reflective of the state performance standards, authentic in differentiated ways, and embedded in the natural flow of the curriculum

We envision leadership built on:

- Open communication and mutual respect
- Service-centered administration that seeks to guide and facilitate the learning process
- Horizontally structured management where each person is valued for their expertise
- Decision making that values the collaborative team approach

BELIEF STATEMENT

We believe all children and the adults involved in their education with appropriate resources, nurturing, and support can achieve success.

1. When and how did your school develop its mission statement? When and how did your school community last review it? –Fall 2002 –The HSE guided staff through the training and process as they developed the current mission statement. It is reviewed at every council, staff and committee meeting.

Needs Assessment

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used. –YES

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed. –Initially in the fall of 02 and each fall in a review of school progress. The SBDM analyzed the 2007 Terra Nova, NCLB and CATS results, then the whole faculty, along with parent, community, and district representatives, did a joint review of the Terra Nova, NCLB and CATS results. From the work the SBDM council and staff performed during this process, school improvement needs were identified. Staff committees met to rank our school according to the descriptors found in the Standards and Indicators for School Improvement and Perceptive Survey to further determine our Priority Needs.

Goals

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives? –November 2006, January 2007, April 2007, and November 2007
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps? –November 2007.
6. When did the council review drafts of the components? – November 2006, January 2007, April 2007, and November 2007
7. When did the council review estimates for costs and drafts of Section 7 requests? –To be determined – see council minutes.
8. When was the public meeting held to present the Plan to the community, and who attended? – To be determined-see council minutes.
9. When did the council officially adopt your revised Plan? – April 2007 and November 2007
10. When did the council officially adopt any Section 7 requests? –Placed notice in newspaper to be reviewed by public through March for input.
11. When and why has the Plan been revised since that data? –Revisions to the plan were made because we have exceeded a majority of our goals and there are newly revised versions of the state standards documents. April 2007 revisions were made based on an identified goal of improving instructional practices. November 2007 revisions were made following data analysis of 2007 Terra Nova, NCLB, and KCCT data.

Evaluation

12. How will you evaluate your Plan, and when? –I & I Checks at least three times each year (an I & I Check was conducted on 11/06/07).

Professional Development Activities will be evaluated through evaluation Instruments administered at the end of each session and using district forms specific to certain funding sources as well as annual PD district reports.

Stakeholders

13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity. –See below; additional parents, community members found with sign-ins from newspaper announcement.

The review team consisted of:

Teachers: Kathy Wood, Lynn Coomer, Jennifer Smith, Jennifer Malone, Jenette Litton, Shelley Rousey, Mechelle Watkins, Glenna Preston, Julie Hale, Ellen Owens, James Carrier, Laticia Burns, Tiffany Wilson, Beth Perkins, Gloria Davis (Professional Learning Community Coordinator), and Don Leigh (Principal).

School Staff: Cheryl Brown, Bobbie Caldwell, June Moore, Patty Carrier, Michelle Carpenter, Emily Miracle.

District Personnel: Janet Emerson, District Liaison for McKinney Elementary School.

Parent and Community: Betty England Family Resource Center Director, Brittany Hines-parent, Keith Smith-parent.

Component: Assessment

Component Manager: Jenette Litton Julie Hale

Date: 01/31/2008

Name: MCKINNEY ELEMENTARY

Priority Need:

Assessment 2.1 According to the data from the SISI Rating Process used in our school, the school still has not achieved level 3 (fully functional and operational level of development and implementation) for all indicators that describe the school as "developing and using multiple evaluation and assessment strategies and tools to monitor and modify instruction to meet student needs and support proficient student work".

Goal:

Assessment 2.1 From the present through July 2010, our goal is to increase the percent of students achieving at proficiency and above on KCCT and NCLB, certified staff will develop and implement a comprehensive assessment program of multiple evaluation and assessment strategies and tools that will be used to monitor and modify instruction to meet student needs. Other tools to measure increase in percent of student scoring at proficiency may include PAS-Benchmark I, NAEP Items-Benchmark II, and classroom assessments.

Benchmark

Measure	Date	ProjectedData	ActualData
NAEP Items	11/27/2007	29	14% proficient/above
PAS % Proficient	11/27/2007	60	52 % proficient/above

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
4	NA	Teachers collaborate to design authentic, NAEP-like, and multiple other kinds of assessment tasks and items that are aligned to standards, rigorous, and administered frequently to identify gaps and provide feedback on student learning for use in instructional planning, delivery, and follow-up.	Hale	12/01/2007	07/31/2007	\$ 625 IDEA \$ 625 PD \$ 625 Title I \$ 625 Title I - PD		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
5	NA	Instructional planning and PD will include focus on students being able to articulate standards and proficiency expectations with required performance standards being clearly articulated and evident in the classroom and observable in student work.	Hale	12/01/2007	07/31/2010	\$ 625 IDEA \$ 625 PD \$ 625 Title I \$ 625 Title I - PD		

Component: Curriculum

Component Manager: Jennifer Malone Mechele Watkins

Date: 01/31/2008

Name: MCKINNEY ELEMENTARY

Priority Need:

Curriculum 1.1 According to the data from the SISI Rating Process used in our school, the school still has not achieved level 3 (fulling functional and operational level of development and implementation) for all indicators that describe the school as "developing and implementing a curriculum that is rigorous, intentional, and aligned to state standards". Therefore, in the absence of any sub-group gaps and with all academic index scores between 92 and 102, we have identified curriculum alignment to state standards version 4.1 in all content areas as a program update that is a priority need.

Goal:

Curriculum 1.1 From the present through July 2010, certified staff will use the school curriculum matrix evaluation tool to evaluate and demonstrate improvement in the process of developing, refining, and implementing an aligned and rigorous school curriculum that promotes mastery of learning using the school's curriculum matrix evaluation tool.

Benchmark			
Measure	Date	ProjectedData	ActualData
Curriculum Matrix Evaluation Tool	11/27/2007	42	17 on 05/16/07
PAS Content Gap Tool	11/27/2007	25	22% Fall 07 PAS

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
3	NA	Teachers (with support from the Professional learning Community coordinator) will develop and implement a curriculum that is aligned with Kentucky's Academic Expectations, Core Content version 4.1, 2006 Program of Studies, and Transformations.	Malone	12/01/2007	07/31/2010	\$ 250 IDEA \$ 250 Title I \$ 250 Title I - PD \$ 250 IDEA \$ \$715 Total		
4	NA	Teachers will develop and implement a curriculum that defines what students should know and be able to do in all content areas.	Malone	12/01/2007	07/31/2010	\$ 250 IDEA \$ 250 PD \$ 250 Title I \$ 250 Title I - PD		
5	NA	The developed and implemented curriculum will provide for an in-depth study of significant concepts and issues that align with the standards.	Malone	12/01/2007	07/31/2010	\$ 250 IDEA \$ 250 PD \$ 250 Title I \$ 250 Title I - PD		
6	NA	The school will develop and implement a curriculum that provides a common and challenging academic core that maintains high expectations for all students.	Malone	12/01/2007	07/31/2010	\$ 250 IDEA \$ 250 PD \$ 250 Title I \$ 250 Title I - PD		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
7	NA	The curriculum will be monitored twice each year and revised at least annually based on student performance, state standards, the latest academic and assessment changes, and student academic needs defined from other resources.	Malone	12/01/2007	07/31/2010	\$ 250 IDEA \$ 250 PD \$ 250 Title I \$ 250 Title I - PD		

Component: Learning Environment

Component Manager: Glenna Preston James Carrier

Date: 01/31/2008

Name: MCKINNEY ELEMENTARY

Priority Need:

School Culture; Student, Family, and Community Support: Standard 4: School functions as an effective learning community and supports a climate conducive to performance excellence: According to the data from the SISI Rating Process used in our school, the school still has not achieved level 3 and level 4 (fulling functional/operational and exemplary levels of development and implementation) for all indicators that describe the school as an effective learning community that supports a climate conducive to performance excellence. (Our school did not identify a priority need from the data from the School Culture Survey initiated by the district.)

Goal:

School leaders function in a positive culture as an effective and collaborative learning community to set and monitor achieving high expectations that enhance high levels of performance for all adults and for all children.

Benchmark

Measure	Date	ProjectedData	ActualData
Learning Environment 4.I Improve results on survey for Standard 4-I.	11/27/2007	5	unknown baseline
Learning environment 4.II Improve results on survey for Standard 4-II.	11/27/2007	5	unknown baseline

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
2	NA	Our learning environment and learning community enhances community/school relationships and provides opportunity for our community to collaboratively support annual school projects while revitalizing community and school partnerships. (Dec. 07-PD)	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		
3	NA	Our parent volunteer organization supports a variety of educational programs in our school with a ratio of 1 parent to every 4 students.	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		
4	NA	Cooperative efforts of the school and the Basketball Boosters provides equipment for PE and refreshments for various school events	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		
5	NA	Monthly school newsletters keep parents abreast of what is going on in classrooms, upcoming events, and relevant invitations to be a part of their child's learning.	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
6	NA	Family Fun Nights provide an academic focus relative to teacher input and provides opportunities for families to learn together while enriching family/school communications and partnerships	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		
7	NA	Our learning community organization and participation enhances opportunities for parent and community involvement in celebrating for fun and for recognition of individuals and groups of students	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		
8	NA	Our school learning community provides positive attention, incentives and awards to students who attain good attendance in the short term and the long term.	Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding		

Priority Need:

Learning Environment 5.1 - School Culture; Student, Family, and Community Support-Standard 5: According to the data from the SISI Rating Process used in our school, the school still has not achieved level 3 and level 4 (fulling functional/operational and exemplary levels of development and implementation) for all indicators that describe us as a school that works as a professional learning community to remove barriers to learning in an effort to meet the needs of all students.

Goal:

Learning Environment 5.1 School leaders will set and implement strategies that nurture family, community, and school relations to support higher levels of student achievement.

Benchmark

Measure	Date	ProjectedData	ActualData
Learning Community Survey 5-I	11/27/2007	5	Baseline yet to be set
Learning Community Survey 5-II	11/27/2007	5	Baseline yet to be set

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
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GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding Source	I, IP, NI	Impact
1	NA	5.A. Learning Environment Standard 5: -----5.A. School works as a professional learning community to remove barriers to learning in an effort to meet the needs of all students. School leaders set and implement strategies that nurture family, community, and school relations to support higher levels of student achievement.	James Carrier	12/01/2007	07/31/2010	\$ \$0.00 No Funding	IP	<p>5.A. Learning Environment Standard 5-----</p> <p>5 A.1.a Instructional materials and resources to promote active learning are available. Teachers add new alternatives to a widening repertoire of choices so they become proficient in alternating among a broader array of activities to create a richer, more complex balance of structures and practices. Resources are allocated to reduce barriers to learning.-----</p> <p>-----</p> <p>5 A.1.b Support programs are assessed and refined to meet the needs of students. There is collaboration among programs to promote student achievement. There is additional assistance beyond initial classroom instruction to support student learning.-----</p> <p>-----</p> <p>5 A.1.c Technology and other resources are used to collect, organize, and use student data effectively to reduce barriers to learning and to performing at proficiency and above.</p>