



WHITE HALL ELEMENTARY

2166 LEXINGTON ROAD

RICHMOND

859-625-6134

859-624-4512

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2008-2009

School Council Members:

	Name	Signature	Date
Principal	Randy Neeley		
Teacher	Dawn Bugg		
Teacher	Paula Cornelison		
Teacher	Susan Huntzinger		
Parent	Beth Brock		
Parent	Bruce Freeman		

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

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MISSION STATEMENT: The mission of White Hall Elementary School is for all students to be S.T.A.R.S.!

Successful students learning at their highest potential

Technology literate

Attending in an atmosphere that is caring, safe, and positive

Respectful of themselves and others

Saluting and celebrating diversity

PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

Work began on this year's Consolidated School Plan with an implementation check of the previous plan. All faculty and staff were interviewed and information was gathered as to what objectives had already been met and those that still needed to be met during the school year. Each faculty member signed up for one academic committee and one effective-schools committee. The next time we met to work on the Consolidated Plan was during an in-service program on September 29, 2007 that was centered on disaggregating the testing data from the 2006-2007 CATS and CTBS student evaluations. During the morning session a Central Office representative joined us and the school counselor presented a Power Point presentation of the test data and the faculty discussed areas of concern that the testing data showed. The afternoon session consisted of an overview presented by the school counselor of some strategies that could be used to help improve student achievement.

Some of those strategies include: class profiles, learning styles, group learning, and examining student writing. Teachers then worked together in grade level teams to discuss ways of implementing some of the above-mentioned strategies.

The work and information compiled from the data day was used to determine areas of greatest need within our school. The faculty agreed that the Consolidated Plan needed to address Reading-provide a more individualized plan of instruction with specific areas of need for students, Writing-establish vertical and horizontal alignment of curriculum, Math-implementation of a spiraling curriculum to help students to master all objectives, Equity-implement programs to increase student participation in school and raise student achievement, and Transition-easing the stress and confusion as students move into critical areas (Kindergarten to 1st, 3rd to 4th, and 5th to middle school).

The plan will be monitored each 9 weeks by the SBDM Council and will be discussed at all faculty meetings. Responsible persons will monitor progress on the goals and activities presented in the Action Plans and will report to the SBDM Council as needed.

Each faculty member will be provided with a copy of the Comprehensive Plan.

The parents and community stakeholders will be informed of the plan and the progress toward meeting our goals through P.T.A. meetings and monthly newsletters.

A copy of the Comprehensive Plan will be placed in the school library along with other documents compiling the School Portfolio.

MADISON COUNTY SCHOOLS

White Hall Elementary

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN 2008-2009

Component – Academic Performance

Component Manager:

Date:

<p>Priority Needs <i>1a.) A Challenging curriculum that address a common academic core in writing is needed (SISI 1.1g). This is evidenced by the difference between how well the students are doing in multiple choice as opposed to the open response and on-demand in the following areas:</i></p>	<p>Goals & Measurable Objectives (Addresses the Priority Need) <i>An academic index of 125 for the 2008-2009 school year, along with continued progress toward set objectives, will be met in order to satisfy the requirements addressed in No child Left Behind and the Commonwealth Accountability Testing System</i></p>																				
<p style="color: #A52A2A;">Write all Priority Needs in terms of % of students below proficiency. Write 3 – 5 Priority needs.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">2008 OR Percentage Proficient and Above Grades 3, 4 and 5</th> </tr> </thead> <tbody> <tr> <td>Forming Found.</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Develop Understanding</td> <td style="text-align: center;">28,43,20</td> </tr> <tr> <td>Interpreting Text</td> <td style="text-align: center;">28,50,25</td> </tr> <tr> <td>Critical Stance</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>	Reading	2008 OR Percentage Proficient and Above Grades 3, 4 and 5	Forming Found.	N/A	Develop Understanding	28,43,20	Interpreting Text	28,50,25	Critical Stance	N/A	<p style="color: #A52A2A;">Write Goals and Measurable Objectives in terms of the % of students that will reach proficiency. Write a goal and measurable objective for each priority need.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">2009 OR % Prof. and Above Grades 3, 4 and 5</th> </tr> </thead> <tbody> <tr> <td>Forming Found.</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td>Develop Understanding</td> <td style="text-align: center;">35,50,25</td> </tr> <tr> <td>Interpreting Text</td> <td style="text-align: center;">28,50,25</td> </tr> <tr> <td>Critical Stance</td> <td style="text-align: center;">n/a</td> </tr> </tbody> </table>	Reading	2009 OR % Prof. and Above Grades 3, 4 and 5	Forming Found.	n/a	Develop Understanding	35,50,25	Interpreting Text	28,50,25	Critical Stance	n/a
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Math		2008 OR		Math		2009 Goal OR	
		% Prof. and Above				Grades 3, 4 and 5	
		Grades 3, 4 and 5					
Number/Property Operations		45,53,65		Number/Property Operations		50,60,70	
Measurement		n/a,85,31		Measurement		90,50	
Geometry		47,79,78		Geometry		60, 90, 90%	
Data Analysis/Prob.		52, NA, 58		Data Analysis/Prob.		60, 70	
Alegebraic Thinking		77,71,64		Alegebraic Thinking		90, 90, 70%	
Science				Science			
		2008 OR				2009 Goal OR	
		% Prof. and Above				Grade 4	
		Grade 4		Multiple Choice			
				% Correct			
						Percentage Difference	
Physical		71%		n/a		n/a	
Earth Space		59%		90%		26%	
Biological		75%		96%		46%	
Unifying Concepts		n/a		96%		23%	
Social Studies				Social Studies			
		2008 OR Percentage				2009 Goal OR	
		Proficient and Above				Grade 5	

		% Correct	Difference	Culture and Society	65
Culture and Society	46	n/a	N/A	Geography	65
Geography	45	88%	36%	History	50
History	34	92%	42%	Economics	50
Economics	33	89%	17%	Government and Civics	75%
Government and Civics	15	87%	27%		
				Arts and Humanities	2009 Goal OR Grade 5
Arts and Humanities	2008OR Percentage Proficient and Above	Multiple Choice % Correct	Percentage Difference	Music	55%
Music	46	n/a	n/a	Dance	25
Dance	18	83%	63%	Drama/Visual Arts	40
Drama/Visual Arts	21,26	81%	33%		
				On-Demand Writing Prompt	Goal
On-Demand Writing Prompt	2008 Combined Score of 6, 7 or 8			2009 Combined Score of 6, 7 or 8	
Inform				Inform	
Content	21			Content	26
Structure	8			Structure	13
Convention	17				

Narrate for a Purpose			Convention	22	
Content	27		Narrate for a Purpose		
Structure	27		Content	32	
Convention	23		Structure	32	
			Convention	28	
Persuade			Persuade		
Content	35		Content	40	
Structure	27		Structure	32	
Convention	19		Convention	24	
On-Demand Multiple Choice 2008		Percentage Correct			
Revising		85	On-Demand Multiple Choice 2009		
Editing		86	Revising		90%
			Editing		90%

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Component – Academic Performance

Strategies and Impact

Strategy	Expected Impact	Responsible Person(s)	Start/End Dates	Cost Fund Source	I IP NI	Outcomes Report of Progress	Review Date
Embed open response writing into everyday instruction	Students will be familiar with the process and language of a successful open response	Faculty and staff	On-going		I		
Increase modeling of proficient and distinguished pieces	Students will see what a proficient or distinguished piece looks and sounds like	Faculty and staff	On-going		I		
Teachers will post and use scoring guides and rubrics when scoring open response	Students will have a better understanding of what is expected in the writing to achieve a high performing score	Faculty and staff	On-going				

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COMPREHENSIVE SCHOOL IMPROVEMENT PLAN 2008-2009

Component – Learning Environment

Component Manager: Randy Neeley/Principal

Date:

Priority Needs: There is a need for a planning process that involves collecting, processing, organizing and analyzing data for increased student achievement	Goals & Measurable Objectives (Addresses the Priority Need) During the 2008-2009 school year, the school will establish and initiate a commitment to continuous student achievement and school improvement
<ol style="list-style-type: none">1) Teachers have not received training in protocols for analyzing student work2) Most school staff members use differentiated instructional materials and strategies to meet student needs.	<ol style="list-style-type: none">1) Training on using the Kentucky Marker Papers will be provided for ALL teachers and student work will be analyzed during the school year. A summary of grade level collaboration and analysis of results will be provided on the team planning forms.2) ALL teachers will incorporate differentiated instructional materials and strategies into classroom practices to meet student needs. This will be evidenced through lesson plans, principal and district walk-thru assessments and the evaluation process.

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Component – Learning Environment

Strategies and Impact

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Kentucky Marker Paper training will take place for All Kindergarten, 1 st and 2 nd grade teachers and instructional assistants	Teachers and instructional assistants will use the knowledge gained in the training to assess internal portfolios during the year.	Classroom teachers/Tammy Barnes	Spring				
All teachers will show evidence of using differentiated instruction in their classrooms.	Differentiated Instruction will help students at all academic levels to achieve a full years gain.	Mr. Neeley	On-going				

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COMPREHENSIVE SCHOOL IMPROVEMENT PLAN 2008-2009

Component – Efficiency/Parent Involvement

Component Manager: Randy Neeley/ Principal

Date:

<p>Priority Needs: Parental Survey indicates the following needs: students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.</p>	<p>Goals & Measurable Objectives (Addresses the Priority Need) White Hall is working hard to ensure every student is receiving every opportunity to excel in academics. Extended School Services allows an opportunity for struggling students to achieve success as well as make academic gains</p>
<p>Support programs and services operate in isolation to deliver services to students.</p> <p>Co-curricular programs support student learning but not all students have equitable access</p>	<p>Opportunities for school, parent and community collaboration will be implemented: fall and spring work day at school, fall festival, reading's fun.</p> <p>Master schedule arrangement will be used to accommodate increased exposure to essential content skills during school as well as offering flexible ESS services.</p>

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Component – Efficiency/Parent Involvement

Strategies and Impact

Strategy	Expected Impact	Responsible Person(s)	Start/End Dates	Cost Fund Source	I IP NI	Outcomes Report of Progress	Review Date
Dental Care Program will be provided.	Students will have availability to a dental hygiene program that will increase knowledge of dental practices	Madison Co. Health Dept.					
Extended School Services for 4 th and 5 th grade students	Student achievement will be increased by providing students additional time for learning program of studies	Mrs. Willis, Mr. Neeley					
Literacy Night/ Homework Helper	Bridging the gap between school and community relations by offering incentives in the evening for families to become involved with their child's studies. Increased parental awareness of White Hall's reading program will give parents the information they need to assist and encourage their children at home	Increased parental awareness of White Hall's reading program will give parents the information they need to assist and encourage their children at home.					

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Component – Parent Involvement

Component Manager:

Date:

Priority Needs	Goals & Measurable Objectives (Addresses the Priority Need)

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Component – Parent Involvement

Strategies and Impact

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