

**LAYNE ELEMENTARY
SCHOOL IMPROVEMENT PLAN
Year 2011 - 2012**

Brenda Zetelski

Responsible Person

Brenda Zetelski

Contact Person

Approved Date:

10/24/2011

Members or Committee:

Amanda Agnew

Cheryl Bush

Pam Kirchner

Helen Sanford

Brenda Zetelski

2011 - 2012 SCHOOL IMPROVEMENT PLAN

Executive Summary

LAYNE ELEMENTARY

Mission

We believe all children can learn at high levels. We accept the responsibility to teach all students so they can attain their maximum educational potential. Each child is valued as an individual and is encouraged to be cooperative and respectful of others. Layne's mission statement was reviewed by the SBDM during the revision process for our CSIP. The mission statement was distributed to all of our families and their feedback was sought regarding any changes. The response was to leave it as it was because they felt it was an excellent example of what we do everyday.

Needs Assessment

Layne's Needs Assessment Team was comprised of the Instructional Leadership Team (ILT), SBDM Council members, the Family Resource Center Coordinator, the ESS Coordinator, the Principal, and the Counselor. After examining the the NCLB report and the Interim Performance Report, the teaching staff disaggregated data from both reports. Recommendations based on the results of the needs assessments were made and incorporated into this document. How the Needs of the School or District Were Determined: In the fall of 2011 following the release of the IPR Layne's entire teaching staff met to examine the latest test scores, achievement gaps and noncognitive data. Based on this data the teaching staff determined we would continue our focus on reading and math and the SBDM council approved this decision. The Needs Assessment Team and Planning Team also reviewed the data from the achievement gap data, and the answers from the applicable questions from the School Improvement Planning Handbook, the Family Resource Center Needs Assessment, formal and informal parent and staff surveys and the IPR data and a review of the TELL survey. Additionally all growth plans were reviewed and examined for their relevance to the CSIP. We received feedback about our plan from parents and community members which were incorporated into this years revised plan. After examining the results from IPR data, and NCLB (AYP) information from the district pertaining to the Core Content, the Planning Team determined our priority needs were in the areas of Reading and Math and their application across all content areas. During the 2011-2012 school year we will continue to emphasize each of the five areas of School Renewal. School Climate is focusing on building active community support; Communication will focus on programs which will provide information to our community; Professional Development will focus on the analysis of student assessments and work with a focus on instructional practice and teaching designed to move all students to proficiency. Layne follows the Kentucky Core Academic Standards (KCAS), English Language Arts(ELA), and researched based intervention programs supported by Rigby and the IDR librares. Layne follows the (KCAS) Math Standards researched based intervention programs supported by Math Investigations II. Teachers will continue to use the KCAS documents from the state. Job embedded PD sessions are scheduled to ensure follow-up to state/district/local Professional Development. The issue of equity will be addressed in our school by providing students who require additional instructional support assistance through the following services or programs: Title 1, Extended School Services (ESS), Reading Recovery, and/or SuccessMaker services (REF #1). Extra time will be provided to ensure the success of these children. Students who are identified as Tier II and III in reading and math will participate in our Interventions program. All students will have access to special and enrichment programs; i.e. 5x5 Fund For the Arts program, cultural arts, Meet the Author series to improve reading and writing, Jump Rope for Heart, and miscellaneous field trips.

Goals

How Goals and Strategies Were Decided Upon: Our goals were established after reviewing the data in the SISI document and examination of our test data. The Planning Team identified two goals: Goal 1 for Math: All applicable NCLB subgroups will reach their NCLB Math proficiency target of 80.61 by May 2012 in Math and reduce our Novice level to 10.61. Goal 2 for Reading: All applicable NCLB subgroups will reach their NCLB Reading proficiency target of 86.82 by May 2012 in Reading and reduce our Novice level to 11.48. The strategies that were developed have two objectives, professional development and support for teachers and staff, and educational/instructional activities that will provide students with the background and experiences necessary to ensure their success. These instructional opportunities would be available through the regular classrooms, ECE classrooms, Title 1 instruction, from retired teachers in our ESS program, Reading Recovery and from our District Resource Teachers.

Evaluation

What Implementation of the Plan is Expected to Achieve: 1. Teachers will receive training in: KCAS ELA, Math standards, Technology, and Writing. 2. Teachers will participate in job embedded professional development and collegial support groups to: explore best practices in learning styles, Rigby, Math Investigations (to support the KCAS ELA and Math standards) and Technology. Teachers will participate in sessions to examine student work in vertical and horizontal teams, and participate in cohort groups, which examine instructional programs and/or will read a variety of books dealing with the issue of equity. 3. Students will become proficient readers and writers. This will occur because of their participation in instruction focused on the KCAS ELA standards and Layne's Writing Genre program. 4. Students will participate in: on-demand writing sessions, assessment and analysis of student responses as a follow-up to the writing activities, use on-demand vocabulary posters, practice the writing process daily, read a variety of genres as a part of a balanced reading/writing program designed to increase awareness of varied sentence structure and vocabulary, daily practice in proofreading and editing, and will use a systematic approach to answer open response questions and multiple choice items, and On-Demand Questions. 5. ESS students will become more proficient in reading and math. This will be accomplished by learning a variety of reading strategies, which include leveled texts, Comprehension Plus, Reading Intervention and Phonics Awareness activities. 6. Math will use a remediation program i.e. SuccessMaker designed to move our students to proficiency. 7. The ILT team will review the CSIP and complete the implementation and impact checks two times during the January 2012 thru March 2012 CSIP cycle. These will be completed in January 2012 and March 2012. Evidence of this will be seen when analyzing student work and through the IPR results, as seen by a decrease in the gap of reading and math scores while increasing the number of students scoring proficient and distinguished. Teachers will log data information into the CASCADE system a minimum of three times during the year to track student progress and to track our progress toward reaching our Reading and Math goal. Teachers will track student progress at designated times throughout the school year. 8. Priority students will be placed in Tiers and ESS programs based on the data, our priority students in reading include the following groups: all students, african american students, free and reduced lunch students and those with disabilities. Priority students in math are those with disabilities. (NCLB 5).

Stakeholders

Layne's Planning Team was comprised of all the members of the Instructional Leadership Team, which is structured to reflect all of the instructional teams and grade levels and which represents the School Renewal Committee and SBDM Council members. Other members included the Principal, Counselor, Family Resource Center Coordinator, the school's PD Chairperson, the STC, the Extended School Service Coordinator, and parents. Business partners and parents were involved in the drafting and revision of our SIP. Their comments and recommendations are reflected in the plan.

Members/Representative Groups Who Served on Planning and Needs Assessment: Teams: Principal: Brenda A. Zetelski Counselor: Jodi O'Bryan
Instructional Leadership Team: Cheryl Bush (TLC) Jennifer Bumann(Member at Large) Julie Stith (Librarian) Jenni Mulrooney (Resource Teacher) Helen Sanford (5th Grade Teacher) Debra Spangler (5th Grade Teacher) Jodie Anderson(ECE Teacher) STC: Sharon Muller ESS Coordinator: Courtney Waller Family Resource Center Home-School Coordinator: Brooke Burd Parents: PD Chairperson: SBDM Council: Brenda A. Zetelski, Amanda Agnew, Cheryl Bush, and Helen Sanford Businesses: Louisville Southwest Free Public Library How Public Comment was Secured and What Response was made: Multiple copies were sent home for review by our parents, a parent meeting was held to explain the CSIP and gather ideas and suggestions, copies were given to the Louisville Free Public Library. Feedback was reviewed and considered before the final draft was completed. Permanent copies will be placed in the office, library, and Family Resource Center. What Process was used for Internal Review of the Plan? Layne's teaching staff, and Family Resource Center reviewed copies of the plan. Then it was sent to the ILT with recommendations and/or corrections. Upon completion of the review the CSIP was given to the SBDM council on 10-20-2011. The ILT team will review the CSIP two times, once in January 2012 and again in March 2012. They will complete the implementation and impact checks. How will Input Continue to be gathered from Stakeholders? The comments and suggestions gathered from the previously mentioned groups and individuals will continue to be solicited and considered when implementing and reviewing the plan next year. Permanent copies will be placed in the office, library, and Family Resource Center to further public awareness and will also have response forms for continued feedback.

Component: Math

Component Manager: O'Loughlin Sandy

Last Updated: 10/6/2011

School: LAYNE ELEMENTARY

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Math was 60.14 as measured on the Kentucky Core Content Test. In May 2012, the percentage of students scoring Novice in Math was 13.42 as measured on the Kentucky Core Content Test. In May 2011, 13 out of 13 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 13.29 for a total percentage of all students scoring proficient or distinguished in Math of 73.43 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, the percentage of students scoring Novice in Math will decrease by 2.81 for a total percentage of all students scoring novice in Math of 10.61 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 80.61 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
MPA - % All students		1/15/2012	80.61	0
MPA - % All students		3/25/2012	80.61	0
MPA - % White students		1/15/2012	80.61	0
MPA - % White students		3/25/2012	80.61	0
MPA - % African Am. students		1/15/2012	80.61	0
MPA - % African Am. students		3/25/2012	80.61	0
MPA - % Free & Reduced students		1/15/2012	80.61	0
MPA - % Free & Reduced students		3/25/2012	80.61	0
MPA - % LEP students		1/15/2012	80.61	0
MPA - % LEP students		3/15/2012	80.61	0
MPA - % decrease all Novices		1/15/2012	10.61	0
MPA - % decrease all Novices		3/25/2012	10.61	0

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	A district math resource teacher will provide continued support for the implementation of KCAS Math and how Math Investigation II supports the teaching of the standards by modeling and co-teaching with teachers on a weekly basis. (NCLB 1 & 2)	Zetelski Dist. R.T.	11/1/2011	10/31/2012	\$0 No Funding		
2	NCLB	Teachers will engage students in hands on research based, inquiry/standards based math instruction based on the KCAS Math Standards for each grade level. Teachers will use technology to support instruction, i.e. Successmaker and smart board. Math cohort leaders will help support KCAS Math Standards and on-going math instruction.	Zetelski	11/1/2011	10/31/2012	\$60,200.00 General Fund		
3	NCLB	Teachers will provide opportunities for students to work collaboratively solving real-life problems that intentionally allow students to make connections on a daily basis. Teachers will also begin teaching students note taking strategies. Fifth grade students will participate in programs/assemblies pertaining to programs helping them transition to middle school.	Zetelski Dist. R.T.	11/1/2011	10/31/2012	\$0 No Funding		
4	NCLB	The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB1)	O'Loughlin	11/1/2011	10/31/2012	\$0 No Funding		
5	NCLB	Grade group teachers will meet in job embedded PD after each MDA's and MPA's. Analyzing student test data and work identifying students (into Tier II or III) who need additional support, planning next steps for instruction. The Student Success Coach will work with tier III and II students to improve math skills and to close the achievement gap and move all students to the proficient level. Plans will be turned in to the Principal for approval and documentation. Identified tier students will participate in intervention programs, i.e. SuccessMaker or ESS.	Rowan	11/1/2011	10/31/2012	\$19,719.00 * Dist. Funding \$8,347.00 # ESS		* Referenced on page 8 - goal 5, page 9 - goal 7 and page 10 - goal 14. # Referenced on page 10 - goal 14.
6	NCLB	Teachers will attend Professional Development focused on using SMART technology in the classroom with a focus on effective math instructional strategies.	Muller	11/1/2011	10/31/2012	\$5,410.00 * Title I - PD \$4,126.00 # Title 1 - Technology		* Referenced on page 9 - goals 5 & 11. # Referenced on page 8 - goal 2.
7	NCLB	All teachers will give formative assessments in math (4MC/1 ORQ) twice a month using Math Investigations II curriculum.	O'Loughlin	11/1/2011	10/31/2012	\$0 No Funding		
8	NCLB	Research based math interventions and materials will be purchased to provide additional instructional resources.	O'Loughlin Dist. R.T	11/1/2011	10/31/2012	\$17,462.00 * Title I		* Referenced on page 8 - goal 2.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
9	NCLB	Family math night(s) will be held to share and involve the community in the Math Investigations II program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	O'Loughlin	11/1/2011	10/31/2012	\$3,480.00 * Title 1 - Parent Inv		* Referenced on Page 9 - goal 10 and page 10 - goals 17 and 18.
10	NCLB	Students will be given the district assessment and enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Zetelski Dist. R.T.	11/1/2011	10/31/2012	\$0 No Funding		
11	NCLB	All teachers will engage their students in Care For Kids cross age "Buddies". Buddies' activities are designed to help students transition from Pre School through fifth grade with development of social and academic skills. They will engage our families in Care for Kids "Homeside Activities" to incorporate them as partners in Care for Kids.	Zetelski Leadership	11/1/2011	10/31/2012	\$0 No Funding		

Component: Reading

Component Manager: Angela Walker

Last Updated: 10/6/2011

School: LAYNE ELEMENTARY

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Reading was 59.74 as measured on the Kentucky Core Content Test. In May 2012, the percentage of students scoring Novice in Reading was 14.72 as measured on the Kentucky Core Content Test. In May 2011, 13 out of 13 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 13.42 for a total percentage of all students scoring proficient or distinguished in Reading of 73.16 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, the percentage of students scoring Novice in Reading will decrease by 3.24 for a total percentage of all students scoring novice in Reading of 11.48 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.82 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP).

Benchmark

Measure	Subgroup	Date	Projected Data	Actual Data
RPA - % PD white students		1/15/2012	86.82	0
RPA - % PD white students		3/25/2012	86.82	0
RPA - % Free and Reduced Lunch students		1/15/2012	86.82	0
RPA - % Free and Reduced Lunch students		3/25/2012	86.82	0
RPA - % Africian American students		1/15/2012	86.82	0
RPA - %African American students		3/25/2012	86.82	0
RPA - % All students		1/15/2012	86.82	0
RPA - % All students		3/25/2012	86.82	0
RPA - % LEP students		1/15/2012	86.82	0
RPA - % LEP students		3/25/2012	86.82	0
RPA - % decrease all Novices		1/15/2012	11.48	0
RPA - % decrease all Novices		3/25/2012	11.48	0

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	1. All Teachers will implement KCAS ELA which is supported by the Rigby Literacy System and other research based material; 2. Teachers will collaborate to prepare students for transitions to next grade level. Fifth grade students will participate in programs/assemblies pertaining to programs helping them transition to middle school. 3. Priority students (Tiers II and III) will receive daily intense core reading instruction and a variety of interventions, i.e. ESS, SuccessMaker. The RTI lead will collaborate with all teachers. The RTI lead will analyze, organize and disaggregated reading data for the teachers. 4. Students will be given the district assessments (RDA's and RPA's) and teachers will enter required student data on CASCADE. 5. All teachers will implement the district data driven interventions are designed to move all students to the proficient level. Data will be turned in to the Principal for approval and documentation. (NCLB 10)	Walker Dist. R.T.	11/1/2011	10/31/2012	\$55,000.00 RTA Grant \$60,200.00 General Fund \$13,244.00 Section 7 \$132,866.00 * Title I \$43,098.00 Title 1 Carryover \$8,347.00 ESS		* Referenced on page 9 - goal 7.
2	NCLB	Researched based materials will be purchased as needed to support Literacy in our classrooms as well as technology, i.e. successmaker and Smart Board. (NCLB1)	Walker	11/1/2011	10/31/2012	\$6,500.00 Text Books \$4,126.00 Title 1 - Technology \$17,462.00 Title I		
3	NCLB	All classroom teachers will be observed using both formal and informal observations on a rotating basis. Data gathered will be used to determine the implementation level of each teacher, the rigor of each lesson as well as the usage of all Rigby material.	Walker Zetelski	11/1/2011	10/31/2012	\$0 No Funding		
4	NCLB	All P3-5th grade students will participate in ongoing assessments, RDA's and RPA'S based on KCAS. These will be used to monitor the progress of all students.	O'Bryan Zetelski	11/1/2011	10/31/2012	\$0 No Funding		
5	NCLB	All staff will continue to be trained and have support in the use of technology and multi-media. Training sessions will be provided during job embedded PD or after school.	Muller	11/1/2011	10/31/2012	\$5,410.00 Title I \$19,719.00 Dist. Funding - PD		
6	NCLB	The FRC will provide specific programs that will motivate and increase attendance (Americorp worker) for our students and improve parental involvement. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Burd Raggard	11/1/2011	10/31/2012	\$3,500.00 FRC		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
7	NCLB	Reading Recovery will be provided for the lowest 20% for the first grade students. Tier II and III children will participate in interventions. The TLC and the Student Success Coach will collaborate with classroom teachers to support classroom behaviors and instruction. The RTI lead will collaborate with all teachers. The RTI lead will analyze, organize and disaggregate reading data for the teachers.	Walker Bush Rowan	11/1/2011	10/31/2012	\$60,200.00 General fund - TLC \$60,200.00 RTI teacher \$19,719.00 District Fund PD \$132,867.00 Title I \$13,244.00 Section 7 \$55,000.00 RTA Grant		
8	NCLB	SBDM council ensures the implementation of the KCAS ELA and Math Standards and district curriculum and intervention programs. The council has adopted policies and practices to ensure that the core academic subjects are rigorous and research based. This is to ensure that all groups of students will be proficient as measured by the state's academic assessment.	Zetelski	11/1/2011	10/31/2012	\$0 No Funding		
9	NCLB	SBDM council has approved the usage of Title 1 funds that will be provided for professional development.	Zetelski	11/1/2011	10/31/2012	\$5,410.00 Title I		
10	NCLB	Layne staff will promote parental involvement by providing a variety of before/after school literacy programs.	Burd O'Bryan	11/1/2011	10/31/2012	\$3,480.00 Title I - Parent Invol.		
11	NCLB	All teachers and the Student Success Coach will attend PD to familiarize themselves with KCAS ELA for reading instruction. They will also participate in all staff instructional trainings. ELA cohort leaders will help support on-going reading instruction.	Walker Rowan RTA	11/1/2011	10/31/2012	\$19,719.00 District Funding \$5,410.00 Title I		
12	NCLB	All ECE teachers will collaborate with the regular ed. teachers as appropriate to meet the needs of their students.	BridwellStalkerScott	11/1/2011	10/31/2012	\$1,700.00 ECE Collaboration Gr		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
13	NCLB	A teacher mentoring program will continue to be implemented to meet the needs of teachers under a variety of situations. New, first year, teachers will participate in KTIP. Teachers going through an alternative certification program will be assigned mentors, as will teachers new to Layne. Additionally if any teacher struggles with implementation of our reading program they may be assigned a mentor. To support our mentoring program our instructional coach provides modeled lessons and one-on-one teacher support. This will assure all children are participating in instruction which will meet their needs and move them towards becoming proficient readers.	Zetelski Walker	11/1/2011	10/31/2012	\$300.00 General Fund		
14	NCLB	Grade group teachers will meet after each RMA and RPA in job embedded PD to analyze student test data and work to identify students who need intervention. Grade groups will plan next steps for instruction and support, i.e. ESS services and the use of retired teachers to work with small groups of students. The Student Success Coach will work with identified groups of students to improve their reading skills and to close the achievement gap. Plans will be turned in to the Principal for approval and documentation.	Zetelski Dist. R.T.	11/1/2011	10/31/2012	\$19,719.00 District Funds \$8,347.00 ESS \$2,000.00 Title 1 - Supp. Book		
15	NCLB	All teachers will engage their students in Care For Kids cross age "Buddies". Buddies' activities are designed to help students transition from Pre school through fifth grade with development of social and academic skills.	Zetelski	11/1/2011	10/31/2012	\$2,400.00 CFK District Paid		
16	Both	All staff will participate in the Program Reviews for content areas designated by the Kentucky Department of Education (KDE) and Jefferson County Public Schools (JCPS). This will be done three times throughout the school year.	Zetelski	11/1/2011	10/31/2012	\$0 No Funding		
17	Both	The FRC will sponsor a family literary night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Burd Stith Waller	2/1/2012	2/1/2012	\$300.00 FRC \$3,480.00 Title I - Parent Invol.		
18	Both	Three family literacy breakfast events for parents/guardians/grandparents will be offered for the purpose of providing additional strategies for helping their child's reading.	Zetelski	11/1/2011	10/31/2012	\$5,480.00 Title I - Parent Invol.		