

**FLAT GAP ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2011 - 2012

Tracy May

Responsible Person

Tracy May

Contact Person

Approved Date:

3/28/2011

Members or Committee:

Tracy May

FG Staff

Mike Baldwin

Stephanie Rice

2011 - 2012 SCHOOL IMPROVEMENT PLAN
Executive Summary
FLAT GAP ELEMENTARY

Mission

The mission of the Flat Gap Elementary School as an integral part of the Johnson County School System and an extension of the Kentucky Department of Education is to provide for a quality education for each student. This mission will help them to meet the six goals of the Commonwealth of Kentucky, thereby enabling them for life as functional, successful members of society. Flat Gap Elementary School believes that all students can learn and achieve success. Our school believes that our purpose is to educate all students to their fullest potential, emotionally, physically, academically, socially and morally. We believe through the use of collaboration, increased technology and continuing parent involvement, there will be a successful transition from school to society.

Needs Assessment

Planning and needs assessment teams were broken into four sub groups that were responsible for interpreting the Needs Assessment data. After this process was completed we came together as a whole and discussed our findings thereby determining our goals for the up coming school year. The needs of the school were determined by a Comprehensive Needs Assessment survey of the staff and community and KCCT test assessment. Once the surveys were returned, the Needs Assessment team studied the data and determined the categories that the school needed to improve in most.

Goals

After carefully reviewing the data received from the Needs Assessment surveys. The Needs Assessment Committee met and determined the Goals that would be most beneficial for our students and the school as a whole. The committee also developed the strategies, which would help us reach our goals. After the Needs Assessment Committee completed their work. The plan was given to the entire staff to go over and make any suggestions they felt would make our plan better and insure we reach our goals.

Evaluation

Once the plan had been through the Internal review and all suggestions considered and changes made (which were deemed necessary), the plan was displayed in the principal's office along with a copy at the School Board office for public review. Flat Gap Elementary will maintain committees to monitor implementation and make amendments if/as necessary. It will be shared during Parent Teacher conferences, PTA meetings, Resource Center meetings and parent meetings with our Title I teachers. Radio, local newspaper, and the schools monthly newsletter notified the public of the displays.

Stakeholders

School staff members, parents, and community members were part of the needs assessment and planning process. These stakeholders will be notified that the plan is available for public viewing through the Eagle Express and the school newsletter. The plan is also available on the Johnson County Homepage at www.johnson.kyschools.us. We will continue to obtain input throughout the year by the means of written surveys and continued data analysis.

Component: Academic Performance

Component Manager: Tracy May

Last Updated: 2/25/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2010, our school's Academic Performance Index was 90.62 as measured on the Kentucky core Content Test. In May 2010 our school met 10 out of 10 targets as defined by NCLB.

Goal:

By May 2011 our school's Academic Performance Index will increase by 4.63 for a total Academic Performance Index of 90.73. By May 2011, the percentage of students scoring Novice in Academic Performance will decrease by 1.38 for a total percentage of all students scoring novice in Academic Performance of 7 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Transition Index	2/22/2011	90.73	
Other Academic Index N	2/22/2011	7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NA	Teachers will be encouraged to participate in leadership type trainings(KTIP, SLSN, National Board Certified, District content area cadres, state committees)as evidenced by PD logs, purchase orders, and PGP's.	Teachers	8/1/2011	5/30/2012	\$200 PD \$\$ SLSN/Title II		
2	NA	Features of the 21st Century Classroom and other technology will be present within daily classroom routines as evidenced by lesson plans, walk-throughs, and student work samples.	Teachers	8/1/2011	5/30/2012	\$\$ KETS		
3	Both	Supplemental programs (art, music, physical education, band, ESS) and district wide personnel will continue to be a part of instructional practices as a way of enhancing the learning environment as evidenced by lesson plans, schedules, and assessment results.	Teachers	8/1/2011	5/30/2012	\$District Funding		
4	NA	Support services provided to students to reduce barriers to learning (Counselors, Nurses, FRC/FRYSC,Speech Therapist, OT and community partners).	May	8/1/2011	5/30/2012	\$FRYSC Grant \$Health Dept. \$District Salary		
5	NA	Nutrition and wellness policies will be monitored as evidenced by purchases lists and wellness report.	Davis	8/1/2011	5/30/2012	\$0 No Funding		
6	SB168	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of a quality Art & Humanities program.	All Teachers	8/1/2011	5/31/2012	\$500 General Fund \$District Salary		
7	SB168	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of quality Practical Living/Career Studies program.	Teachers	8/1/2011	5/31/2012	\$200 General Fund		
8		Cultural programs/assemblies and field trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities as evidenced by the Calendar and Lesson Plans.	May	8/1/2011	5/31/2012	\$500 General Fund		
9		Parent involvement and communication with the school will be enhanced through (Open House, progress reports, ILPs, Eagle Express, School/FRYSC Newsletters, counselor's communications, Infinite Campus, volunteer training, JC TV and other media sources).	All Teachers	8/1/2011	5/31/2012	\$500 General Fund \$Community Partners \$FRYSC Funds		

Component: Math

Component Manager: Jeanne Reed

Last Updated: 2/22/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Math was 71.07 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Math was 8.17 as measured on the Kentucky Core Content Test. In May 2010, 2 out of 2 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 7.23 for a total percentage of all students scoring proficient or distinguished in Math of 78.30 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Math will decrease by 0.79 for a total percentage of all students scoring novice in Math of 7.38 as measured on the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Math proficiency target of 70.92 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB P/D	2/22/2011	70.92	
KCCT Novice Score	2/22/2011	7.38	
KCCT P/D	2/24/2011	78.3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core math standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	8/1/2011	5/30/2012	\$200 PD		
2	Both	Math intervention strategies that promote student math achievement for all students and small flexible grouping strategies for identified students to reduce novice performance will be monitored and documented to assess student progress.	Teachers	8/5/2011	5/30/2012	\$0 No Funding		

Component: Reading

Component Manager: Marla Castle

Last Updated: 3/28/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 69.81 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Reading was 8.18 as measured on the Kentucky Core Content Test. In May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 68.42 as measured on the Kentucky Core Content Test. In May 2010, 2 out of 2 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring Novice in Reading will decrease by 1.25 for a total percentage of all students scoring novice in Reading of 7.49 as measured on the Kentucky Core Content Test. By May 2011, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 80.23 as measured on the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 80.23 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB P/D	2/22/2011	80.23	
KCCT Novice	2/22/2011	7	
NCLB P/D	2/24/2011	80.23	
2011 4th Grade Novice	2/24/2011	7	
2011 5th Grade Novice	2/24/2011	7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	8/1/2011	5/30/2012	\$200 PD		
2	Both	Reading intervention strategies that promote all students independent reading ability (small group instruction, focus families and "stretch" text complexity for all students, Rtl, RTA and select flexible grouping strategies for students not reading at grade level) will be monitored and documented to assess student reading progress and reduce novice performance.	Teachers	8/1/2009	5/31/2011	\$RTA Grant \$District Funding		

Component: Science

Component Manager: Tammy Smith

Last Updated: 2/22/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Science was 51.51 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Science was 3.03 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 12.12 for a total percentage of all students scoring proficient or distinguished in Science of 63.63 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Science will continue to meet goal as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT P/D Score	2/22/2011	63.63	
KCCT Novice Score	11/9/2009	3.03	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Supplement and align science standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in Science/Technical Subjects (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Science Teachers	8/1/2011	5/31/2012	\$200 PD		
2	Both	Review the science core state standards after the anticipated release December 2011.	Science Teachers	8/1/2011	5/31/2012	\$200 PD		
3	Both	Align Primary-fourth grade science lessons/resources to current and expected standards.	Science teachers	8/1/5011	5/31/2012	\$200 Title I		

Component: Social Studies

Component Manager: Rebecca Taylor

Last Updated: 2/22/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2011, the percentage of students scoring proficient or distinguished in Social Studies was 76.75 as measured on the Kentucky Core Content Test. In May 2012, the percentage of students scoring Novice in Social Studies was 2.33 as measured on the Kentucky Core Content Test.

Goal:

By May 2012, the percentage of students scoring proficient or distinguished will increase by 7.75 for a total percentage of all students scoring proficient or distinguished in Social Studies of 84.50 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring Novice in Social Studies will continue to meet goal.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT Novice	2/22/2011	3	
KCCT P/D Score	2/22/2011	84.5	
Other Academic Indicator P/D	2/24/2011	61.34	
Other Academic Indicator Novice	2/24/2011	6	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Supplement and align social studies standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in History/Social Studies (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	SS Teachers	8/1/2011	5/30/2012	\$200 PD		
2	Both	Align fourth-fifth grade social studies lessons/resources to current standards.	SS Teachers	8/1/2011	5/31/2012	\$200 PD		
3	SB168	Review the social studies core state standards after the anticipated release Spring 2012.	SS Teachers	12/1/2012	5/31/2013	\$0 No Funding		

Component: Writing

Component Manager: Shawn Gullett

Last Updated: 2/25/2011

School: FLAT GAP ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Writing was 53.49 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Writing was 4.65 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 11.63 for a total percentage of all students scoring proficient or distinguished in Writing of 65.12 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Writing will continue to meet goal as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT P/D Score	2/22/2011	65.12	
KCCT Novice Score	2/22/2011	5	
Other Academic Indicator P/D	2/24/2011	61.34	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align writing curriculum to the intent of the KCAS/common core ELA standards in order to assist students in the writing process, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	All Teachers	8/1/2011	5/31/2012	\$200 PD		
2	SB168	Following the guidance of the program review requirements of SB1 and the school's literacy plan teachers collect and provide evidence that supports the characteristics of a quality writing program through student work folders.	All Teachers	8/1/2011	5/31/2012	\$200 PD		