

BOWEN ELEMENTARY
SCHOOL IMPROVEMENT PLAN
YEAR 2009 - 2010

Stephen Tyra
Responsible Person

Stephen Tyra
Contact Person

Approved :
10/25/2009
Date

Members or Committee:

Kelly Bates

Laura Greer

Mary Kennedy

Gus Malawi

Julie Klein

2009 - 2010 SCHOOL IMPROVEMENT PLAN

Executive Summary

BOWEN ELEMENTARY

Mission

The mission of Bowen Elementary is to provide a quality education to all students in a safe, structured learning environment. High expectations for academic achievement and social development are emphasized so that all students can reach their potential. Parents, students and staff work together to assure that the school is offering the highest level of service, quality instructional opportunities and a program which reflects the educational values of the community. It is the mission of Bowen Elementary to introduce students to learning, help them acquire strong academic skills and inspire them to make a life long commitment to personal achievement through continuing education. This mission statement was developed in 1995 and has been revisited on an annual basis. The mission is presented for review and revision annually in a parent newsletter, in a staff memo and in the discussions of the SBDM Council to ensure that it reflects the community's standards for quality education.

Needs Assessment

Bowen Elementary faculty, staff and SBDM representatives reviewed the disaggregated data from the school's 2009 Interim Performance report. Additionally, the data provided in the school's No Child Left Behind report was analyzed to identify areas of strength and areas in need of improvement. Goals from the 2008-09 Comprehensive School Improvement Plan were evaluated to determine if action had been taken to fully accomplish the goals. The results of the school's 2008-09 Classroom Assessment System tests (CAS) and other in-school testing were also reviewed to help determine the targeted areas selected for this year's plan. Achievement gap data from all the above tests was analyzed by teachers and the SBDM Council and was considered in establishing this year's goals. And, the Standards and Indicators for School Improvement (SISI) Toolkit was used to assess the school's status in nine standards relative to academic performance, learning environment and efficiency.

Goals

An Instructional Leadership Team consisting of the principal, counselors, FRC Coordinator and a team of teachers reviewed the data of the Interim Progress Report and the NCLB report. As this plan is in the middle of a two year cycle it was decided that the majority of strategies and plans needed to remain in place with only a few additions and refinements made to address current issues and student needs. The entire faculty was involved in the data review and was allowed to offer feedback on goals and strategies. The final plan addresses two academic areas: Reading and Math. Writing and equity are both embedded in the content areas that were selected. SB168 components (curriculum, assessment, professional development, parent involvement, attendance and technical support) were also addressed in the strategies developed to meet our goals.

Evaluation

The effectiveness of Bowen Elementary's Comprehensive School Improvement Plan will be evaluated in the meetings of the School Based Decision Making Council. The School Council will review the plan in December, February and May of this school year to determine if timelines and goals have been met. Ultimately, it is through index increases that the effectiveness of the plan will be judged.

Stakeholders

The Bowen principal working with the school counselors, Family Resource Center Coordinator, and a team of teachers identified the priority areas to be presented in the plan. The principal shared the proposed plan with the members of the Bowen School Council for consideration. Bowen parents were kept informed of the data, plans and proposals through a monthly newsletter. Final approval of the plan was given by the School Council.

Component: Math**Component Manager:** Stephen Tyra**Date:** 10/22/2009**Name:** BOWEN ELEMENTARY**Priority Need:**

In May 2009, the percentage of students scoring proficient or distinguished in Math was 71.96 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 9.3 for a total percentage of all students scoring proficient or distinguished in Math of 81.3 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
District Math CCA	12/02/2009	78	
District Math CCA	03/05/2010	81.3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	P1-P4 teachers will teach at least 60 minutes of Math daily. Grade 4 and 5 teachers will engage students in 75 minutes of Math daily. Increased time on task will improve student awareness, knowledge and skill and result in an increase in the percentage of students scoring proficient or above on KCCT.	Tyra	08/13/2009	05/25/2010	\$ 0 No Funding		
2	Both	Teachers will administer rigorous assessments weekly and effectively analyze students' mathematics work to inform change of classroom practices and provide direction and next steps for instruction.	Tyra	08/13/2009	05/25/2010	\$ 0 No Funding		
3	Both	Teachers will collect, analyze and use student work samples (ORQs, multiple choice questions and district math assessments) to inform and improve classroom practice to address student needs. Reviews of the work samples will be conducted in embedded PD with the principal, resource teachers and other district support staff.	Tyra	08/13/2009	05/25/2010	\$ 0 No Funding		
4	Both	A Daytime ESS program will be implemented to provide students struggling in Math additional small group, direct instruction to help them better understand concepts and demonstrate skills.	Tyra	01/12/2010	03/29/2010	\$ 6500.00 ESS		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	Both	Calculators will be used for instructional needs on a regular basis in grades 3 through 5. Early primary students will be introduced to calculator functions and will be given regular opportunities to practice their use.	Tyra	08/13/2009	05/25/2010	\$ 500.00 General Fund		
6	Both	The SBDM Council will review the status of the implementation and impact of the math component three times during the 2009-10 school year.	Tyra	11/29/2009	05/25/2010	\$ 0 No Funding		
7	Both	Staff (Principal, Counselors, FRC, Attendance Clerk, Teachers) will promote good student attendance by maintaining an on-site attendance committee (meeting twice monthly) to monitor excessive absences and tardies. This committee will develop and refine the system for contacting parents, developing appropriate interventions and providing outreach to families to make sure students are in school. Improved attendance will result in more time on task and improved learning.	Tyra	08/13/2009	05/25/2010	\$ 0 No Funding		
8	SB168	School staff (counselors, principal and teachers) will work to address key transition points such as entry to kindergarten, primary to intermediate and elementary to middle school by providing parent information, orientation sessions and curriculum alignment which will ensure student readiness to meet the challenges of the change in grade level. Specific emphasis will be placed on working with middle school math teachers to make sure that our school curriculum successfully prepares our students for the content of sixth grade math.	Tyra	10/29/2009	01/14/2009	\$ 0 No Funding		

Priority Need:

In May 2009, the percentage of students scoring novice in Math was 10.9 as measured on the Kentucky Core Content Test. The percentage of African American students scoring novice in Math was 19 percent.

Goal:

By May 2010, the percentage of students scoring novice will decrease by 2 percent for a total percentage of all students scoring novice in Math of 8.9 as measured on the Kentucky Core Content Test. The percentage of African American students scoring novice in Math will decrease by 4.67 to a total novice percentage of 14.33.

Benchmark

Measure	Date	ProjectedData	ActualData
% novice of all students on classroom assessments	12/02/2009	9.9	
% novice of all students on classroom assessments	03/05/2010	8.9	
% novice african american students on classroom assessments	12/02/2009	17.00	
% novice african american on classroom assessments	03/05/2010	14.33	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Afternoon and daytime Extended School Services (ESS) will be conducted for intermediate students needing assistance with math. KCCT Coach workbooks will be used to teach students problem solving strategies and techniques for open response writing. Targeted small group ESS instruction will be utilized to reduce the percentage of students scoring in the novice range in Math.	Tyra	01/12/2010	03/29/2010	\$ 2500.00 ESS		
2	Both	The Family Resource Center will work to identify community centers and neighborhood tutoring sites which could provide math assistance to students in need. Information about these sites will be provided to parents and assistance will be offered to help parents access the services.	Ballard	08/13/2009	05/25/2010	\$ 0 No Funding		
3	Both	A review of IEPs will be conducted to seek appropriate opportunities and time for collaboration to help promote student success by reducing the amount of time ECE students are pulled away from regular instruction.	Teachers	10/22/2009	03/29/2010	\$ 0 No Funding		
4	Both	With assistance from the FRC and the PTA, the school will establish a math mentoring program to serve struggling students. Both adult and student volunteers will be trained in effective math strategies to support students experiencing difficulty with understanding math concepts. Students in need will be matched with trained mentors for regular meetings to improve math performance.	Ballard	11/16/2009	05/25/2010	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	Both	A team consisting of teachers, administrators and district personnel will hold parent information sessions to explain core content in Math, the importance of homework, and the expectations for achievement at each grade level. These sessions will be held at Bowen and at the head of cluster school to reduce the number of students scoring in the novice range.	Tyra	01/21/2010	01/21/2010	\$ 0 No Funding		

Component: Reading**Component Manager:** Stephen Tyra**Date:** 10/23/2009**Name:** BOWEN ELEMENTARY**Priority Need:**

In May 2009, the percentage of students scoring proficient or distinguished in Reading was 75.5 as measured on the Kentucky Core Content Test.

Goal:

By May 2010, the percentage of students scoring proficient or distinguished will increase by 8.17 for a total percentage of all students scoring proficient or distinguished in Reading of 83.7 as measure on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
School Developed Learning Check -Index % proficient/distinguished	11/29/2009	79.7	
School Developed Learning Check -Index % proficient/distinguished	03/29/2010	83.7	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will be trained in formative assessment practices to identify and communicate learning goals in reading to students and improve their chances of mastering the skills. The information gathered from the formative assessment will guide teachers to address the specific needs of the students. Training will be done by the principal and district personnel using the Dr. Rick Stiggins materials.	Tyra	08/13/2009	05/25/2010	\$ 0 No Funding		
2	Both	A Parent Literacy Night will be held in January 2010 to support student achievement in literacy. Information will be shared with parents on how to assist their child with improving comprehension, test taking skills and communication in general.	Stephen Tyra	01/14/2010	01/14/2010	\$ 500.00 General Fund		
3	Both	The librarian will teach literacy skills and strategies to all students grades K-5 during her instructional period. Specifically she will teach the literacy topics of inferences, predictions, points of view, emotions, fact vs. opinion, connections to writing, text to text, text to self and text to the world. She will introduce all genres of literature appropriate for elementary age students.	Dale	01/05/2010	05/25/2010	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
4	Both	In-school tutoring will continue to be offered to students needing assistance with reading. Retired teachers will also offer targeted instruction to small groups to improve reading proficiency.	Tyra	01/05/2010	03/29/2010	\$ 5000.00 General Fund		
5	Both	Each teacher will give an open response question twice per month to familiarize the students with the scoring matrix in Reading. Teachers will monitor student progress in skills and concepts and evaluate the progress made by students in addressing the requirements of the open response prompt.	Principal	08/13/2009	05/25/2010	\$ 0 No Funding		

Priority Need:

In May 2009, the percentage of African American students scoring proficient or distinguished was 52.63. The school did not meet its 2009 NCLB goals because of a lack of progress by this subpopulation.

Goal:

By May 2010, the percentage of African American students scoring proficient or distinguished will increase by 15.80 for a total of 68.4.

Benchmark

Measure	Date	ProjectedData	ActualData
School Developed Learning Check -Index % african american proficient/distinguished	11/29/2009	60.53	
School Developed Learning Check -Index % african american proficient/distinguished	03/29/2010	68.43	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Struggling African American students will be referred to and will receive Extended School Services (ESS) based on the results of the School Developed Learning Checks and other assessment data. The ESS sessions will be administered by a retired master teacher and will be designed to give small group, targeted instruction to reduce the percentage of students scoring in the novice range.	Tyra	01/11/2010	03/29/2010	\$ 6500.00 ESS		
2	Both	Every 1 Reads volunteers will be recruited, trained and assigned to african american students identified by their teachers as needing additional reading support. The additional help will in no way supplant the regular instruction.	Tyra	09/22/2009	05/25/2010	\$ 0 No Funding		
3	Both	Teachers will utilize technology to assist african american students needing additional literacy support. Earobics, Leap into Literacy and literacy web sites will all be used.	Tyra	08/13/2009	05/25/2010	\$ 500.00 General Fund		
4	Both	The School Council will review the implementation and impact of the Reading component /benchmarks 3 times during the school year (November, February and May) to assure that progress is being made.	Tyra	11/29/2009	05/25/2010	\$ 0 No Funding		
5	NCLB	Struggling african american readers will be identified and targeted using the Response to Intervention protocol and will participate in interventions. Monitoring of these students will continue throughout the school year to assure that progress is being made.	Counselors	08/13/2009	05/25/2010	\$ 2000.00 General Fund		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	Both	Differentiated instruction and vertical teaming will be offered to african american students to place them in learning groups matched with their readiness levels. By doing this the students will increase their chances of making forward progress. Written checklists will be developed to track success of these initiatives.	Counselors	08/13/2009	05/25/2010	\$ 0 No Funding		