

BOURBON CENTRAL ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN IMPLEMENTATION AND IMPACT CHECK

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010

The Bourbon Central Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2003)* prior to approval of our plan.

Benjamin M. Rankin
Chairperson, School Council

November 9, 2010
Date

Benjamin M. Rankin and Joseph E. Sheroan
Co-chairs, School Planning Committee

November 9, 2010
Date

Plan Approved by the School Council:

November 9, 2010
Date

School Council Members:

Paul Clift	
Kathy Harris	
Autumn Harrison	
Benjamin M. Rankin	
Kim Taylor	
Julia Thompson	

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2003-2004 are in the *Comprehensive School Improvement Planning Framework (2003)* and can be downloaded from the Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

Bourbon Central Elementary

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

PLAN SUMMARY

The faculty and staff of Bourbon Central Elementary identified the following areas to target for improvement: curriculum, instruction, assessment and school culture.

PROCESS SUMMARY

Bourbon Central Elementary began revising the Comprehensive School Improvement Plan in September of 2010 by breaking into content area committees and disaggregating CATS testing data. Each content area committee reported back to the staff the specific areas in need of improvement and what the causes and contributing factors of these areas were. The staff then looked for trends across all content areas and individual areas that needed the most attention to meet our school's goals. The staff agreed to target curriculum, instruction, assessment and school culture. The administrative staff and several staff members assigned to the CSIP committee developed goals and objectives, as well as strategies to meet these goals and objectives in the comprehensive school improvement plan.

The revised Comprehensive School Improvement Plan was presented to the site base council on November 9, 2010.

Comprehensive School Improvement Teams:

- Curriculum
- Instruction
- Assessment
- School Culture

Communication Plan

The Comprehensive School Improvement Plan and all other important information regarding Bourbon Central Elementary will be available for stakeholders upon request. The revised plan was approved by the SBDM Council, the Bourbon County Board of Education and submitted to the Kentucky Department of Education for approval. Information from the plan will be included in the school newsletter and the plan will be evaluated at every Site Base Council meeting through implementation and impact checks. All stakeholders are encouraged to attend SBDM meetings to provide input into the Comprehensive School Improvement Plan and all other important issues.

Action Component: Curriculum

District Name: Bourbon County

Component Manager: Dana Hill and Laura Hampton

School Name: Bourbon Central Elementary

Date: 2010 - 2011 school year

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> • 75.09% of all students scored proficient or distinguished in math on the KCCT test. • 66.67% of free/reduced students scored proficient or distinguished in math on the KCCT test. • 63.83% of students with disabilities scored proficient or distinguished in math on the KCCT test. • 88.351% of all students scored proficient or distinguished in reading on the KCCT test. • 74.36% of free/reduced students scored proficient or distinguished in reading on the KCCT test. • 68.09% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 	<p>A. In our 2010 KCCT results, our percent of proficient or distinguished students will increase to...</p> <p>Reading</p> <ul style="list-style-type: none"> • All students - 91% • Free/reduced – 86% • Disability – 85% <p>Math</p> <ul style="list-style-type: none"> • All students - 90% • Free/reduced – 78% • Disability – 78%

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. Free/reduced students continue to score lower than non-free/reduced students. 2. Students with disabilities continue to score lower than students without disabilities. 3. Male students continue to score lower than female students. 	<p>A1. In our 2011 KCCT results, free and reduced students will score no more than five percent below non-free and reduced students in reading.</p> <p>A2. In our 2011 KCCT results, free and reduced students will score no more than twelve percent below non-free and reduced students in math.</p> <p>A3. In our 2011 KCCT results, disability students will score no more than seven percent below non-disability and reduced students in reading.</p> <p>A4. In our 2011 KCCT results, disability students will score no more than twelve percent below non-disability and reduced students in math.</p> <p>A5. In our 2011 KCCT results, increase the number of students scoring distinguished in all content areas by at least 3 percent.</p> <p>A6. In our 2011 KCCT results the number of students scoring novice will decrease to 4 percent or less in all content areas.</p>

Action Component: Curriculum

District Name: Bourbon County

Component Manager: Dana Hill and Laura Hampton

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Implementation and Impact/Recommendation	I OG PI NI
A1	All teachers will use calendar math in their classes daily.	Student achievement will increase in math.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A2	Teachers will continue to refine their curriculum maps to ensure that the program of studies and core content 4.1 are being covered.	All curriculum will be covered and students will improve achievement.	Principal, component managers, and component committee	Fall 2010	Summer 2011			

I=Implemented, OG=On-going, PI=Partially Implemented, NI=Not Implemented

A3	3 rd - 5 th grade teachers will complete the Math Trailblazers program. 1 st and 2 nd grade teachers will complete the Everyday Math program.	Students will increase math understanding through additional research based activities.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A4	A writing plan will be implemented including a scope and sequence of writing to be taught in kindergarten – 5 th grades.	Students will improve overall writing skills and gaps in the writing curriculum will be eliminated.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A5	Vertical curriculum meetings are held each semester to discuss curriculum issues. Each subject area team will consist of one teacher from each grade level.	All curriculum will be aligned in grades k – 5 allowing teachers to cover the core content and program of studies resulting in improved student achievement.	Principal, component managers, component committee, and vertical alignment teams	Fall 2010	Spring 2011		
A6	Purchase site-license for math software to be installed in computer lab and on all teacher workstations.	Student achievement will increase in math.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A7	Teachers will administer weekly bell ringers in math, reading, science, and social studies.	Teachers can identify core content objectives that have not been mastered and provide additional instruction on the concepts.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

A8	Bellringers will be used in the area of arts and humanities for 5 th grade.	Teachers can identify core content objectives that have not been mastered and provide additional instruction on the concepts.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A9	Bellringers will be used in the area of practical living/vocational studies for 4 th grade.	Teachers can identify core content objectives that have not been mastered and provide additional instruction on the concepts.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A10	Teachers at every grade level will develop a writer's notebook for each child to enhance the writing curriculum.	Students will improve writing skills through additional writing opportunities and with the use of various writing tools found in the notebook.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A11	Teachers highlight curriculum in their curriculum notebook as it is covered and administrators check progress daily.	Monitor curriculum to ensure all accountability concepts have been taught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A12	Grade level teams meet weekly to monitor progress with the curriculum and plan future units of study.	Monitor curriculum to ensure all accountability concepts have been taught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A13	Administrators monitor each grade level team curriculum map progress each nine weeks.	Monitor curriculum to ensure all accountability concepts have been taught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

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A14	Teachers will align the Practical Living/Vocational Studies core content in grades kindergarten – 4. The PE teacher and counselors will be involved in the alignment and instruction.	Students will improve achievement through increased exposure to PL/VS curriculum.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A15	A District ELL Plan will be developed and implemented based on guidance provided by KDE. We will use this plan to guide our school ELL program.	Learning and development of ELL students will be increased by identifying and integrating district/community/family resources and services.	Principal, component managers, component committee, and ELL teacher	Fall 2010	Spring 2011		
A16	A different reading strategy will be a part of the curriculum each month to improve student reading comprehension.	Student achievement in comprehension will increase in all subject areas.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A17	Fifth grade teachers will create daily bell ringers in the writing curriculum that are KCCT like.	Student achievement in comprehension will increase in all subject areas.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A18	A committee will be formed to begin the process of creating a “problem solving method” for school wide use.	Student achievement in problem solving will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A19	A committee will be formed to begin the process of creating a uniformed language for teaching the different components of the reading curriculum that will be used school wide.	Student achievement in reading will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

Action Component: Instruction

District Name: Bourbon County

Component Manager: Kathy Harris and Autumn Harrison

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> • 75.09% of all students scored proficient or distinguished in math on the KCCT test. • 66.67% of free/reduced students scored proficient or distinguished in math on the KCCT test. • 63.83% of students with disabilities scored proficient or distinguished in math on the KCCT test. • 88.351% of all students scored proficient or distinguished in reading on the KCCT test. • 74.36% of free/reduced students scored proficient or distinguished in reading on the KCCT test. • 68.09% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 74.5% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 	<p>A. In our 2010 KCCT results, our percent of proficient or distinguished students will increase to...</p> <p>Reading</p> <ul style="list-style-type: none"> • All students - 91% • Free/reduced – 86% • Disability – 85% <p>Math</p> <ul style="list-style-type: none"> • All students - 90% • Free/reduced – 78% • Disability – 78%

Causes and Contributing Factors	Objectives with Measures of Success
<p>1.Free/reduced students continue to score lower than non-free/reduced students.</p> <p>2.Students with disabilities continue to score lower than students without disabilities.</p> <p>3.Male students continue to score lower than female students.</p>	<p>A1. In our 2011 KCCT results, free and reduced students will score no more than five percent below non-free and reduced students in reading.</p> <p>A2. In our 2011 KCCT results, free and reduced students will score no more than twelve percent below non-free and reduced students in math.</p> <p>A3. In our 2011 KCCT results, disability students will score no more than seven percent below non-disability and reduced students in reading.</p> <p>A4. In our 2011 KCCT results, disability students will score no more than twelve percent below non-disability and reduced students in math.</p> <p>A5. In our 2011 KCCT results, increase the number of students scoring distinguished in all content areas by at least 3 percent.</p> <p>A6. In our 2011 KCCT results the number of students scoring novice will decrease to 4 percent or less in all content areas.</p>

Action Component: Instruction

District Name: Bourbon County

Component Manager: Kathy Harris and Autumn Harrison

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Implementation and Impact/Recommendation	I OG PI NI
A1	Title I and Read to Achieve teachers will provide literacy instruction and support for primary students.	Student achievement will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011	Title I funds/Read to Achieve grant		
A2	Title I teachers will lead a variety of professional development sessions on literacy strategies for Kindergarten – 5 th grade teachers.	Teachers will improve instruction by adding reading strategies in the classroom. Student achievement will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011	Title I funds/Read to Achieve grant		
A3	Hire daytime ESS and Title I teachers to address at-risk student needs.	Student achievement will increase for students attending ESS.	Principal, component managers, and component committee	Fall 2010	Summer 2011	ESS/Title I budget/Section 7		
A4	Free/reduced students will be identified and targeted for additional assistance during daytime and/or after school ESS.	Student achievement will increase in math.	Principal, component managers, and component committee	Fall 2010	Spring 2011	ESS/Title I budget/Section 7		

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A5	Calculators will be used in each classroom on a weekly basis.	Students will be familiar with the functions of the calculator.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A6	Family Resource Center will collaborate with faculty to recruit and organize parent and community volunteers to read with at-risk students.	Student achievement will increase in reading.	Principal, component managers, component committee, and FRYSC director	Fall 2010	Spring 2011		
A7	The Read to Achieve grant teacher will provide literacy instruction and support for primary students.	Student achievement will increase.	Principal, component managers, component committee and Read to Achieve grant teacher	Fall 2010	Spring 2011	Read to Achieve grant	
A8	Teachers will be trained on the Seven Keys to Comprehension and use these strategies in their daily instruction.	Students' reading comprehension will improve leading to increased achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011	P.D. funds	
A9	Each grade level will spend at least 1 1/2 hours on math each day.	Student achievement in math will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A10	Teachers will provide students with additional number sense activities.	Students will increase their understanding of the basic number sense skills.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

A11	Kindergarten and first grade teachers will incorporate Marilyn Burns' <u>About Teaching Mathematics</u> on a regular basis.	Students will be exposed to a variety of standards based math activities increasing math understanding.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A12	Talented and gifted and high-end math students will be identified and targeted to receive accelerated math activities.	Student achievement will increase for talented and gifted students, as well as high-end math students.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A13	The principal will team teach with the assistant principal during one of the open response coaching lessons.	Students will have a better understanding of open response and score higher in writing.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A14	Professional development will be held to improve on-demand writing.	Students will improve their performance on the on-demand writing portion of the CATS test.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A15	Teachers will display and review core content vocabulary in their classrooms. K-2 - teacher choice 3 rd – reading and math 4 th – reading, math, science 5 th – reading, math, social studies	Students will have a deeper understanding of core content vocabulary and will improve their performance on the CATS test as a result.	Principal, component managers, and component committee	Fall 2010	Summer 2011		
A16	Fifth grade teacher(s) will mentor their students in on-demand writing.	Increased student achievement in on-demand writing.	Principal, component managers, component committee, and	Fall 2010	Spring 2011		

			special education department					
A17	Teachers will post and review schedules and objectives throughout the day.	Students will increase understanding of content area objectives improving comprehension.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A18	Teachers will review the content covered throughout the day at the end of each day.	Students will have a better understanding of content and will improve achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A19	Teachers and administrators will monitor the progress of disability students regularly.	Disability student needs will be identified and addressed.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A20	All teachers will use manipulatives during math on a regular basis.	Regular and special education teachers will feel more comfortable using manipulatives in the classroom and student achievement will increase. Classroom observations will take place to measure effectiveness.	Principal, component managers, and component committee	Fall 2010	Spring 2011	Title 1		
A21	Hire additional instructional aide in primary to help with reading and math at-risk students.	Assistance will be provided to at-risk students, which will improve their achievement in reading and math.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A22	Update training will be provided on United Streaming.	Teachers will use video and still pictures during instruction resulting in an increased understanding of content for students.	Principal, component managers, and component	Fall 2010	Spring 2011			

A23	Students and teachers will use writer's notebooks at all grade levels as part of the ongoing writing instruction.	Student writing performance will increase.	committee Principal, component managers, and component committee	Fall 2010	Spring 2011		
A24	Teachers will schedule an intervention time during the week to target students that do not master content.	Intervention provided will help increase student understanding, resulting in increase performance.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A25	Professional development offerings and opportunities emphasizing best practices and researched based instructional strategies targeting the ELL population will be increased.	Teacher instructional pedagogy and services for ELL students will be improved. (eg. KYTESOL, mini-ELLA Training, Emergent ELL-Immigrant Workshop, Sheltered Instruction Observation Protocol (SIOP).	Principal, component managers, component committee, and ELL teacher	Fall 2010	Spring 2011		
A26	A different reading strategy will be used in instruction each month to improve student reading comprehension.	Student achievement in comprehension will increase in all subject areas	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A27	Fifth grade students will complete daily bell ringers in the writing curriculum that are KCCT like.	Student achievement in on demand writing will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

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Action Component: Assessment

District Name: Bourbon County

Component Manager: Donna Beheler and Dee Dee Johnson

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> • 75.09% of all students scored proficient or distinguished in math on the KCCT test. • 66.67% of free/reduced students scored proficient or distinguished in math on the KCCT test. • 63.83% of students with disabilities scored proficient or distinguished in math on the KCCT test. • 88.351% of all students scored proficient or distinguished in reading on the KCCT test. • 74.36% of free/reduced students scored proficient or distinguished in reading on the KCCT test. • 68.09% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 74.5% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 	<p>A. In our 2010 KCCT results, our percent of proficient or distinguished students will increase to...</p> <p>Reading</p> <ul style="list-style-type: none"> • All students - 91% • Free/reduced – 86% • Disability – 85% <p>Math</p> <ul style="list-style-type: none"> • All students - 90% • Free/reduced – 78% • Disability – 78%

Causes and Contributing Factors	Objectives with Measures of Success
<p>1.Free/reduced students continue to score lower than non-free/reduced students.</p> <p>2.Students with disabilities continue to score lower than students without disabilities.</p> <p>3.Male students continue to score lower than female students.</p>	<p>A1. In our 2011 KCCT results, free and reduced students will score no more than five percent below non-free and reduced students in reading.</p> <p>A2. In our 2011 KCCT results, free and reduced students will score no more than twelve percent below non-free and reduced students in math.</p> <p>A3. In our 2011 KCCT results, disability students will score no more than seven percent below non-disability and reduced students in reading.</p> <p>A4. In our 2011 KCCT results, disability students will score no more than twelve percent below non-disability and reduced students in math.</p> <p>A5. In our 2011 KCCT results, increase the number of students scoring distinguished in all content areas by at least 3 percent.</p> <p>A6. In our 2011 KCCT results the number of students scoring novice will decrease to 4 percent or less in all content areas.</p>

Action Component: Assessment

District Name: Bourbon County

Component Manager: Donna Beheler and Dee Dee Johnson

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Implementation and Impact/Recommendation	I OG PI NI
A1	Teachers will continue to administer at least one open response per week and turn it in to the principal for review. Teachers will alternate content areas each week (math, science, social studies, and reading).	Teachers will analyze growth in open response and identify areas to target in lessons. Students will improve achievement on open response.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A2	3 rd – 5 th grade teachers will continue to send one open response home each week to be answered with a family member.	Parents will have a better understanding of the assessment and students will get additional assistance on answering open response questions. Open response scores will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A3	2 nd – 5 th grade teachers will follow the district assessment plan.	Student achievement will improve in all content on the CATS test.	Principal, component managers, and component committee	Fall 2010	Spring 2011			

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A4	Kindergarten and 1 st grade teachers will give one common learning check in reading and math each month.	Student achievement will improve in all content on the CATS test.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A5	All grades will give the ThinkLink assessment according to the district timeline to all students to identify gaps.	Instructional gaps will be identified and addressed leading to increased student performance.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A6	The assistant principal will continue to provide the fourth and fifth grade students with one lesson per month dealing with CATS/NCLB assessment.	Students will be familiar with the testing format and student achievement will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A7	Teachers will input results from all learning checks into the goal calculator for analysis.	Teachers will analyze student and class data and identify areas for improvement. Student achievement will improve as a result.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A8	Teachers will deliver instruction over the two types of on demand writing and administer on demand writing prompts on a regular basis. Grades 2 – 5 will administer two on-demand learning checks each year.	Students will be familiar with the expectations of the on-demand writing portion of the KCCT and improve their performance.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

A9	Flashbacks will be given in math, reading, science, and social studies weekly at each grade level.	Content review will increase retention as well as provide teachers with data to determine concepts that need to be retaught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A10	An at-risk list will be created by all teachers including students who score novice and/or apprentice on learning checks.	At risk student's achievement will improve due to increased services and refined instructional strategies.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A11	A weekly arts and humanities bell ringer will be given to all 5 th grade students.	Content review will increase retention as well as provide teachers with data to determine concepts that need to be retaught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A12	A weekly practical living/vocational studies bell ringer will be given to all 4 th grade students.	Content review will increase retention as well as provide teachers with data to determine concepts that need to be retaught.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A13	3 rd grade teachers will sponsor a KCCT informational meeting for all parents.	Parents will have a better understanding of the student expectation resulting in increased student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A14	3 rd , 4 th and 5 th grade teachers will create assessment wall based on ThinkLink results and monitor during the year.	Teachers will be able to hold rich conversation about instruction, and curriculum. This will enhance the monitoring of at risk students.	Principal, component managers, and component committee	Fall 2010	Spring 2011		

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A15	Teacher will evaluate the monthly reading strategy incorporated in instruction each month.	Student reading comprehension will increase in all subject areas.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A16	Fifth grade teacher will evaluate weekly writing bell ringers in order to enhance the on demand writing instruction.	Student on-demand writing achievement will increase.	Principal, component managers, and component committee	Fall 2010	Spring 2011			

Action Component: School Culture

District Name: Bourbon County

Component Manager: Connie Hutson and KIM TAYLOR

School Name: Bourbon Central Elementary

Date: 2010– 2011 school year

Priority Need	Goal (Addresses the Priority Need)
<ul style="list-style-type: none"> • 75.09% of all students scored proficient or distinguished in math on the KCCT test. • 66.67% of free/reduced students scored proficient or distinguished in math on the KCCT test. • 63.83% of students with disabilities scored proficient or distinguished in math on the KCCT test. • 88.351% of all students scored proficient or distinguished in reading on the KCCT test. • 74.36% of free/reduced students scored proficient or distinguished in reading on the KCCT test. • 68.09% of students with disabilities scored proficient or distinguished in reading on the KCCT test.74.5% of students with disabilities scored proficient or distinguished in reading on the KCCT test. 	<p>A. In our 2010 KCCT results, our percent of proficient or distinguished students will increase to...</p> <p>Reading</p> <ul style="list-style-type: none"> • All students - 91% • Free/reduced – 86% • Disability – 85% <p>Math</p> <ul style="list-style-type: none"> • All students - 90% • Free/reduced – 78% • Disability – 78%

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Action Component: School Culture

District Name: Bourbon County

Component Manager: Connie Hutson and Kim Taylor

School Name: Bourbon Central Elementary

Date: 2010 – 2011 school year

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs	Implementation and Impact/Recommendation	I OG PI NI
A1	Each morning a faculty member will be located in the front hall to greet students and parents as they enter the building.	Students and parents will feel welcome creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A2	All teachers will create a weekly newsletter to be sent home to all parents and posted on their class web site.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A3	A school-wide newsletter will be created by the administration and sent to all parents weekly.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A4	Each teacher and administrators will maintain a current web site detailing class events and educational objectives.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A5	Live musical entertainment will be provided in the front lobby on a regular basis.	Students and parents will feel welcome creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			

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A6	Alert Now, a voice recorded phone message system, will be used to inform parents of important events.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A7	Each morning all students will meet in the gym for morning assembly. This time will be used to teach character education and recognize star citizens, 20 star certificates, cafeteria stars, housekeeping stars, attendance incentives, birthday announcements, arts and humanities awards, and AR awards winners. Students will also recite the Pledge of Allegiance and the school pledge.	Students and parents will feel welcome and informed creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A8	Open house will be held for parents and students to visit with teachers.	Students and parents will feel welcome and informed creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A9	PTO meetings will be held throughout the year to promote parent involvement.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A10	Bourbon Central will maintain an open door policy allowing parents to visit and observe at any time.	Parents will feel welcome and informed creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011		
A11	A weekly school news show will be aired throughout the school highlighting the great thing happening at BCES.	Students will be informed of the school news creating a positive school culture, which will increase student achievement.	Principal, component managers, and component	Fall 2010	Spring 2011		

			committee					
A12	Students scoring proficient and/or distinguished on the KCCT test will be recognized at an awards ceremony, receive medals and get their name on the wall of fame at Bourbon Central.	Students will be recognized for their accomplishments providing incentive for improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A13	Faculty and staff are recognized for their awards by having their picture displayed on the teacher wall of fame.	The school community will recognize the accomplishments of the faculty and staff resulting in positive school culture and improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A14	Each Thursday will be designated as Grandparent's Day.	Grandparents will feel welcome and informed creating a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A15	Birthday cards will be sent to all faculty and staff.	Faculty and staff will feel appreciated for their efforts and continue to strive to improve student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A16	All students will have a daily assignment notebook or assignment folder filled out and signed by a parent.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A17	Parents will be encouraged to attend volunteer training and volunteer whenever they are available.	Parent volunteers will help provide assistance to teachers and students resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A18	Communication and parent engagement opportunities will be	Achievement gaps for ELL students will be decreased.	Principal, component	Fall 2010	Spring 2011			

	increased for ELL students through conferences, meetings, informational letters, and community education classes.		managers, component committee, and ELL teacher					
A19	Faculty and staff will be trained on strategies to help identify and prevent bullying.	Bullying discipline infractions will decrease.	Principal, component managers, component committee, and counselors/social workers	Summer 2010	Spring 2011			
A20	The principal will send a weekly electronic newsletter to all parents who submit their e-mail address.	Parents will be informed about educational objectives and events resulting in improved student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A21	Parent involvement nights will be held each semester to train parents to aid their children in learning. Dinner will be provided at each training.	Student achievement will be enhanced in all curriculum areas.	Principal, component managers, and component committee	Fall 2010	Spring 2011	Title one parent involvement money. 2,500.00		
A22	Each grade level, the principal and the counseling department will rotate displaying student created art work in the cafeteria during the school year.	Students, guests and parents will feel welcome and will create a positive school culture, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A23	Each month a staff member will present a poem at morning assembly.	The positive school culture will be enhanced, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			
A24	Each Tuesday a different staff member will be the MC at assembly.	The positive school culture will be enhanced, which will increase student achievement.	Principal, component managers, and component committee	Fall 2010	Spring 2011			

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