

STONEWALL ELEMENTARY
SCHOOL IMPROVEMENT PLAN



“Preparing every child for a world of opportunities”

**Plan Approved by the School Council:
July 29, 2008**

School Council Members:

SBDM Members	Signatures
William W. Gatliff, Principal	
Mary Beth Carter, Parent	
Janice Duncan, Teacher	
Kelly Gunn, Teacher	
Maria Thompson, Teacher	
Anna Wientjes, Parent	

School Mission Statement

The mission of Stonewall Elementary School is to provide an enriched academic program in which a diverse population of students is enabled to strive for excellence beyond basic skill mastery. This mission will be accomplished through a cooperative effort of parents, teachers, and students in a disciplined atmosphere.

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

The main goal of the Stonewall Staff is to allow each student to reach his or her fullest potential by ensuring a quality education. To these ends, we have planned activities, and used methods, which will ensure greater student achievement. This document is a “living” document which allows us a great deal of freedom to review it and update it as needed, based on the students’ needs we are serving. It is our goal that staff members, parents, and students when possible would take an active part in school improvement and make recommendations that would make our school the best learning environment possible for all stakeholders.

Many of the activities listed in our School Improvement Plan were developed by standing committee created by the principal. These committees came together to design the most effective ways to implement these strategies and assist us with greater student achievement. Other strategies are simply research based strategies and approaches with proven results that we have put into place. Some of the strategies and needs came from suggestions made by the staff at the request of our SBDM council.

After the creation of this document, it was reviewed by the school SBDM Council for consideration. From there, staff members were given a chance to review the contents contained herein and make further suggestions. After being approved by SBDM council, different goals under each component will be reviewed at monthly SBDM meetings. As goals are fully implemented and data proves the successful implementation, our hope is that these goals will become systemic in our building and can removed from our actual school improvement plan, so new goals with activities and strategies can be implemented.

Action Component: **Curriculum**

District Name: Fayette

School Name: Stonewall Elementary School

Component Managers: Bill Gatliff, Janie Griggs, and Janice Duncan

Priority Need	Goal (Addresses the Priority Need)
<p>Based on the 2006-2007 KCCT Kentucky Performance Report (KPR), Stonewall has immediate needs to be addressed in the following core content area:</p> <p>Arts & Humanities: 89.8753</p> <p>Based on the unofficial 2007-2008 portfolio scores, the Writing Index dropped 8.16 points from the previous year to an index of 87.5.</p> <p>In addition, Stonewall faculty will strive to implement effective “best practices” and strategies to raise student achievement for all students in all core content areas.</p>	<p>In order to address Stonewall’s Priority Needs, and close achievement gaps in all sub populations, we will implement a rigorous and relevant instructional program for all students that is aligned with the Program of Studies and Core Content 4.1. Through research based practices, Stonewall will increase its Academic Index to 112.5 by the end of the 2008-2009 school year. This will be achieved by our increased focus on <u>Arts & Humanities, Writing, and all core content areas.</u> Through these efforts, we will increase the number of students scoring Proficient and Distinguished.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>► Due to the size of the school and the way the Master Schedule is set up, students do not receive instruction from the teachers who cover the various Arts & Humanities skills all students are to master. For example: Students go to Art, Music, and Physical Education classes two days in a row on a twelve day cycle.</p>	<p>► The Arts & Humanities core content will be reviewed by all staff to make sure all content is being taught and/or reviewed, either in homeroom or special area classes.</p>

<ul style="list-style-type: none"> ▶ Because of the Master Schedule, special area teachers do not have common planning times; therefore, they are unable to plan integrated units that address Arts & Humanities ▶ Homeroom teachers were not integrating both curricula into their daily instruction to reinforce Arts & Humanities core content covered in Art, Music and PE. ▶ Special Area teachers were not integrating both curricula into their daily instruction to reinforce core content covered by the Homeroom teachers. ▶ There is currently not a “school wide” Writing program. ▶ Effective “team-work” is not in place in all grade levels; both vertically and horizontally. 	<ul style="list-style-type: none"> ▶ Special Area teachers will utilize time created in the Master Schedule to plan together. ▶ Professional Development will be provided to homeroom teachers on ways to effectively integrate Arts & Humanities into their classroom setting. ▶ Professional Development will be provided to Special Area teachers on ways to reinforce core content covered in homeroom classes through the Arts & Humanities. ▶ School wide Writing program will be created with expectations for every grade level and teacher. ▶ Intentional focus on the restructure of building effective teams.
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Curriculum Component Implementation & Impact Checklist (2008 – 2009 School Year)

Objective #1 CURRICULUM							
Activity	Measure of Progress	Responsible Person(s)	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1: Arts & Humanities core content will be reviewed by all staff to make sure all content is being taught and reviewed in either the Arts & Humanities classes and/or homeroom classes.	Increase number of students performing proficient/distinguished on KCCT in Arts & Humanities.	All Teachers Principal PSA Curr. Coach	8-'08 5-'09				
A2: Special Area teachers will utilize time created each morning (7:30 – 8:00am) to plan integrated lessons that address Arts & Humanities.	Long Range Plans/Daily Plans will document evidence of this.	Special Area teachers Principal PSA Curr. Coach	8-'08 5-'09				
A3: Special area teachers will meet with each grade level at least once during each twelve day rotation to plan integrated lessons of both curricula.	Increase number of students performing proficient/distinguished on KCCT in all content areas.	All Teachers Principal PSA Curr. Coach	8-'08 5-'09				

<p>A4: Professional Development will be provided to all homeroom teachers on effective strategies to implement Arts & Humanities in their classrooms.</p>	<p>Increase number of students performing proficient/distinguished on KCCT in all content areas.</p>	<p>Curr. Coach PD Comm.</p>	<p>8-'08 5-'09</p>				
<p>A5: Professional Development will be provided to all special area teachers on effective strategies to reinforce core content covered in the homeroom classes through Arts & Humanities.</p>	<p>Increase number of students performing proficient/distinguished on KCCT in all content areas.</p>	<p>Curr. Coach PD Chair</p>	<p>8-'08 5-'09</p>				
<p>A6: Time will be allotted at grade level meetings and/or faculty meetings to cover Arts & Humanities content being covered through in-school performances PRIOR to the performance so homeroom teachers could pre-teach this content.</p>	<p>Increase number of students performing proficient/distinguished in Arts & Humanities on KCCT.</p>	<p>Homeroom teachers Principal PSA Curr. Coach</p>	<p>8-'08 5-'09</p>				
<p>A7: Working portfolios will be distributed to every homeroom teacher and Professional Development will be given to determine the effective use of these.</p>	<p>Increase number of students performing proficient/distinguished in Writing and better preparation for fourth grade portfolio, as well as the On-Demand writing in fifth grade as demonstrated on KCCT Writing scores</p>	<p>Portfolio Cluster Leader Curr. Coach</p>	<p>8-'08 5-'09</p>				
<p>A8: A school wide Writing program will be created outlining expectations for each grade level.</p>	<p>Increase number of students performing proficient/distinguished in Writing and better preparation for fourth grade portfolio, as well as the On-Demand writing in fifth grade.</p>	<p>Portfolio Cluster Leader Curriculum Coach Portfolio Cluster Leader</p>	<p>8-'08 5-'09</p>				

<p>A9: Principal will restructure grade level teams throughout the building to achieve higher building capacity and create more effective “teams”.</p>	<p>More effective teams will strengthen the learning environment for all students and result in higher student achievement as demonstrated on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> like MAP, GRADE, GMADE, and unit assessments.</p>	<p>Principal</p>	<p>5-‘08</p>				
<p>A10: Principal and PSA will meet with the new 08-09 “teams” prior to the end of the 07-08 school year to begin focusing on strengths and weaknesses of each team and build capacity within the team.</p>	<p>“Team effort” will increase number of students performing at the proficient/distinguished level on KCCT in all content areas.</p>	<p>Principal PSA</p>	<p>5-‘08</p>				
<p>A11: Grade level “teams” will meet and plan common KCCT-like assessments, Show What You Know, Flashbacks, etc. each week.</p>	<p>“Team effort” will increase number of students performing at the proficient/distinguished level on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> like GRADE, GMADE, MAP, and unit assessments in all content areas.</p>	<p>Principal PSA Curr. Coach</p>	<p>8-‘08 5-‘09</p>				
<p>A12: All primary (K-2) classes will continue to be “buddied” up with an intermediate (3-5) class with like demographics for the 08-09 school year for activities such as “buddy reading” and sponsorship during KCCT testing and other assessments.</p>	<p>Based on research from the National Training Laboratories, retention rates are higher when students teach each other; therefore, we expect to see an increase in Reading as measured on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> like GRADE, MAP, and unit assessments.</p>	<p>Principal Curr. Coach</p>	<p>8-‘08 5-‘09</p>				

<p>A13: DEAR ABBY (Drop Everything And Read A Book By Yourself) nightly reading program will be continued by all students</p>	<p>Increase the number of students performing at the proficient/distinguished level in Reading based on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> such as GRADE, MAP, and unit assessments.</p>	<p>Principal Homeroom Teachers Librarian Ad-Hoc Comm. Students Parents</p>	<p>8-'08 5-'09</p>				
<p>A14: School wide "reading" activities (Readers' Theatre, read aloud, etc) time during the last twenty minutes of each day for all students and staff.</p>	<p>Increase the number of students performing at the proficient/distinguished level in Reading based on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> such as GRADE, MAP, and unit assessments.</p>	<p>All staff</p>	<p>8-'08 5-'09</p>				
<p>A15: Continue school wide Accelerated Reader program for all students K-5.</p>	<p>Increase the number of students scoring Proficient/Distinguished in Reading based on <u>long term assessments</u> like KCCT, and on <u>short term assessments</u> such as GRADE, MAP, and unit assessments.</p>	<p>Homeroom teachers Librarian Ad-Hoc comm..</p>	<p>8-'06 5-'09</p>	<p>\$4000</p>	<p>SCIF</p>		
<p>A16: Write RFP grant for a Curriculum Coach.</p>	<p>Increase level of student achievement for all students by assisting all teachers with the implementation of "best practices", creation of ORQs that align with the Curriculum Map, develop unit assessments, and focus on improving Arts & Humanities scores, as well as overall Writing through job-embedded PD.</p>	<p>Principal SBDM</p>	<p>8-'08 5-'09</p>	<p>20% of the cost</p>	<p>SCIF</p>		

<p>A17: Write Visiting Artist Grant(s).</p>	<p>Receiving the grant and the impact on Arts and Humanities scores as indicated on the KCCT.</p>	<p>Principal PSA Curr. Coach Core team of teachers interested in Arts education</p>	<p>8-'08 5-'09</p>				
<p>A18: Participate in FCPS Release Time proposal to assist all teachers with the implementation of “best practices”, creation of ORQs that align with the Curriculum Map, develop unit assessments, and focus on improving Arts & Humanities scores, as well as overall Writing through job-embedded PD.</p>	<p>Increase the level of student achievement in all content areas.</p>	<p>Principal All teachers Curriculum Coach SBDM</p>	<p>8-'08 5-'09</p>	<p>65% of PD budget</p>	<p>PD</p>		
<p>A19: Purchase <u>HISTORY ALIVE</u> for fourth and fifth grade students.</p>	<p>Increase the level of student achievement in Social Studies</p>	<p>Principal SBDM</p>	<p>4-'08</p>	<p>\$4125</p>	<p>SCIF</p>		
<p>A20: Purchase Historical Fiction novels to enhance the fifth grade social studies curriculum.</p>	<p>Increase the level of student achievement in Social Studies as measured on KCCT.</p>	<p>Principal Teachers Curriculum Coach</p>	<p>8-'08 5-'09</p>				

<p>A21: Live Scoring of ORQs will be conducted in all 3-5 classrooms.</p>	<p>Increase the number of students scoring Proficient/Distinguished on ORQs.</p>	<p>Principal PSA Teachers Curr. Coach</p>	<p>8-'08 5-'09</p>				
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Action Component: **Equity**

District Name: Fayette County

School Name: Stonewall Elementary School

Component Managers: Bill Gatliff, Janie Griggs, Janice Duncan, all staff

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2006-2007 Kentucky Performance Report (KPR), Stonewall scored an adjusted Academic Index of 102.6. Our subpopulations scored as follows:</p> <p>Females: 108.4 Males: 106.1 Free/Reduced Lunch: 108.3 Non-Limited English Proficiency: 107.8 No Disability: 107.9</p> <p>According to our 2006-2007 NCLB Report, we also met all of our goals. In Reading, 91% of all students being assessed were Proficient. In Math, 82% of all students being assessed were Proficient.</p>	<p>Stonewall Elementary School will provide all students with an instructional program consisting of effective, varied, and research based instructional practice in all core content areas.</p> <p>Our KCCT goal for 2007-2008 would be for all subpopulations to exceed their present performance levels and attain an academic index of 112.5. In addition, we are striving to keep all gaps closed between all subpopulations.</p> <p>Our NCLB goals would include meeting all 7 of our goals and having a higher percentage of students scoring Proficient in Reading and Math.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>We believe that we have no gaps because we set high and consistent expectations for all students. We also receive a great deal of support from our parents who assist us in many ways to ensure a quality education for their children. We recognize that while we have no gaps, we do have students who are not scoring at the Proficient/Distinguished level who will need additional interventions and strategies to make them successful.</p>	<p>We will continue to review NCLB data, as well KCCT data, MAP assessment data, and unit assessments to determine if gaps were occurring between subpopulations.</p>

Equity Component Implementation & Impact Form (2008-2009 School year)

Component Leaders: Bill Gatliff, Principal; Janie Griggs, PSA; Janice Duncan, Curr. Coach; Staff

Objective #2 EQUITY							
Activity	Measure of Progress	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B1: K-3 grade students will continue to be assessed with GRADE to determine eligibility for Read to Achieve services.	Students receiving Read to Achieve services will exit the program when they have reached a stanine of 4 or higher on the GRADE assessment. This will ultimately impact our overall Reading score as measure on <u>long term assessments</u> like KCCT and <u>short term assessments</u> like GRADE, MAP, and unit assessments.	RTA teachers Homeroom teachers	8-'08 5-'09	60,000	RTA grant		
B2: Stonewall will continue to hire a .7 Reading tutor to work with students who have exited the Read to Achieve program to make sure they maintain necessary skills to stay on or above grade level.	Students receiving reading assistance will continue to stay on or above grade level as measured by on <u>long term assessments</u> like KCCT and on <u>short term assessments</u> like MAP.	Reading tutor Homeroom teachers	8-'08 5-'09		SCIF		
B3: Homeroom teachers will meet with the principal and PSA to develop a comprehensive school Watch List of all students K-5.	Barriers to student achievement will be addressed and the appropriate interventions will be put into place so all students will be successful as measured on <u>long term assessments</u> like KCCT, and <u>short term assessments</u> like MAP, GRADE, and unit assessments.	Principal PSA Homeroom Teachers Counselor Curr. Coach	8-'08 5-'09				

<p>B4: Stonewall will provide all first and second grade teachers with a .5 assistant to help ensure all children are on or above grade level in Reading and Math</p>	<p>All students will be on grade level by the end of second grade as measured on <u>long term assessments</u> such as KCCT, and on <u>short term assessments</u> like MAP and unit assessments.</p>	<p>Principal SBDM</p>	<p>8-'08 5-'09</p>				
<p>B5: All students will be recognized at the end of each grading period through our "Celebrations of Success"</p>	<p>Student achievement will increase in all recognized areas.</p>	<p>Principal Homeroom Teachers</p>	<p>8-'08 5-'09</p>				
<p>B6: Two students (one boy and one girl) will be recognized as a S.T.O.N.E. (Students That Outdo Normal Expectations) Award winner each day.</p>	<p>We will target students who may need special recognitions as a means of motivation.</p>	<p>Homeroom teacher Principal</p>	<p>8-'08 5-'09</p>				

SBDM Council SIP Review Dates Equity Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		B6	B1 B2 B3	B4		B3 B6	B1 B2 B4		B4		B3	B1 B2 B6

Action Component: **Parent Involvement**

District Name: Fayette County

School Name: Stonewall Elementary School

Component Managers: Bill Gatliff, Principal; Janie Griggs, PSA; Janice Duncan, Curr. Coach; Staff

Priority Need	Goal (Addresses the Priority Need)
<p>The priority need is to have all of our families involved with their child’s learning and academic success. Stonewall has a strong history of parental involvement in our school which we recognize as a positive and necessary element in our efforts to increase student achievement.</p>	<p>Stonewall will provide 100% of our families an opportunity to be involved in their child’s education through PTA, SBDM, SBDM committees, parent/teacher conferences, classroom readers, library and /or office help, and extra curricular activities.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Parental involvement has always been a positive influence at Stonewall Elementary School. Our staff does NOT take this for granted; therefore, we will continue to seek and create real opportunities that will allow parents to become more involved in their child’s education while here.</p>	<ul style="list-style-type: none"> ▶ 100% of the homeroom teachers will have at least one conference with each parent. ▶ Stonewall’s Academic Index will increase to 112.5 due to parental involvement.

**Parent Involvement Component
Implementation & Impact Form
(2008-2009 school year)**

Component Leader: Bill Gatliff, principal; PTA; teachers

Objective #3 PARENT INVOLVEMENT

Activity	Measure of Progress	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1: The PTA will provide all parents with different opportunities that allow them to serve on PTA committees within the school.	The PTA president will provide data to show how many parents volunteer on PTA committees.	PTA President Principal	8-'08 5-'09				
C2: All homeroom teachers will provide opportunities for every parent to conference with them at least one time a year.	Teachers will provide data to show how many parents had student conferences each year.	Homeroom teacher	8-'08 5-'09				
C3: Teachers will conduct Parent Orientation Nights within the first two weeks of school with all parents.	Teachers will provide data to show how many parents attended the Parent Orientation Nights.	Homeroom teacher	8-'08 5-'09				

C4: The principal will meet with all parents prior to their Parent Orientation Night to go over school procedures and other school wide initiatives.	There will be an increase in the number of parents who follow school procedures and more importantly, assist their children with homeroom and our nightly reading program.	Principal	8-'08 5-'09				
C5: Continue to have Literacy Night 2 times a year and provide books for students receiving RTA services.	Increase reading level of all students.	RTA teachers	8-'08 5-'09				
C6: Principal will send written communication home each week outlining upcoming events so parents will be informed of school events.	Parental involvement and support will increase.	Principal	8-'08 5-'09				
C7: Teachers will provide written communication with parents at least twice a month. Teachers will also be encouraged to have a classroom webpage.	Parental involvement and support will increase.	Homeroom teachers	8-'08 5-'09				
C8: Parents will be encouraged to attend all in-school performances through weekly communications from the principal and from teacher newsletters.	Parental involvement and support will increase.	Principal	8-'08 5-'09				

SBDM Council SIP Review Dates

Parent Involvement Component

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity		C1 C7 C8	C3 C4 C6 C7 C8	C6 C7 C8	C6 C7 C8	C1 C2 C5 C6 C7 C8	C6 C7 C8	C6 C7 C8	C6 C7 C8	C6 C7 C8	C2 C5 C6 C7 C8	C1