

COMPREHENSIVE IMPROVEMENT PLAN AND FUNDING APPLICATION

Camden Station Elementary School

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PRINCIPAL

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Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, and regulations. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Camden Station Elementary
School

MariAnn Arnold
Principal

January 2, 2008
Date

EXECUTIVE SUMMARY

School: **Camden Station Elementary**

MISSION STATEMENT

For every child, Camden Station will uphold a challenging curriculum of high standards based on continuous student growth.

PROCESS OF DEVELOPING THE COMPREHENSIVE IMPROVEMENT PLAN

How Planning and Needs Assessment Teams Were Organized:

The Needs Assessment Team consisted of the entire faculty. The Planning Team consisted of the Comprehensive Planners (CPT), who are representatives from each grade level and team, including Special Areas and Special Education.

Members/Representative Groups Who Served on Planning and Needs Assessment Teams:

Alayne Vokurka – Early Primary
Mandy Feigel - Upper Primary
Katie Herms – Upper Primary
Amber Elder- Special Education
Katie Garrett - Intermediate
Michelle Gaddis – Intermediate
James Allen - Related Arts
- Parent
MariAnn Arnold- Principal

How the Needs of the School or District Were Determined:

The faculty and staff reviewed KCCT, CAT5, CTBS, and OCBE data and generated a list of priority needs. The needs were submitted to the CPC, who elected to modify and align them with the most recent data.

How Goals and Strategies Were Decided Upon:

The CPC met and adjusted the current goals and objectives in order to meet an Academic Index of 100 by 2014.

What Implementation of the Plan is Expected to Achieve:

Implementation of the plan will allow the school to focus resources and attention on helping students succeed in each of the areas designated as priority needs. These are not the only areas that will benefit from the plan, as certain areas are school-wide and interdisciplinary. Student test scores will continue to rise, and the school will steadily work toward the goals outlined by the Growth Index.

What Process was Used for Internal Review of the Plan:

The Internal Review of the plan was systematic and school-wide. Each of the various constituents was represented as each component was completed and submitted for review. Once comments were generated, the CPC made revisions, and the final form was resubmitted to the entire staff. The final document was submitted to the SBDM Council for approval.

How Public Comment was Secured and What Response was Made:

Comments were sought from the various constituents during the planning process. The draft document was presented to the PTA for review prior to submission at Council.

How Comprehensive Improvement Planning Will be Ensured in the Future:

The Comprehensive Improvement Planning process has become an integral part of self-evaluation on an on-going basis. Each year the plan is reviewed prior to meeting with the Board of Education to give a status report on progress.

COMMUNICATION PLAN**How will the Comprehensive Improvement Plan and Other Important Information Be Shared with Stakeholders?**

The Comprehensive Plan, as well as other important information, will be shared with all members of the Camden community through a variety of means. E-mail attachments keep the staff members informed of meetings and changes in documents. At the beginning of each school year, the staff is reminded of the priority needs. The staff members are given a paper copy of the complete document so that they may see the various components for which they are responsible and so that they may plan to meet the goals of the school. Parents are represented on the various subcommittees as well as on the Comprehensive Improvement Planning Committee itself. The school newsletter, the school's Web page, and a copy in the School Library Media Center make the Comprehensive Improvement Plan available to parents, School Board, business, and community members. The WEGL school newscast and teacher led discussions allow student access to the Consolidated Plan. The PTA is the official parent organization through which information may be distributed and made available to both PTA members and other parents at both their board and general meetings.

How will Input Continue to be Gathered from Stakeholders?

Frequent monitoring occurs through the committee process, the SBDM Council, the school administration, and CPC. Input will continue to be gathered from stakeholders throughout the year as the school reviews its Comprehensive Improvement Plan. The district has in place a yearly session where schools report to the elected Board of Education on the progress and revisions of the current plan and suggestions for future plans.

ACTION COMPONENT Curriculum

School District Preliminary Revised

District Name Oldham County

Component Manager MariAnn Arnold

School Name Camden Station Elementary

Current Date January 2, 2008

Public Private, Non-Profit

I.

<p>Priority Need: A1. The Spring, 2007 KCCT report indicates the following score results:</p> <table><tr><td>Reading Index- 102.98</td><td>Social Studies Index- 97.70</td></tr><tr><td>Math Index- 104.7</td><td>Writing Index- 93.13</td></tr><tr><td>Science Index- 106.48</td><td>Arts & Humanities Index- 112.75</td></tr><tr><td>PL/VS Index- 91.31</td><td>Total Academic Index- 101.4</td></tr></table>	Reading Index- 102.98	Social Studies Index- 97.70	Math Index- 104.7	Writing Index- 93.13	Science Index- 106.48	Arts & Humanities Index- 112.75	PL/VS Index- 91.31	Total Academic Index- 101.4	<p>Goal: <i>(A Goal addresses a Priority Need)</i> A1. By Spring, 2008, students will demonstrate enhanced knowledge and skills in all content areas so that the Spring, 2007 KCCT report will show a 1.6 point increase in the Total Academic Index giving Camden Station an index of 103.</p>
Reading Index- 102.98	Social Studies Index- 97.70								
Math Index- 104.7	Writing Index- 93.13								
Science Index- 106.48	Arts & Humanities Index- 112.75								
PL/VS Index- 91.31	Total Academic Index- 101.4								

II.

<p>Cause (s)/Contributing Factors:</p> <p>A1. According to the 2007 KCCT Performance Report, the fifth grade students scored a 91.31 in Practical Living/Vocational Studies, and decrease of 7.08 points, due in part to changes in Core Content and a lack of a school aligned curriculum.</p> <p>A2. According to the 2007 KCCT Performance Report, the fourth grade students scored a 102.98 in Reading, and increase of 3.56 points, due in part to an aligned curriculum and regular Open Response activity.</p>	<p>Objective (s) with Measures of Success:</p> <p>A1. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in PL/VS and will participate in continuous Writing to Learn activities, I Care Cat lessons, and PTA performances. A 7.69 point increase will result.</p> <p>A2. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Reading, will participate in continuous Open Response and Writing to Learn activities, consistent vocabulary and consistent assessments will be administered that will guide instruction, participation in a school wide literacy block and the Literacy Coach. A 1.02 point increase will result.</p>
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A3. According to the 2007 KCCT Performance Report, the fourth grade students scored a 106.48 in Science, an increase of 2.93 points, due in part to an aligned curriculum and regular Open Response activity.

A4. According to the 2007 KCCT Performance Report, the fifth grade students scored an 112.75 in Arts and Humanities, a 25.89 point increase, due in part to an aligned curriculum and regular Open Response activity.

A5. According to the 2007 KCCT Performance Report, the fourth grade students scored a 93.13 in Writing, an increase of 24.48 points, due in part to consistency in writing instruction K-5.

A6. According to the 2007 KCCT Performance Report, the fifth grade students scored a 104.7 in Mathematics, an increase of 2.64 points, due in part to an aligned curriculum and regular Open Response activity.

A7. According to the 2007 KCCT Performance Report, the fifth grade students scored a 97.70 in Social Studies, a decrease of 1.93 points, due in part to changes in Core Content and a lack of a school aligned curriculum.

A3. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Science and will participate in continuous Open Response and Writing to Learn activities and an opportunity to utilize the Science Lab. A .52 point increase will result.

A4. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Arts and Humanities, will participate in continuous Open Response and Writing to Learn activities and regular education teachers will integrate Drama instruction. A .25 point increase will result.

A5. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Writing, will participate in continuous Open Response and Writing to Learn activities, On Demand, and the Lucy Caulkins writing series. A 1.87 point increase will result.

A6. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Mathematics, will participate in continuous Open Response and Writing to Learn activities and receive training from our Math Coach. A 1.3 point increase will result.

A7. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks in Social Studies, will participate in continuous Open Response and Writing to Learn activities, Mega Skills and guidance instruction. A 2.30 point increase will result.

A8. According to the 2007 KCCT Performance Report, the Total Academic Index for Camden Station was 101.4, a 6.3 point increase, due in part to an aligned curriculum and regular Open Response activity.

A8. Throughout 2007-2008, all students will continue to receive instruction based on Oldham County Curriculum Frameworks, will participate in continuous Open Response and Writing to Learn activities, practicing multiple choice questions, and reviewing test taking strategies. A 1.6 point increase will result.

ACTION COMPONENT Curriculum
District Name Oldham County
School Name Camden Station Elementary

School District Preliminary
Component Manager MariAnn Arnold
Current Date January 2, 2008

Public Private, Non Profit

III. Strategies/Activities

Strategy/Activity	Expected Impact	Responsible Person(s)	Start Date	End Date
A1. The Physical Education teacher will collaborate with all teachers to develop an aligned curriculum in the area of Practical Living/Vocational Studies.	A1. The students will receive intentional instruction that is based on the Oldham County Curriculum Framework in the area of PL/VS.	Physical Education Teacher Classroom Teachers	January, 2008	January, 2009
A2. All certified staff members will participate in book studies that include, but are not limited to the area of literacy.	A2. The students will receive instruction which is based on skills acquired from professional reading, i.e. <u>Mosaic of Thought</u> , <u>Reading with Meaning</u> .	Instructional Staff Literacy Coach	January, 2008	January, 2009
A2. In order to determine appropriate instructional levels and design instructional strategies, all students will participate in a Reading assessment at the beginning, middle, and end of the school year (August, January, and	A2. Students will receive appropriate Reading instruction as determined by assessment information. Data attained by regular reading assessment will guide GAP referrals and gauge the effectiveness of intervention strategies.	Instructional Staff Principal GAP committee Tier Intervention committee	January, 2008	January, 2009

May) utilizing a variety of assessment tools (Star, Accelerated Reader, IRI, Slosson, Early Literacy).				
A3. A wide variety of materials will be provided for Science instruction including, but not limited to, software, hardware, audiovisuals, print, CD-ROMs, periodicals, Intelligent Classroom, United Streaming, and other pertinent material, which is needed in utilizing the aligned curriculum.	A3. Students will demonstrate Science knowledge utilizing a wide variety of instructional materials as evidenced by KCCT and student product analysis, open-response and writing to learn activities and Principal observations.	Instructional Staff Media Specialist Principal	January, 2009	January, 2009
A4. All grade levels will participate in block scheduling in the area of Related Arts that includes: music, physical education, art, and computer lab.	A4. Students will participate in regular opportunities to acquire core content knowledge and apply that knowledge in the four related arts areas as evidenced by the schedule, and the student journals.	Instructional Staff Principal Related Arts staff	January, 2008	January, 2009
A5. Working with the literacy coach, teachers will continue to develop strategies to improve student writing via utilization of Lucy	A5. Students will produce writing pieces demonstrating enhanced idea development and use multiple strategies in their pieces as evidenced by analysis of student work (i.e. marker papers, mentors,	Instructional Staff Literacy Coach	January, 2008	January, 2009

Caulkins Units of Study.	writers' notebooks, reflective writing and on-going portfolio analysis).			
A5. Using a PDF format for open-response questions and appropriate grid/lined student response paper, teachers will write and administer open response questions on a bi-monthly basis at all grade levels and content areas. Teachers will continue to use a common planning strategy to develop open-response questions.	A5. Students' responses to Open Responses will show evidence of growth which will be documented through "March Madness" and via analysis of student work during PLC meetings.	Literacy Coach Instructional Staff Principal	January, 2008	January, 2009
A5. Working with the Literacy Coach, teachers will continue to develop strategies to improve student writing in the area of On-Demand.	A5. Students will produce on-demand writing regularly as evidenced via PLC team meeting documentation.	Literacy Coach Instructional Staff Principal	January, 2008	January, 2009

<p>A6. A wide variety of materials will be provided for Math instruction including, but not limited to, software, hardware, audiovisuals, print, CD-ROMs, Intelligent Classroom, periodicals, and other pertinent material, which is needed in utilizing the aligned curriculum.</p>	<p>A6. Students will demonstrate Math knowledge utilizing a wide variety of instructional materials as evidenced by KCCT and student product analysis, open-response and writing to learn activities and Principal observations.</p>	<p>Instructional staff Principal Math Coach</p>	<p>January, 2008</p>	<p>January, 2009</p>
<p>A7. A wide variety of materials will be provided for Social Studies instruction including, but not limited to, software, hardware, audiovisuals, print, CD-ROMs, periodicals, Intelligent Classroom, and other pertinent material, which is needed in utilizing the aligned curriculum.</p>	<p>A7. Students will demonstrate Social Studies knowledge utilizing a wide variety of instructional materials as evidenced by KCCT and student product analysis, open-response and writing to learn activities and Principal observations.</p>	<p>Instructional staff Principal</p>	<p>January, 2008</p>	<p>January, 2009</p>
<p>A8. All teachers and support staff will participate in KCCT/NRT-like scrimmages three times a year.</p>	<p>A8. Students grades 2-5, teachers, and testing proctors/scribes will practice the process of CATS-like testing in simulated assessment conditions.</p>	<p>Instructional staff Principal</p>	<p>January, 2008</p>	<p>January, 2009</p>

ACTION COMPONENT Equity/Elimination of Barriers to Learning

School District

Preliminary Revised

District Name Oldham County

Component Manager MariAnn Arnold

School Name Camden Station Elementary

Current Date January 17, 2007

Public Private, Non-Profit

II

Priority Need: Analysis of KCCT/NRT test results indicate a variety of barriers to learning exists that are not met by current instructional practices used with these identified populations:

- Males in Reading, Arts/Humanities Social Studies, and Writing
- Students w/disabilities in Reading, Math, Science, Social Studies, Arts/Humanities, PL/VS and Writing
- Free/Reduced Lunch in Math, Reading, Science and PL/VS

Goal: The table below contains data that sets a baseline and a goal for each of the identified achievement gap areas. Values given are calculated academic indices for each specific population.

	<i>Male Baseline 2007</i>	<i>Male Goal 2008</i>	<i>Female Baseline 2007</i>	<i>Female Goal 2008</i>	<i>Free/Reduced Lunch Baseline 2007</i>	<i>Free/Reduced Lunch Goal 2008</i>	<i>Students w/Disability Base 2007</i>	<i>Students w/Disability Goal 2008</i>
Math	NA	NA	NA	NA	3 rd - 95.23 4 th - 82.19 5 th - NA	105.23 92.19 NA	3 rd - 73.22 4 th - 83.30 5 th - 70.44	3 rd - 83.22 4 th - 93.30 5 th - 80.44
Soc. Stud.	91.20	103.31	NA	NA	NA	NA	74.71	84.71
Arts/Hum	103.31	113.31	NA	NA	NA	NA	74.71	84.71
PL/VS	NA	NA	NA	NA	75.06	85.06	75.65	85.65
Reading	3 rd - NA 4 th - 92.78 5 th - 98.91	3 rd - NA 4 th - 102.78 5 th - 108.91	3 rd - NA 4 th - NA 5 th -NA	3 rd - NA 4 th - NA 5 th - NA	3 rd - 97.64 4 th - 74.21 5 th - NA	3 rd - 105.93 4 th - 84.21 5 th - NA	3 rd - 84.17 4 th - 78.90 5 th - 84.21	3 rd - 94.17 4 th - 88.90 5 th - 94.21
Science	NA	NA	NA	NA	87.93	97.93	90.25	100.25
Writing	Portfolio- 88.0 On Demand-85.94	Portfolio- 98.0 On Demand- 95.94	NA	NA	NA	NA	Portfolio- 83.0 On Demand- 76.14	Portfolio- 93.0 On Demand- 86.14

Cause(s)/Contributing Factors:**Objective(s) with Measures of Success:**

A1. Children with disabilities and those from lower socioeconomic situations often lack the organizational structure to identify and complete homework assignments, especially the long-range type

A2. Children with disabilities and children from lower socioeconomic situations often have a higher number of referrals for inappropriate behaviors in the school setting

A3. Often, children in the identified areas of deficit lack the study skills needed to compete with the regular population

A1. Create long-term teacher mentors that will “adopt”, follow, and support a pre-determined set of students for the entire school year. Improvement will be measured through teacher record keeping, and State assessment results.

A2. A more structured building-wide discipline program should help clarify some commonly occurring areas of difficulty like behaviors that occur in the bathrooms, buses, and the cafeteria.

A3. Upper primary and intermediate teachers will incorporate “Study Skill” classes in their regular core content delivery

ACTION COMPONENT Equity/Elimination of Barriers to Learning
 (Cont.) School District Preliminary

District Name Oldham County
School Name Camden Station Elementary

Component Manager MariAnn Arnold
Current Date January 2, 2008

Public **Private, Non Profit**

III *Strategies/Activities*

Expected Impact	Responsible Person(s)	Start Date	End Date
a. Students will be able to demonstrate knowledge and understanding based on improved learning as evidenced by KCCT and NCLB data, student work analysis, and teacher record keeping.	Instructional Staff Principal ESS teachers	January, 2008	January, 2009
b. Staff and students will participate in CHAMPS to establish common language, common expectations, and address behaviors in common areas.	Instructional Staff Counselor Principal	January, 2008	January, 2009
c. Through the use of specific intervention strategies recommended by the Tier committee and the GAP screening process, there will be more accurate referrals written resulting in fewer "misses" sent to the Board.	Instructional Staff Counselor Special Ed. teachers Principal	January, 2008	January, 2009

d. Student learning will be properly supported as seen in appropriate implementation of ILPs.	Instructional Staff Principal Counselor Gifted Coordinator	January, 2008	January, 2009
e. Students identified two grade levels below in reading will participate in reading instruction daily during the Intervention Block.	Instructional Staff Principal Counselor	January, 2008	January, 2009
f. All students will receive instruction which is based on the thinking strategies model.	Instructional Staff Literacy Coach Math Coach	January, 2008	January, 2009