

**PORTER ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

**Year 2011 - 2012**

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Sandra Music

Responsible Person

Sandra Music

Contact Person

**Approved Date:**

2/22/2011

**Members or Committee:**

Valerie Breeding

Kristen Sergent

Pam Blankenship

Diane Bowling

Melissa Bowling

**2011 - 2012 SCHOOL IMPROVEMENT PLAN**  
**Executive Summary**  
**PORTER ELEMENTARY**

**Mission**

The mission of Porter Elementary is to ensure that all students achieve their highest level of performance in all areas of development. Through academic achievement, creativity, independent thinking, problem solving, physical well-being, and social skills, each student will become a successful member of society. Slogan: Striving for Excellence...Whatever It Takes! (The mission statement was developed initially by the staff of Porter Elementary in the 90's. The mission statement is reviewed annually by the staff when the CSIP is updated.)

**Needs Assessment**

The Planning and Needs Assessment Team at Porter Elementary were organized into well-represented groups with participation from teachers, school and district administrators, community members, and the Family Resource Service Center. Committees make up the Needs Assessment Planning Team at Porter Elementary. Others who provide support and input to the CSIP include parents, SBDM members, FRC Advisory Council, and the Family Resource Service Director.

**Goals**

After reviewing past goals and efforts, the Needs Assessment Team for Porter Elementary determined the current needs for the school by collecting and analyzing data from the KCCT/NCLB/ITBS K-2 Test/Common Formative Assessments and surveys from Family Resource Center, PTO, and Professional Development. Goals and strategies were decided upon by targeting priority needs as determined by the planning and needs assessment teams.

**Evaluation**

Implementation of the plan is expected to achieve an increase in student performance in areas which were determined by the Needs Assessment Team. Internal review of the plan at Porter Elementary is achieved by assigning appropriate individuals and/or groups timelines to review and assess data that has been collected. The committees/PLCs will review the plan and meet at appropriate times to monitor the ongoing progress of the plan, as documented on the implementation and impact check and/or annual updates to the plan.

**Stakeholders**

Public comment concerning the CIP was secured by including community members, FRC staff, faculty, and parents. CIP planning is designed to be an ongoing process. The progress checks and internal reviews will ensure the future CIP. Important information about the plan will be shared with all stakeholders through newsletters and/or meetings. Also, all information will be shared and reviewed by SBDM council. Information can be viewed by the community via our district's web-page or a hard copy can be viewed in the main office of the school.

**Component: Learning Environment and Efficiency**

**Component Manager: Sandra Music**

**Last Updated: 2/17/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2010, our school's Total Index was 100.0 as measured on the Kentucky Core Content Test. Our school met all No Child Left Behind Goals (10/10) and Other Academic Indicators measured 74.44 Proficient/Distinguished Scores and 3.22 Novice Scores.

**Goal:**

By May 2012 our school's Total Index will increase to 101.0 as measured by the Kentucky Core Content Test. Our school will continue to meet all No Child Left Behind Adequate Yearly Progress Annual Measurable Objectives (10/10) and continue to increase the Other Academic Indicators to 75.0 Proficient/Distinguished Scores and 3.0 Novice Scores.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Index Score	10/30/2011	102.0	
Other Academic Indicators P/D Scores	10/30/2011	75.0	
Other Academic Indicators Novice Scores	10/30/2011	3.0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of a quality Art & Humanities program as evidenced by jcKELP, Writing Folders, Lesson Plans and Walk-throughs/Evaluations.	All Teachers	8/1/2011	6/1/2012	\$2000 Instructional Funds		
2	NCLB	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of quality Practical Living/Career Studies program.	Teachers	8/1/2011	5/31/2012	\$200 PD		
3	Both	Teachers will use Technology (Student Responders, SmartBoard, Monitor, Individual Computers, etc.) and a variety of technology programs (Internet, a variety of web sites, Study Island, AR, BrainChild, STAR, Breakthrough to Literacy, Spelling City, United Streaming, PowerPoints, etc.) three or more times a week as evidenced by Walk-throughs/Evaluations and Lesson Plans.	All Teachers	8/1/2011	6/1/2012	\$KETS Funds \$1000 General Fund		
4	Both	Faculty will be encouraged to participate in National Board Certification (and other leadership type trainings-ELSN, KTIP, KPIP, Conferences, District/Regional Workshops, etc.) as evidenced by PD Logs, Purchase Orders, and Out of County Travel Forms.	Whitaker & Music	6/1/2011	7/30/2012	\$District Funds		
5		Staff members will be trained and will utilize various components of Infinite Campus for management of student and staff records.	All Staff	6/1/2011	7/30/2012	\$District Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	Both	District level personnel (Instructional Supervisors, Band Teachers, Arts & Humanities Teachers, RtI Interventionists, Grant Writer, Gifted and Talented, UNITE, ESS, etc.) will be utilized to enhance classroom instructional practices and the learning environment as evidenced by the Schedule, Calendar, and Lesson Plans.	Music	6/1/2011	7/30/2012	\$District & Grant Funding		
7		Support services provided to students to reduce barriers to learning (Counselors, Nurses, Speech Therapist, OT, FRC/FRYSC, and community partners) along with research based prevention programs will be utilized to support a safe and secure learning environment as evidenced by Lesson Plans, Visitor Sign-In Sheets, and Calendars.	Couns./Prin c./FRC	8/1/2011	6/1/2012	\$Health Dept. \$FRC Grant \$District Funding		
8	Both	Students who meet guidelines, will be identified in 4th-6th grades as being Gifted and Talented and receive services on problem solving and future problem solving as evidenced by the Schedule and GT Logs.	Burton	8/1/2011	6/1/2012	\$G/T District		
9		Teachers and Administrators in cooperation with PTO will offer incentives for students to be in school everyday (attendance); incentives may be given weekly, monthly, quarterly, and annually as evidenced by the Calendar and PTO Documentation.	All Teachers	8/1/2011	6/1/2012	\$PTO and Donations		
10	Both	The FRC will offer involvement, transition, and support activities to ensure basic needs are met in order to overcome barriers to learning (e.g., KinderCamp, Family Fun Reading Nights, Open House, Parent Expo, Summer Camps, Ready Fest, Mtly. Newsletters, Update School Webpage, Summer Reading Programs, Drug Prevention and Red Ribbon Week Programs, Character Week, Read Across America Week, etc.) as evidenced by FRC Logs and Grant.	Wilcox	6/1/2011	7/30/2012	\$FRC Grant		
11	Both	Counseling services (large group, small group, and individual) will be offered to students covering a variety of topics (including bullying, drug prevention, making right choices, goal setting, etc.) using the Seven Habits of Highly Effective Kids and Rachael's Challenge Programs as evidenced by Counselor Logs and Lesson Plans.	Breeding	8/1/2011	6/1/2012	\$District Counselor \$100 General Fund		
12	NA	Cultural programs/assemblies and field trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities as evidenced by the Calendar and Lesson Plans.	All Teachers	8/1/2011	5/31/2012	\$500 General Fund		
13	NA	Parent involvement and communication with the school will be enhanced through (Open House, progress reports, ILPs, Eagle Express, School/FRYSC Newsletters, counselor's communications, Infinite Campus, volunteer training, JC TV and other media sources).	All Teachers	8/1/2011	5/31/2012	\$Community Partners \$500 General Fund \$FRYSC Funds		

**Component: Math**

**Component Manager: Kristy Frazier**

**Last Updated: 2/17/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of All students scoring proficient or distinguished in Math was 80.77 as measured on the Kentucky Core Content Test. In May 2010, 10 out of 10 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of All students scoring proficient or distinguished in Math will increase to 80.61 as measured on the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Math proficiency target of 80.61 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Math P/D Scores	10/30/2012	80.61	
Math Novice Scores	10/30/2012	3.0	
2011 5th/6th Grade Novice	2/25/2011	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core math standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by Quantile, formative, summative, local and state assessments.	Math Teachers	8/1/2011	5/31/2012	\$200 PD		
2	Both	Math intervention/enrichment strategies that promote student math progress (through small group instruction, flexible grouping, enrichment/intervention, MAF program, ESS) will be monitored and documented through lesson plans, PLC logs and master schedule.	Math Teachers	8/1/2011	6/1/2012	\$MAF Grant \$ESS District Fund		

**Component: Reading**

**Component Manager: Lyndsay Colvin**

**Last Updated: 3/21/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of All students scoring proficient or distinguished in Reading was 85.71 as measured on the Kentucky Core Content Test. In May 2010, 10 out of 10 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of All students scoring proficient or distinguished in Reading will increase to 86.82 as measured on the Kentucky Core Content Test. By May 2012, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.82 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Reading P/D Scores	10/30/2012	86.82	
Reading Novice Scores	10/30/2012	3.0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	All Teachers	8/1/2011	5/31/2013	\$500 PD		
2	Both	Reading intervention strategies that promote all students independent reading ability (small group instruction and "stretch" text complexity as identified through quantitative (Lexile) and qualitative measures); in addition Rtl, RTA, ESS and select flexible grouping strategies for students not reading at grade level will be monitored and documented to assess student reading progress.	All Teachers	8/1/2011	5/31/2012	\$District Funding \$ESS Fund \$RTA Grant		

**Component: Science**

**Component Manager: Tiffany Triplett**

**Last Updated: 2/17/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Science was 77.08 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Science was 2.0 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of students scoring proficient or distinguished will increase by 11.46 for a total percentage of all students scoring proficient or distinguished in Science of 88.54 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring Novice in Science will decrease for a total percentage of all students scoring novice in Science of 1.50 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Science P/D Scores	10/30/2012	88.00	
Science Novice Scores	10/30/2012	1.50	
NCLB Other Academic Indicator P/D	10/30/2012	74.44	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Supplement and align science standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in Science/Technical Subjects (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Science Teachers	8/1/2011	6/1/2012	\$200 PD		
2	SB168	Review the science core state standards after the anticipated release December 2011.	Science Teachers	8/1/2011	5/31/2013	\$200 PD		
3	Both	Align Primary-fourth grade science lessons/resources to current and expected standards	Science Teachers	8/1/2011	12/31/2012	\$200 PD		
4	SB168	Science Teachers will implement a Science Fair encouraging students to use the Scientific Method for their projects as evidenced by Sign-In Sheet, projects and Lesson Plans.	Science Teachers	8/30/2011	6/1/2012	\$200 General Fund		

**Component: Social Studies**

**Component Manager: Audrea Roark**

**Last Updated: 2/17/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Social Studies was 63.41 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Social Studies was 7.0 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of students scoring proficient or distinguished will increase by 18.30 for a total percentage of all students scoring proficient or distinguished in Social Studies of 81.70 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring Novice in Social Studies will decrease by 1.0 for a total percentage of all students scoring novice in Social Studies of 6.0 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Social Studies P/D Scores	11/17/2009	81.70	
Social Studies Novice Scores	10/30/2012	6.0	
Other Academic Indicator P/D	2/25/2011	74.44	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Supplement and align social studies standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in History/Social Studies (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	All Teachers	8/1/2011	6/1/2013	\$200 PD		
2	SB168	Cultural programs/assemblies and field trips will be scheduled to provide students with access to a variety of Social Studies Core Content themes that go beyond the regular classroom activities and textbook as evidenced by the Calendar and Lesson Plans.	All Teachers	8/1/2011	6/1/2012	\$2,000.00 Instructional Funds		
3	NA	Align fourth-fifth grade social studies lessons/resources to current standards.	SS Teachers	7/1/2011	12/31/2012	\$200 PD		
4	SB168	Review the social studies core state standards after the anticipated release Spring 2012.	SS Teachers	1/1/2012	5/31/2013	\$0 No Funding		



**Component: Writing**

**Component Manager: Heather Butcher**

**Last Updated: 2/25/2011**

**School: PORTER ELEMENTARY**

**Priority Need:**

In May 2011, the percentage of students scoring proficient or distinguished in Writing was 80.95 as measured on the Kentucky Core Content Test. In May 2012, the percentage of students scoring Novice in Writing was 0 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of students scoring proficient or distinguished will increase by 6.35 for a total percentage of all students scoring proficient or distinguished in Writing of 87.30 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring Novice in Writing will continue to meet goal as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
KCCT P/D	2/25/2011	87.3	
Other Academic Indicator	2/25/2011	74.44	

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