

# NEW HIGHLAND ELEMENTARY

2008-2009

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### ASSURANCE CERTIFICATION

School Year: 2008-2010

The New Highland Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan

Connie Goff	November 2008
Chairperson, School Council	Date
Kristin Gani	November 2008
Chairperson, School Planning Committee	Date

### Plan Approved by School Council:

November 6, 2008

Date

### School Council Members

Connie Goff	Principal & Chairperson
Stephanie Brown	Parent
Pancy Jones	Parent
Lana Mitchell	Primary 3 Teacher
Jacqueline Gibbons	Special Education Teacher
Joan Hill	Pre School Teacher

## MISSION STATEMENT

New Highland Elementary School...committed to involving parents, staff, and community in educating our students to their highest possible level, while fostering positive attitudes and behaviors.

## EXECUTIVE SUMMARY

The focus for the New Highland Elementary School team will continue to be on student achievement. In order to direct our focus, we will consistently align instruction to state and local standards. We will pattern our practices after the proven most successful school systems in the state. Our learning environment will be shaped to be more conducive to student success. The school will implement programs to ensure that students feel safe and that everyone is treated with dignity and respect. All school decisions will focus on support for teaching and learning, creating a learning culture and developing leadership capacity. Our school will maximize the use of all resources to support teaching and learning, which lead to high student and staff performances.

### CONTINUE WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, answer the following questions:

1. When and how did your school develop its mission statement? **Collaborative effort between teachers, parents and community** When and how did your school community last review it? **Mission statement is reviewed periodically and necessary changes are made to meet the needs of the school community**
2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? **Yes**
3. When did the council complete each step of its Needs Assessment Work? **Assessment analysis was completed in the fall of 2008 by staff and CSIP committee.**
4. When did the council decide on Priority Needs, Causes, Goals, and Objectives? **This has been a continuous process. Analysis of NCLB report, KCCT, and MAP data provided information to establish priority needs, causes, goals and objectives.**
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps? **In the fall of 2008 disaggregation data was reviewed and gaps were identified.**

- 6 When did the council review drafts of the components? **During October of 2008**
- 7 When was the public meeting held to present the Plan to the community, and who attended? **This step is still in the future as of today November 2008. The plan will be posted on the school web.**
- 8 When did the council officially adopt your revised Plan? **November 06, 2008**
- 9 When and why has the Plan been revised since that data? **In the fall of 2008. To insure continuous improvement towards target goals and gap reduction.**
- 10 How will you evaluate your Plan, and when? The staff and administration **will review and present Impact Checks to SBDM on a quarterly basis beginning January 2009.**

### **COMPREHENSIVE PLANNING COMMITTEE**

<b>NAME</b>	<b>POSITION/REPRESENTING</b>
<b>Kristin Gani</b>	<b>Counselor and Chairperson</b>
<b>Mark Thomas</b>	<b>Assistant Principal</b>
<b>Holly Sheroan</b>	<b>Speech Pathologist</b>
<b>Cindy Noble</b>	<b>Parent</b>
<b>Teresa Edlin</b>	<b>Family Resource</b>
<b>Robyn Khan</b>	<b>Special Education Teacher</b>
<b>Elyse Pickwick</b>	<b>Teacher of students with hearing impairments</b>
<b>Robin Pitvorec</b>	<b>Special Education Teacher</b>
<b>Jacqueline Gibbons</b>	<b>Special Education Teacher</b>

**Area of Need: Academic Performance**District Name: Hardin CountySchool Name: New Highland ElementaryDate : October 26, 2008

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
Based on our 2008 NCLB Report, the percentage of students scoring proficient and above in Reading are as follows. The AMO for 2008 for Reading is 60.45 and the AMO for Math is 41.84.	Based on results of the 2009 KCCT, the 2009 NCLB Report will show the following percentages of students performing at proficiency and above. The AMO for 2009 for Reading is 67.04 and the 2009 AMO for Math is 51.53.
Reading: White Students 70.81 African American 57.53 Free & Reduced Lunch Students 57.25	Reading: White Students 72.00 African American 72.00 Free & Reduced Lunch Students 72.00
Math: White Students 61.08 African American 47.95 Free & Reduced Lunch Students 43.48	Math: White Students 63.00 African American 63.00 Free & Reduced Lunch Students 63.00

**Causes and Contributing Factors**

Our previous CSIP did not focus on individualized assessment on a continuous basis.

**Action Component: Academic Performance**District Name Hardin CountySchool Name: New Highland ElementaryDate October 29, 2008

<b>Focused District Activities Focused Activity</b>	<b>Evidence of Implementation</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Progress (I, IP, NI)</b>
Teachers will be trained to implement Thoughtful Education Instructional Practices. These practices will increase the use of researched based strategies within the instruction of curriculum.	This will be evident by curriculum maps, learning walks, and thoughtful ed. team meetings.	Each student will receive differentiated instruction that meets individual needs.	
MAP-A computer based program will be used to identify individual student skill levels in the areas of Math and Reading grades 2-5. Teachers will use student test results to differentiate instruction in the area of math and reading.	MAP results, analysis of data, and learning walks	Data analysis of student's progress will identify the skills and concepts that individual students need in order to achieve academically.	
Computer based instructional programs Compass Learning and Study Island, will be used to assist teachers in closing learning gaps in reading, math, social studies and science.	Teacher analysis of Progress reports from the computer based instructional programs.	This will be evident by an increase in MAP scores and progress on the computer based instructional program.	
In order to provide small group and individual assistance to students, Title 1 staff will work with students and collaborate with teachers/parents through team meetings and parent involvement programs in the following areas: Literacy (reading & writing) and Math.	Title 1 schedules, informational fliers sent to parents, and observations	This will be evident by an increase in the MAP assessment scores.	
Literacy assessments will be given to all primary students and at risk intermediate students to assure individualized reading instruction.	Literacy assessments will be stored in a student's reading portfolio.	Staff will be able to differentiate instruction based on analysis of student literacy test.	

All grade levels will group students for some instruction in reading. Groups will be determined according to skills achieved.	This will be monitored through lesson plans and principal walk-throughs (observing skill grouping taking place) and MAP scores.	Students' individual needs will be met. Therefore, an increase in performance in reading will be observed.	
An inclusive/collaboration model consisting of regular education teachers and special education teachers will continue to be used. Within this model, individual needs will be met through differentiating instruction and modifications.	Documentation of how student's work is modified and walk-throughs.	All students, regardless of test scores or sub population, will have access to the same core curriculum. Modifications made and differentiating instruction will increase success in retaining knowledge and performance.	
Open Response booklets will be made for each student at each grade level. The booklets will have open response questions from different subject areas and will be practiced on a frequent and continuous basis.	Use of these booklets will be evident in classroom walk-throughs, as the principal will make this Open Response Booklet a part of her checklist.	Staff will be able to practice appropriate open response questions on a continuous basis with students enabling them to accurately and confidently answer open response questions.	
Through After-School or/and Day Time Waiver programs, ESS will integrate targeted skills when implementing research based strategies and programs (Great Leaps and LeapTrack etc.).	ESS instructional lessons plans, observations, and individual student progress reports	Students in grades 1 will show an improvement in their Star Reading Assessment. Students in grades 2-5 will show continuous progress in MAP assessment scores and an increase in the percentage of students scoring in the proficient range on NCLB/KCCT.	
FRC will provide a support link to community resources for basic family needs, crisis intervention and counseling groups. Priority will be given to at-risk student/families and targeted populations to assist with decreasing barriers to learning.	As evident by program fliers, attendance records, and daily logs.	Families will have access to support services that will help reduce learning barriers.	