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| **New Highland Elementary school** |

**ComprehENsive School IMprovement Plan**

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**ASSURANCE CERTIFICATION**

**School Year 2010--2011**

**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.**

**Mark Thomas, Principal\_ November 29, 2010**

### Chairperson, School Council Date

**\_ Kristin P. Gani \_ November 29, 2010**

## Chairperson, School Planning Committee Date

**Plan Approved by the School Council:**

**December(Waiting for current approval), 2010**

**School Council Members:**

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| Stephanie Brown | **Parent** |
| Annette Burkhart | **Parent** |
| **Gilbert Sutton** | **Parent** |
| Lana Mitchell | **Teacher** |
| Karen Drake | **Teacher** |
| Christine Baldwin | **Teacher** |
| Georgia Gordon | **Teacher** |

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**EXECUTIVE SUMMARY**

**MISSION STATEMENT**

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

**NEEDS ASSESSMENT**

The SBDM Council and the school staff analyzed the NCLB report and CATS results. Goals were developed based on priority needs (reading for students with disabilities and math for African-American males). Strategies that could be used to impact student performance were discussed and added to the plan.

# GOAL AND STRATEGY DEVELOPMENT

The focus for New Highland Elementary School continues to be focused on student achievement. To direct our focus, we will consistently align daily instruction to state and local standards. We will ensure best practices are being implemented by using the most successful school systems in the state as models. The learning environment will be shaped to maximize student success. Programs will be implemented, pledging that all students feel safe, secure, 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 utilization of all available resources, supporting teaching and learning, creating a learning rich environment; consequently, leading to a higher level of student and staff performance.

Hardin County Schools has adopted 3 SMART Goals as part of a district wide focus for improvement. New Highland Elementary eagerly shares responsibility with the district in reaching these goals. New Highland will be incorporating activities that will embed these goals.

**Goal 1- The school PLC teams (100%) have completed and are demonstrating the use of written team protocols.**

**Goal 2- Classrooms (100%) are implementing rigorous objectives that reflect high-level instruction, are congruent to the standard, and are posted in student-friendly language.**

**Goal 3-there is an increase of students demonstrating growth in Reading and Math based on Compass learning reports. Growth targets will be monitored and adjusted quarterly.**

# EVALUATION OF PLAN

To determine plan effectiveness, daily monitoring will be completed by teachers and administrators. This information will be evaluated throughout the school year to ensure progress is being made toward each goal and which strategy/strategies are utilized. The plan will have three scheduled impact checks, verifying progress of strategies and activities.

**TAKEHOLDER INVOLVEMENT**

Parents were involved through surveys, SBDM meetings, and CSIP committee meetings. The Family Resource Center was involved through surveys, meetings, committees, data review, etc. Teachers were involved through faculty meetings, data review, and committee meetings and reports, reviewing, revising, and through the creation of the new CSIP. The school counselor was involved through faculty meetings, data review, and committee work, to review, revise, and the creation of the new CSIP. The New Highland Elementary Site Base Council was involved through review of CSIP, monitoring of CSIP, and approval of 2010-2011 CSIP.

Central Office Administrators were involved via consultation with the Principal on Assessment, Professional Development, Curriculum, Finance, Etc. Hardin County School Board was involved by providing final approval of 2010-2011 CSIP. The school principal was involved by data review, SBDM facilitator, committees, gathering of data in order to construct the new plan.

**2010-2011 COMPREHENSIVE PLANNING COMMITTEE**

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| **NAME** | **POSITION/REPRESENTING** |
| **Kristin Gani** | **Counselor and Chairperson** |
| **Chalis Packer** | **Assistant Principal** |
| **Cindy Noble** | **Parent** |
| **Teresa Edlin** | Family Resource |
| **Elyse Pickwick** | **Teacher of students with hearing impairments** |
| **Robin Pitvorec** | **Special Education Teacher** |
| **Jacquline Gibbons** | **Special Education Teacher** |
| **Lana Mitchell** | **Parent and Teacher** |

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| Action Component: Academic AchievementComponent Manager(s): PrincipalDate: November 2010School/District: New Highland Elementary/ Hardin County Schools | |
| Priority Need: | **Goal:** |
| Reading Based upon the School’s 2010 NCLB report, the school percent of students scoring proficient and distinguished in reading was 65.34%  The AMO for reading was 73.64  White Non Hispanic: 71.43  African-American: 53.85  Free/Reduced Lunch: 60.14  Hispanic, Asian, Limited English Proficiency, and students with disabilities-Non Reportable due to number of students in these specific populations. | The school AMO target for the 2010-2011 school year is 80.23%.  The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.  In order to meet the 2011 Goal, the percentage of growth needed for each group is:  All Students: 14.89  Students with disabilities: NR  White (Non Hispanic): 8.80%  African American: 26.38%  Free/Reduced Lunch: 20.19%  Hispanic: NR  LEP: NR  Asian: NR |
| Math The School’s 2010 NCLB report also indicated that the percent of students scoring proficient and above in math was 65.54 %.  The AMO for math was 61.23.  White Non Hispanic: 71.43  African-American: 53.85  Free/Reduced Lunch: 57.34  Hispanic, Asian, Limited English Proficiency, and students with disabilities-Non Reportable due to number of students in these specific populations. | The school AMO target for the 2010-2011 school year is 70.92%.  The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations.  In order to meet the 2011 Goal, the percentage of growth needed for each group is:  All Students: 5.38%  Students with disabilities: NR  White (Non Hispanic): 5%  African American: 17.07%  Free/Reduced Lunch: 13.58%  Hispanic: NR  LEP: NR  Asian: NR |
| The School’s 2010 IPR indicated that the percent of students scoring Novice was:  Reading Math  8% 8% | The School will continue to decrease the Novice levels of proficiency in spring of 2011:    Reading Math  5% 5% |
| Other Academic Indicators Our Science Proficiency and Distinguished results as reported on our IPR for 2010 was: 64.63  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 was: 45.68  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2010 was: 65.59  **Program Reviews:**  To be phased in during the 2010-2011 School Year | **Other Academic Indicators**  Our Science Proficiency and Distinguished results as reported on our IPR for 2011 will be: 72.0  Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2011 will be: 55.0  Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 73.0  **Program Reviews:**  Continued progress in the development, implementation and sustainment of quality instructional programs in the areas of Arts and Humanities, Practical Living/Career Studies and Writing will be an ongoing focus for the 2011 school year. |

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| BENCHMARK |

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| **Measure – Fall 2010 MAP scores Mean RIT** | **Winter (Jan. 2011) Mean RIT** | **End of Year Goal**  **Mean RIT** | **Spring 2011**  **Mean RIT** |
| **Reading Grade K –** |  | **156.3** |  |
| **Reading Grade 1 – 163.5** |  | **171.9** |  |
| **Reading Grade 2 – 179.6** |  | **189.6** |  |
| **Reading Grade 3 – 188.8** |  | **199.0** |  |
| **Reading Grade 4 – 198.5** |  | **205.8** |  |
| **Reading Grade 5 – 207.0** |  | **211.1** |  |
| **Math Grade K –** |  | **158.1** |  |
| **Math Grade 1 – 165.3** |  | **176.7** |  |
| **Math Grade 2 – 181.5** |  | **190.8** |  |
| **Math Grade 3 – 190.4** |  | **202.4** |  |
| **Math Grade 4 – 203.9** |  | **211.4** |  |
| **Math Grade 5 – 209.0** |  | **219.2** |  |

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| **Action Component: Academic Achievement** | | | | **Component Manager: Principal** | | | | | |
| **Activity Number** | **NCLB**  **SB168** | Strategy/Activity | **Responsible**  **Person** | | **Start/**  **End**  **Date** | Cost/ **Funding** | **I**  **PI**  **NI** | **Date** | **Implementation/Impact**  **CHECK** |
|  | **NCLB** | 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. | **Thoughtful Ed Team**  **LeadershipTeam**  **Teachers** | | **December 2010**  **On going** | P.D. Funds |  |  |  |
| **2** | **NCLB**  **SB 168** | MAP-A computer based program will be used to identify individual student skill levels in the areas of Math and Reading grades K-5. Teachers will use student test results to differentiate instruction in the area of math and reading. Evidence of implementation will include MAP results, analysis of data, and learning walks. | **Teachers( PLC Teams)**  **MAP Coordinator**  **LeadershipTeam**  **Computer Lab Assistant** | | **August 2010**  **On going** | District Funding |  |  |  |
| **3** | **SB 168** | Compass Learning will be used to assist teachers in closing learning gaps in reading and math. This will be evident by teacher analysis of progress reports from the computer based instructional program. | **Teachers**  **Computer Lab Assistant** | | **August 2010**  **On going** | Instructional funds |  |  |  |
| **4** | **NCLB** | 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.  This will be evident through Title 1 schedules, informational fliers sent to parents, and observations. | **Title 1 Coordinator**  **Title 1 Staff** | | **August 2010**  **On going** | Title 1 funds |  |  |  |
| **5** | **NCLB**  **SB 198** | Literacy assessments will be administered and evaluated to assure that all primary students and at risk intermediate students receive individualized reading instruction. Literacy assessments will be stored in a student’s reading portfolio and monitored by administration team. | **Curriculum Committee**  **Teachers**  **Title 1**  **ESS**  **Leadership Team** | | **January 2011**  **On going** | Instructional funds $200.00 |  |  |  |
| **6** | **NCLB**  **SB 198** | All grade levels will group students daily for 25 minutes of instruction in reading. Groups will be determined according to skills achieved through various assessment data. This will be monitored through lesson plans, principal walk-throughs (observing skill grouping taking place), classroom assessment data, and MAP scores. | **Teachers**  **Leadership Team** | | **August 2010**  **On going** | $0 |  |  |  |
| **7** |  |  | **Teachers**  **Administration Team** | | **January 2010**  **On going** | Instructional funds $200.00 |  |  |  |
| **8** | **NCLB**  **SB 198** | Through After-School or/and Day Time Waiver programs, ESS will integrate targeted skills when implementing research based strategies and programs. Success will be monitored through ESS instructional lessons plans, observations, and individual student progress reports. | **E.S.S. Coordinator** | | **August 2010**  **On going** | ESS funds |  |  |  |
| **9** |  | Implement activities that facilitate successful transitions. Success will be achieved through program fliers, meetings with parents, lesson plans, cradle school, field trips and team meetings. | **Staff at transition grades**  **Counselor**  **FRC** | | **August 2010**  **On going** | FRC funding **$100.00** |  |  |  |
| **10** | **NCLB**  **SB 198** | Teachers will be trained to implement effective teaching strategies and modifications to meet the needs of all students at risk. Progress will be evident through teacher lesson plans, administration observations, KSI folders, and student progress reports. | **Teachers**  **Leadership Team** | | **August 2010**  **On going** | P.D. Funds |  |  |  |
| **11** |  | School Learning Teams/PLCs will utilize the three SMART goals in leadership team and grade level team meetings. | **Leadership Team**  **Teacher**  **Leaders for PLCs** | | **August 2010-ongoing** | $0 |  |  |  |
| **12** |  | The KSI model will be used in the development of individual student learning plans for all students that are not performing to potential. This will be evident through classroom observations, PLC team meetings, and KSI folders. | **Teachers**  **Leadership Team** | | **November 2010** |  |  |  |  |
| **13** |  | Common formative and summative assessments will be created and utilized with the Common Reading and Math Standards. This will evident in with completed assessments that align with standards**.** | **Teachers**  **Leadership Team** | |  |  |  |  |  |
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| Action Component: Learning Environment/Efficiency **Component Manager(s): Principal**  **Date: November 2009**  **School/District: New Highland Elementary School/Hardin County** | |
| Priority Need: | **Goal:** |
| An analysis of New Highland Elementary School Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but still need to be monitored to ensure continued effectiveness. | CULTURE PLAN |
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| **Action Component: Learning Environment/Efficiency** | | | | **Component Managers: Principal and Assistant Principal** | | | | | |
| **Activity Number** | **NCLB**  **SB168** | Strategy/Activity | **Responsible**  **Person** | | **Start/**  **End**  **Date** | Cost/ **Funding** | **I**  **PI**  **NI** | **Date** | **Implementation/Impact**  **CHECK** |
| **1** | NCLB  SB168 | 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. | FRC Coordinator | | August 2010  On going |  |  |  |  |
| **2** |  | School leadership will develop a master schedule that guarantees all available time is maximized and focused on student achievement.  In addition to speech and special education services, other supplemental intervention services for math and reading will need to be scheduled. This will be evident by master schedule. | Leadership team | | November 2010 |  |  |  |  |

APPENDIX

Comprehensive Planning

**Vocabulary/Acronyms**

# New Highland Elementary School

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| **Academic Performance** | Component that addresses curriculum, instruction and assessment issues. |
| **ALM** | Administrative leadership meetings involving principals and district administrators. |
| **AMO** | Annual Measurable Objective |
| **CC** | Core Content for Assessment—document that specifies items in each content area that will be assessed by the Kentucky Core Content Test. |
| **CDIP** | Comprehensive District Improvement Plan |
| **CSIP** | Comprehensive School Improvement Plan |
| **CHAMPS** | A student behavior management process. |
| **Component** | A section of a school/district comprehensive plan that addresses specific priority needs. |
| **DOK** | Depth of Knowledge |
| **Efficiency** | Component that addresses leadership, use of resources, and comprehensive and effective planning. |
| **ELL** | English Language Learner |
| **Goal** | A statement closely aligned with the priority need that states the goal the organization needs to achieve. |
| **GT teachers** | Gifted and Talented teachers. |
| **IAT** | Intervention and Assistance Teams that support students who need academic or behavioral support. |
| **ISD** | Instructional Services Department |
| **KSI** | Kentucky System of Interventions |
| **Learning Environment** | Component which addresses school culture; school, family and community support; and professional development. |
| **NCLB** | No Child Left Behind |
| **NCLB Tier** | No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs) |
| **PLC** | Professional Learning Communities |
| **Priority Need** | Section of a component which utilizes data to identify areas that will be addressed in the component. |
| **SB 168** | Senate Bill 168; a Kentucky achievement gap law for schools. |
| **SISI** | Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment. |
| **Strategy/Activity** | A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized. |