



# **Comprehensive School Improvement Plan**

**New Castle Elementary School**  
**Henry County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Equity 2016-2017 School Equity Diagnostic (2) 2016-2017

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Looking over the data provided; Working Conditions in all three areas (Managing Student Conduct, Community Engagement and Support, and School Leadership) were surprisingly high at 88.5%, 90.2% and 91.9%. The overall effectiveness of teachers and leaders scored Exemplary/Accomplished determined by TPGES and the Overall student growth rating of teachers and leaders scored High/Expected.

As a first year Principal, I did not realize how crucial the Teacher's Student growth goal was in determining their overall rating/effectiveness. This year, with a focus on reading and writing, all teachers were required to use the Lucy Calkins writing continuum in creating their student growth goal in order to get a more accurate reading of student growth. The year prior, teachers were able to create their own scoring rubric causing scores to become subjective based on that teacher felt was grade level appropriate or proficient.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

-Competition from surrounding districts with a higher pay scale makes recruiting problematic. Lack of housing/social activities in the area is also an impediment to recruiting young teachers.

-Principal turnover rate within the last five years causing inconsistent instructional practices and content being delivered to students. Principals use New Castle as a stepping stone, so that when they apply at surrounding schools with higher pay, more support staff, parent and community involvement they have 'experience' under their belt, which is usually required at high performing schools in order to be considered as Principal. This revolving door has stopped with me because I have stock in this school, meaning three sons that attend, teachers that are not only my employees, but dear friends and a community that I've grown up in all my life. I want to make change in the lives that need it the most.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016, 2017, 2018

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## **Goal 1:**

New Castle Elementary will decrease the achievement gap from 32.3 in 2015 to 30.0 in 2017 as demonstrated by the KPREP assessment.

## **Measurable Objective 1:**

A 10% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Reading portion of the KPREP assessment in Reading by 06/01/2016 as measured by 2016 KPREP assessment.

## **Strategy1:**

Student Growth Goals - Teacher student growth goals are required to focus on proficiency in literacy. Post assessments were given to determine growth goal. Scores of students with disabilities and economically disadvantaged were still accounted for to determine student growth goal rating.

Category: Teacher PGES

Research Cited: Kentucky Initiative

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Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers student growth goals were created with a focus on literacy proficiency and growth of all students.	Other	09/15/2015	04/29/2016	\$0 - No Funding Required	Tara McMahan, Certified Classroom Teachers

## Goal 2:

Teachers turnover rate will decrease with the support of a newly hired Instructional Coach from 2016 to 2017.

## Measurable Objective 1:

demonstrate a proficiency of teacher and instructional coach collaboration by 05/31/2017 as measured by Report for KY TELL.

## Strategy1:

Guided Planning - Teachers, Instructional Coach and Principal will meet weekly to determine areas of strengths and weaknesses. At that point, the instructional coach will follow up with whatever support is needed to ensure student/teacher success.

Category: Integrated Methods for Learning

Research Cited:

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Support	Academic Support Program	07/11/2016	06/01/2017	\$45000 - District Funding	Jennifer Gilbert; Instructional Coach, Terry Price; Assistant Superintendent

## Narrative:

District Administration hired an Instructional Coach for each Elementary school to work along side the Principal to support teachers instruction-ally, as well as emotionally during the first couple of years in the teaching field. With this additional assistance, teacher turn over rate will decrease and authentic/purposeful instruction will increase generating student growth district wide.

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Tara McMahan, Principal, SBDM Committee Members; Kelly Hall-2nd Grade Teacher, Tammy Nash-Kindergarten Teacher, Kim Moody-Special Education, Georgia Harrod-Parent Representative, Shannon Morgan-Parent Representatives, Parent Teacher Organization

## Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.29

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

**Decision Making**

Overall Rating: 2.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 1.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 1.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

**Reflect upon your responses to each of the Missing Piece objectives.**

Areas of Strength:

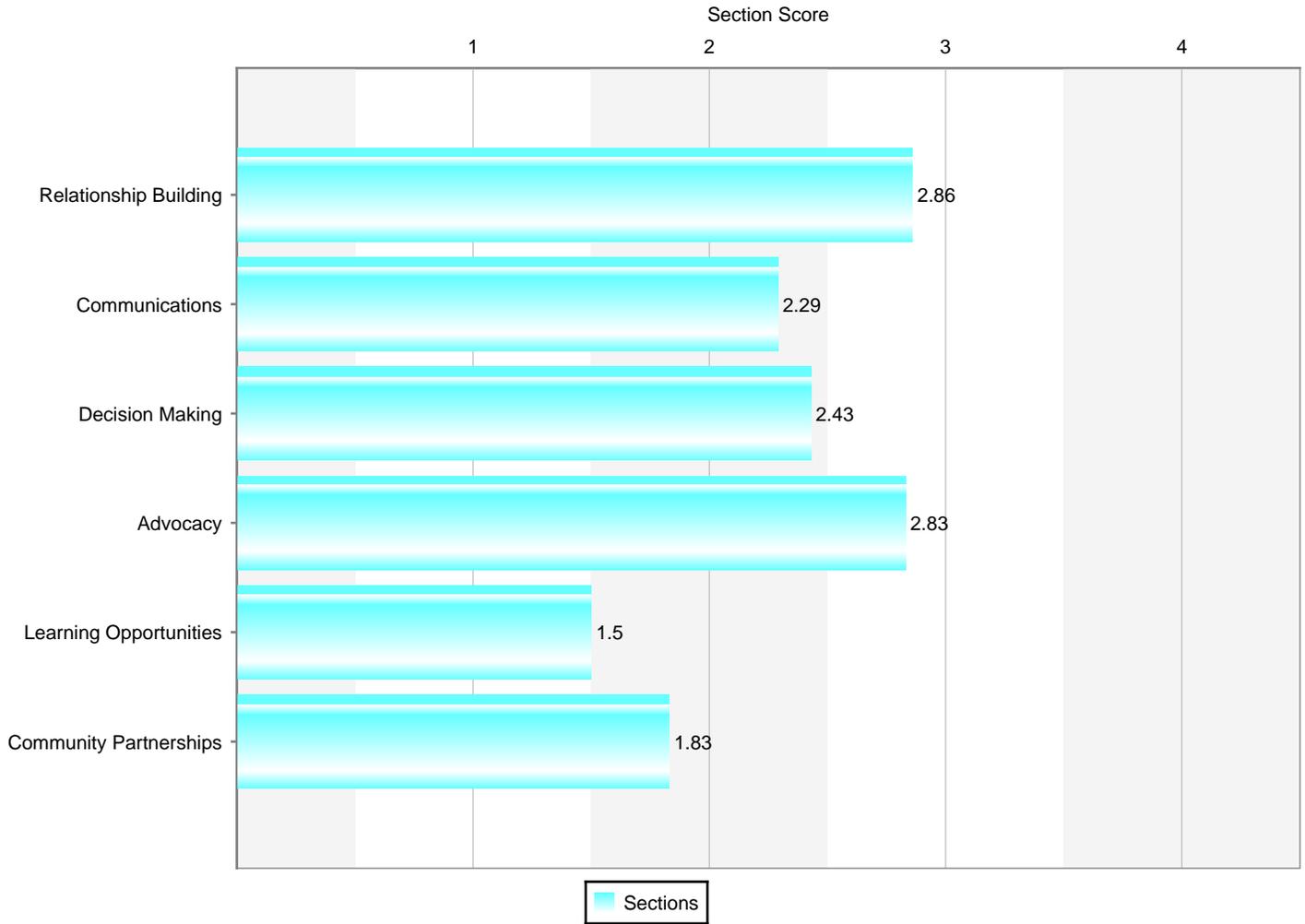
- Student focused programs involving community members and parents.
- Parents are provided the opportunity to voice concerns and opinions on school related issues.
- Parents have multiple avenues to become involved in their child(ren)'s education.
- Affluent collaboration of school and FRYSC in order to meet the needs of individual students.

Areas for Improvement:

- Family nights with more of a focus on academic resources and supports for parents/families.
- Ongoing data days/nights for students to share progress of academic/behavioral goals.
- Consistent communication with parents and community members so that all stakeholders are aware of weekly/monthly events that occur at the school (academic/non-academic).
- Collaboration of parent/teachers/administration in providing academic feedback and/or suggestions.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

SBDM members are selected via election process through out Parent Teacher Organization (PTO). Parent and teacher representatives must follow by-laws for election. In addition; staff, parents and community are invited to attend the SBDM meeting when the CSIP is addressed and approved by means of the Henry County Local, Schools All Call System, and Agenda Notice Posted. Prior to approval, Principal sends out the draft CSIP asking for feedback from certified and classified staff. SBDM meetings are always held the first Wednesday of every month from 4:00-5:00, to provide outside stakeholders the opportunity to attend meetings.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

SBDM reviewed the 2015-20176 CSIP, discussed current academic/social/emotional needs, updated and created new activities and objectives. SBDM will approve CSIP changes at the December 7, 2016 meeting. All certified staff met Monday, October 10 to discuss current state proficiency and gap goals. A school wide 'plan of attack' was developed by all teachers K-5. Implementation of plan began with scheduling parent-teacher conferences for every student. Each parent-teacher conference covered specific criteria established among the staff, in order to unify efforts across all grade levels. The Principal will be responsible to monitor staff to ensure CSIP is being implemented in all classrooms, K-5, within the building. The Instructional Coach will provide additional support to teachers that are struggling to follow school wide plan consistently.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final draft of the school improvement plan will be emailed to all staff employed at NCES, SBDM members, district administration and shared at an upcoming PTO meeting. The final draft will be approved at the December SBDM meeting. After final approval, the 2016-2017 CSIP will be published online on HCPS website.

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

The Data/Information tells us the following:

- NCES did not meet our 2016 annual measurable goal with a 'Needs Improvement' as the school classification.
- All tested content areas decreased from 2015.
- Overall achievement has decreased each year, for the last three years. (2014-63.9, 2015-58.5, 2016-51.3)
- Reading scores have decreased each year, for the last three years. (2014-59.4, 2015-56.4, 2016-52.8)
- Math scores slightly increased by from 52.2 to 52.5, increasing 0.3 in 2015, and drastically decreased by 9.4 to 43.1 in 2016.
- Social Studies has stayed consistent over the past three years at approximately 60, which is over 13 points below the state's average
- Writing scores show inconsistency from year to year, with drastic increases and decreases in scores.
- NCES and district average of writing scores indicate this is an area of weakness district wide, with less than half of all tested students are meeting writing proficiency.
- Language mechanics went from 54.8 in 2014 to 60 in 2016, then taking a drastic decrease to 40 in 2016.

What does the data/information not tell us:

- During the 2015-2016 school year, the District was creating a district wide literacy plan to achieve student proficiency K-12, in all content areas.
- The school hired a first year Principal with no experience, after replacing 4 former Principals within a 5 year time frame from 2010-2015.

What questions are we trying to answer with the data/information provided:

- Who are our stakeholders and what purpose will they serve in our CSIP?
- Who is responsible for making sure CSIP is being effectively implemented by all staff?
- How is CSIP plan being monitored to ensure consistency and follow through all year?
- How do we make parents a part of this plan?
- How can we support parents with proper follow through at home?

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

What is there cause to celebrate:

- Students scoring distinguished in reading increased from 7.7 in 2015 to 10.3 in 2016.
- 10.3 % of students with disabilities scored distinguished in reading, whereas in 2015, 0% of students with disabilities scored distinguished.
- There was also a decrease of novice in reading of students with disabilities (2015-56, 2016-48.3)
- 3.4% of students with disabilities scored distinguished in math, whereas in 2015, 0% of students with disabilities scored distinguished.
- Students that met proficiency in social studies increased by 5.4% from 38.7 to 44.1.
- Non-Gap Group increased proficiency in social studies by 3.1%
- F/R Lunch students increased proficiency in social studies by 4.9%
- Distinguished in Writing increased by 3.4%, whereas in 2015 there were no distinguishes in Writing.

What are the areas of strength:

- The increase in scores of students with disabilities across all content levels.
- Even though there were reasons to celebrate, at this time there are no other areas I would consider a strength for our school.

Actions Implemented to sustain areas of strength:

- Plan, Do, Study, Act with collaborative classrooms.
- Collaborative planning
- Scheduled Practice assessments using accommodations from assigned proctor.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

What were the areas in need of improvement:

- All content areas are in need of major improvement. (Math, Reading, Writing, Social Studies, and Language Mechanics)

Plans for making improvement:

- Scripted School Wide Parent Teacher Conferences
- Weekly Parent Communication
- Implementation of Workshop Model and Lucy Calkins in Reading and Writing
- Support of newly hired Instructional Coach
- Data driven weekly PLC's
- Weekly grade level guided planning with Instructional Coach and Principal
- Student growth goals being revisited in Leadership Binder, paired with a student self reflection
- Target Goals posted for all content areas, reviewed with students and reflected upon after each lesson.
- Teachers being given the opportunity to observe other teachers within the building to see effective instructional practices
- Professional Development Opportunities
- Parent buy in which will promote parent involvement, parent support and parent input.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Next Steps in Addressing Areas of Concern:

- 30, 60, 90 day plan
- Continued weekly grade level guided planning and after school PLC's
- Monitoring implementation of Lucy Calkins, Posted Target Goals, and data driven instruction
- Review Conferencing Notes
- Reflection of data and determining next steps collaboratively
- Parent Communication
- Consistent behavior expectations
- Student goal setting, reflections
- School wide incentives for areas of growth through out the year.
- Teacher effectiveness and feedback using TPGES

# **Plan for Closing the Achievement Gap '2016-2017'**

## **Overview**

### **Plan Name**

Plan for Closing the Achievement Gap '2016-2017'

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	New Castle Elementary School will decrease the reading achievement gap from 32.1% in 2016 to 25% in 2017 as demonstrated by the KPPE assessment.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$3300
2	STATE PROFICIENCY GOAL: New Castle Elementary School will increase the combined proficiency in math and reading for all students from 32.7 to 40% by 2017	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$400
3	New Castle Elementary will decrease the achievement gap from 32.3 in 2015 to 30.0 in 2017 as demonstrated by the KPPEP assessment.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$16000
4	75% of K, 1, and 2 students will meet Proficiency, determined by Spring MAP Projected RIT score for Reading	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$55000
5	Teachers turnover rate will decrease with the support of a newly hired Instructional Coach from 2016 to 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$45000
6	75% of K, 1, and 2 students will meet Proficiency, determined by Spring MAP Projected RIT score for Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000

**Goal 1: New Castle Elementary School will decrease the reading achievement gap from 32.1% in 2016 to 25% in 2017 as demonstrated by the KPRE assessment.**

**Measurable Objective 1:**

A 6% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on KPREP assessment in Mathematics by 05/26/2017 as measured by KPREP assessment..

**Strategy 1:**

Research Based Curriculum - Lucy Calkins Reading Units of Reading will be implemented school wide with the support of Principal and Instructional for support and monitoring.

Category: Learning Systems

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development of the Workshop Model will be provided Summer 2016, with an additional 4 days to plan Units of Study for Reading and Writing using Lucy Calkins Curriculum.	Academic Support Program	06/06/2016	05/26/2017	\$800	District Funding	Tara McMahan, Certified Teachers, Terry Price, Jennifer Gilbert

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive reading support, in addition to regular reading instruction.	Academic Support Program, Direct Instruction	08/01/2016	05/26/2017	\$2000	School Council Funds	Kelli Amyx, Jennifer Gilbert, Sean Reeder, Tara McMahan, Certified Teachers

**Strategy 2:**

Kindergarten Readiness - RTT-D preschool pals will establish relationships with preschool/daycare centers located in the school community in support of incoming students and closing achievement gap.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - Reach private and home preschools to provide instructional materials and support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NCES staff will collaborate with RTT-D preschool pals to establish relationships with preschool/daycare centers located in the school community. NCES staff will collaborate with RTT-D preschool pals and project staff to provide resources for daycares, workshops for parents and daycare staff and trainings after school and on Saturdays to help parents and daycares/preschools prepare students for kindergarten.	Academic Support Program	08/07/2013	05/26/2017	\$0	No Funding Required	NCES faculty and staff

Activity - Brigance Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students entering Kindergarten at NCES will be required to take the Brigance diagnostic. The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.	Academic Support Program	05/01/2015	05/26/2017	\$500	Title I Part A	Tammy Nash, Bethany Morris, Abbie Garrett, Tara McMahan, Stephanie Melton

### Strategy 3:

Teachers in kindergarten through third grade will participate in professional development and implement effective literacy, thinking, and math strategies based on needs assessment conducted in Fall 2013. - PD provided by being a part of the RTT-D grant.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Professional Development for Primary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will participate in professional development (e.g., job-embedded, ongoing, coaching, workshops) provided through RTT-D funds to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and use new resources obtained in project training.	Professional Learning	08/01/2014	05/26/2017	\$0	Other	Jennifer Gilbert, Leslie Bruther, Shannon Tipton, Rebecca Marrillia, Jessica Wilkerson, Bethany Morris, Abbie Garrett, Whitney Thompson

Activity - Improve literacy, math and thinking skills for students in K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

New Castle Elementary School

K-3 teachers will participate in on-going professional development provided through RTT-D grant activities to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and new resources obtained in project training.	Professional Learning	06/01/2015	05/26/2017	\$0	Race to the Top	Principal, Instructional Coach and K-5 teachers that have participated in any RTT-D Grant training.
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## Goal 2: STATE PROFICIENCY GOAL: New Castle Elementary School will increase the combined proficiency in math and reading for all students from 32.7 to 40% by 2017

### Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading by 05/01/2017 as measured by MAP Projected RIT.

### Strategy 1:

Reading Instruction - Teachers are required to implement the Workshop Model as their Reading Instruction. Teachers worked this summer to learn how to implement the workshop model successfully within their classroom. This whole group, followed by student-centered conferring will help students develop the daily habits of reading, writing, and working independently. While the implementation and management of the Workshop Model has been instrumental in improving student independence with reading, teachers will be working toward creating rigorous daily instruction and conferring. Some teachers are shifting math instruction using the workshop model to improve independence and differentiation of math needs.

Category: Continuous Improvement

Research Cited: Work Shop Model

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe colleagues teaching the daily five, provide feedback to the teacher, and collaborate in post discussions with teacher to develop strategies for increasing the rigor of daily five activities. Observing teacher's classroom will be covered in-house.	Professional Learning	01/04/2016	06/01/2016	\$0	No Funding Required	Principal, Teachers

### Strategy 2:

Reading Intervention - The newly revised Response to Intervention plan at New Castle Elementary will allow teachers the opportunity to utilize a variety of resources and strategies not available to them in previous years. The intervention schedule, rotating bi-monthly between math and reading, has been revised to provide each grade-level their own specific Rtl time which does not conflict with other grade levels. Teachers will have access to a wide-range of reading intervention materials and an intervention specialist who will lead the progress monitoring of each student identified in tiers II and III. Students are tracked weekly on a progress monitoring sheet submitted into AIMS WEB in order to determine their individual needs.

Category: Integrated Methods for Learning

## Comprehensive School Improvement Plan

New Castle Elementary School

Research Cited: National Education Association: Response to Intervention

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor individual student progress through AIMS WEB and use DesCartes (NWEA) to identify specific learning deficits and respond to such.	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	Sean Reeder, Teachers, Principal, Kelli Amyx, Loren Jeffries, Jennifer Gilbert

### Strategy 3:

Parental/Community Involvement - NCES will partner with parents, families, and the community to create a culture which values student literacy. Activities will be planned to bring in community members and family members to read with children and learn strategies for at-home reading. School administration will work with local business leaders to raise funds for additional reading material and instructional resources.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual "Reading Night" brought students and families from the community in to NCES for a night of "spooktacular" fun. Families were fed dinner, learned about various strategies for at-home reading from their child's teacher, and had the opportunity to shop at the book fair. Students also received a free book appropriate to their reading level.	Parent Involvement	10/28/2014	12/09/2016	\$400	FRYSC	All staff & FRYSC

## Goal 3: New Castle Elementary will decrease the achievement gap from 32.3 in 2015 to 30.0 in 2017 as demonstrated by the KPREP assessment.

### Measurable Objective 1:

A 10% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Reading portion of the KPREP assessment in Reading by 06/01/2016 as measured by 2016 KPREP assessment.

### Strategy 1:

Instructional Coach Support - An Instructional Coach will support administration and teachers by setting goals and consistently achieving through use of research based strategies. Instructional Coach and School Principal will meet weekly with grade level teachers for guided planning. Support staff will be looking for lesson plans/instruction to be generated from pre- and post- assessment data ensuring that each student is being met where they are at.

Category: Professional Learning & Support

# Comprehensive School Improvement Plan

New Castle Elementary School

## Research Cited:

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach and Principal will meet weekly with grade level teachers for guided planning ensuring teachers are using pre and post assessments as well as aligning common core standards to guide instruction and unit plans.	Academic Support Program	07/01/2016	05/31/2017	\$1000	District Funding	Tara McMahan, Tim Abrams, Terry Price, Jennifer Gilbert, Certified Teachers

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will meet weekly as a whole to analyze student work using Lucy Calkins K-5 Continuum. The Instructional Coach and Principal will work alongside staff for support and guidance. This will help aid teachers in their first year integrating Lucy Calkins. It will also assist in establishing consistency among all grade levels in reading and writing meeting as a whole staff. PLC's could work vertically or horizontally allowing teachers a more holistic view of grade level norms.	Academic Support Program	08/18/2016	05/18/2017	\$0	District Funding	Jennifer Gilbert, Tara McMahan, Certified teachers K-5, Terry Price

## Strategy 2:

RTI - AIMS Web Plus is being used district wide to progress monitor students that fall within Tier 2 and Tier 3 in Math and Reading. Tier 2 progress monitoring is bi-weekly and Tier 3 progress monitoring is weekly. Progress monitoring and data collection will be consistent district wide because of Aims Web Plus. This will help identify students more efficiently who are not progressing, to be identified for possible disabilities.

Category: Integrated Methods for Learning

Activity - LexiaCore5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized Enrichment or Intervention	Technology	08/05/2015	11/01/2017	\$8500	General Fund	Tara McMahan, Stacey Hardin

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dreambox is a research based intervention online program to meet students where they are mathematically to increase student achievement. Dreambox is directly aligned with Kentucky Common Core math standards.	Technology, Academic Support Program	08/17/2016	08/21/2017	\$6500	Text Books	Tara McMahan, Certified Teachers

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

New Castle Elementary School

Direct Instruction will be provided for students in Tier 2 and Tier 3 groups. Students will use Lexia and Dreambox as supplemental programs and then direct follow up instruction will be provided based on suggested content from online program.	Direct Instruction	09/05/2016	05/31/2017	\$0	District Funding	Tara McMahan, Sean Reeder, Kelli Amyx, Loren Jeffries
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### Strategy 3:

Ongoing Professional Development - K-5 teachers will participate in professional development provided through RTT-D funds to learn effective literacy strategies.

Teachers will use these strategies and available resources obtained from their training.

Category: Professional Learning & Support

Activity - Literacy Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will participate in professional development opportunities offered through RTT-D funds to learn effective literacy strategies for all students/levels. Teachers will implement these new strategies and resources obtained in training.	Professional Learning	08/10/2015	05/24/2016	\$0	No Funding Required	Tara McMahan

### Strategy 4:

Student Growth Goals - Teacher student growth goals are required to focus on proficiency in literacy. Post assessments were given to determine growth goal. Scores of students with disabilities and economically disadvantaged were still accounted for to determine student growth goal rating.

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers student growth goals were created with a focus on literacy proficiency and growth of all students.	Other	09/15/2015	04/29/2016	\$0	No Funding Required	Tara McMahan, Certified Classroom Teachers

## Goal 4: 75% of K, 1, and 2 students will meet Proficiency, determined by Spring MAP Projected RIT score for Reading

### Measurable Objective 1:

demonstrate student proficiency (pass rate) in Reading, grades K, 1, 2, and 3 by 05/12/2017 as measured by Spring MAP assessment determined by Projected RIT score. .

# Comprehensive School Improvement Plan

New Castle Elementary School

## Strategy 1:

Lucy Calkins Workshop Units of Study - The district purchased Lucy Calkins Reading and Writing Units of Study for all certified classroom teachers to be implemented using the workshop model. Calkins is one of the original architects of the “workshop” approach to teaching writing to children, which holds that writing is a process, with distinct phases, and that all children, not just those with innate talent, can learn to write well. The workshop model will be implemented every day in both reading and writing. Conferencing, which is a part of the workshop model will also take place every day during both reading and writing.

Category: Learning Systems

Research Cited: Heinemann

Activity - District Wide Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified Elementary School Staff were required to attend two professional learning opportunities this summer. The first was Understanding the Workshop Model within the Classroom and How Does it Work. The other professional learning was the actual Lucy Calkins Units of Study in both Reading and Writing. Time was allotted for all Elementary teachers in the district to collaboratively plan out their year using they Lucy Calkin's resources.	Professional Learning	07/12/2016	05/31/2017	\$10000	District Funding	Certified Teachers, Classified Kindergarten Instructional Assistants, Assistant Superintendent, Principal and Instructional Coach

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired Instructional Coach will assist teachers in classrooms, provide feedback, reflection and best next steps to increase quality instruction.	Academic Support Program	08/08/2016	05/19/2017	\$45000	District Funding	Jennifer Gilbert, Instructional Coach; Terry Price, Assistant Superintendent

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will evaluate teachers using TPGES. Post observation conferences will be used as a reflective tool for teachers to determine strengths and weaknesses.	Academic Support Program	08/08/2016	05/19/2017	\$0	No Funding Required	Tara McMahan, Principal

## Strategy 2:

Common Grade Level Planning - The master schedule will reflect that grade level teachers are given common planning time to support collaborative learning and support.

**Comprehensive School Improvement Plan**

New Castle Elementary School

Category: Continuous Improvement

Research Cited: U.S. Department of Education

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams are required to plan alongside the Instructional Coach and Principal once a week during their planning time.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Certified Teachers, Classified Kindergarten Instructional Assistants, Instructional Coach, Principal, Special Education Collaborative Teachers

## Goal 5: Teachers turnover rate will decrease with the support of a newly hired Instructional Coach from 2016 to 2017.

**Measurable Objective 1:**

demonstrate a proficiency of teacher and instructional coach collaboration by 05/31/2017 as measured by Report for KY TELL.

**Strategy 1:**

Guided Planning - Teachers, Instructional Coach and Principal will meet weekly to determine areas of strengths and weaknesses. At that point, the instructional coach will follow up with whatever support is needed to ensure student/teacher success.

Category: Integrated Methods for Learning

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Support	Academic Support Program	07/11/2016	06/01/2017	\$45000	District Funding	Jennifer Gilbert; Instructional Coach, Terry Price; Assistant Superintendent

## Goal 6: 75% of K, 1, and 2 students will meet Proficiency, determined by Spring MAP Projected RIT score for Reading.

### Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate student proficiency (pass rate) on spring MAP testing in Reading by 05/05/2017 as measured by Projected RIT Score.

### Strategy 1:

Lucy Calkins Workshop Units of Study - Our district purchased Lucy Calkins Reading and Writing Units of Study to be implemented in every classroom grades K-5 using the workshop model. Calkins is one of the original architects of the “workshop” approach to teaching writing to children, which holds that writing is a process, with distinct phases, and that all children, not just those with innate talent, can learn to write well. She is author of some 20 books, including the best-selling *The Art of Teaching Writing* (250,000 sold). According to the project web site, books by its leaders are “widely regarded as foundation to language arts education throughout the English-speaking world.”

Category: Learning Systems

Research Cited: Heinneman

Activity - Lucy Calkins Reading and Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district purchased Lucy Calkins Units of Study for both Reading and Writing for all certified classroom teachers. Multiple days over the summer were allotted for teachers across the district to collaborate in digging into these new and unfamiliar Units of Study. All classroom teachers were also required to attend professional learning on how the workshop model worked within the classroom.	Professional Learning	07/11/2016	05/12/2017	\$10000	District Funding	Certified Teachers Grade K, 1, 2, 3, 4, 5; Classified Kindergarten Instructional Assistants, Principal, Instructional Coach, Assistant Superintendent

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Development for Teachers	K-5 teachers will participate in professional development opportunities offered through RTT-D funds to learn effective literacy strategies for all students/levels. Teachers will implement these new strategies and resources obtained in training.	Professional Learning	08/10/2015	05/24/2016	\$0	Tara McMahan
Peer Observation	Teachers will observe colleagues teaching the daily five, provide feedback to the teacher, and collaborate in post discussions with teacher to develop strategies for increasing the rigor of daily five activities. Observing teacher's classroom will be covered in-house.	Professional Learning	01/04/2016	06/01/2016	\$0	Principal, Teachers
TPGES	Principal will evaluate teachers using TPGES. Post observation conferences will be used as a reflective tool for teachers to determine strengths and weaknesses.	Academic Support Program	08/08/2016	05/19/2017	\$0	Tara McMahan, Principal
Reach private and home preschools to provide instructional materials and support	NCES staff will collaborate with RTT-D preschool pals to establish relationships with preschool/daycare centers located in the school community. NCES staff will collaborate with RTT-D preschool pals and project staff to provide resources for daycares, workshops for parents and daycare staff and trainings after school and on Saturdays to help parents and daycares/preschools prepare students for kindergarten.	Academic Support Program	08/07/2013	05/26/2017	\$0	NCES faculty and staff
Student Growth Goal	Teachers student growth goals were created with a focus on literacy proficiency and growth of all students.	Other	09/15/2015	04/29/2016	\$0	Tara McMahan, Certified Classroom Teachers

# Comprehensive School Improvement Plan

New Castle Elementary School

Guided Planning	Grade Level Teams are required to plan alongside the Instructional Coach and Principal once a week during their planning time.	Academic Support Program	08/08/2016	05/31/2017	\$0	Certified Teachers, Classified Kindergarten Instructional Assistants, Instructional Coach, Principal, Special Education Collaborative Teachers
Monitor Student Progress	Monitor individual student progress through AIMS WEB and use DesCartes (NWEA) to identify specific learning deficits and respond to such.	Academic Support Program	08/08/2016	05/22/2017	\$0	Sean Reeder, Teachers, Principal, Kelli Amyx, Loren Jeffries, Jennifer Gilbert
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LexiaCore5	Individualized Enrichment or Intervention	Technology	08/05/2015	11/01/2017	\$8500	Tara McMahan, Stacey Hardin
<b>Total</b>					<b>\$8500</b>	

## Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dreambox	Dreambox is a research based intervention online program to meet students where they are mathematically to increase student achievement. Dreambox is directly aligned with Kentucky Common Core math standards.	Technology, Academic Support Program	08/17/2016	08/21/2017	\$6500	Tara McMahan, Certified Teachers
<b>Total</b>					<b>\$6500</b>	

## FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

New Castle Elementary School

Reading Night	Annual "Reading Night" brought students and families from the community in to NCES for a night of "spooktacular" fun. Families were fed dinner, learned about various strategies for at-home reading from their child's teacher, and had the opportunity to shop at the book fair. Students also received a free book appropriate to their reading level.	Parent Involvement	10/28/2014	12/09/2016	\$400	All staff & FRYSC
<b>Total</b>					\$400	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach Support	Teacher Support	Academic Support Program	07/11/2016	06/01/2017	\$45000	Jennifer Gilbert; Instructional Coach, Terry Price; Assistant Superintendent
Instructional Coach Support	Newly hired Instructional Coach will assist teachers in classrooms, provide feed back, reflection and best next steps to increase quality instruction.	Academic Support Program	08/08/2016	05/19/2017	\$45000	Jennifer Gilbert, Instructional Coach; Terry Price, Assistant Superintendent
Instructional Support	Direct Instruction will be provided for students in Tier 2 and Tier 3 groups. Students will use Lexia and Dreambox as supplemental programs and then direct follow up instruction will be provided based on suggested content from online program.	Direct Instruction	09/05/2016	05/31/2017	\$0	Tara McMahan, Sean Reeder, Kelli Amyx, Loren Jeffries
Guided Planning	Instructional Coach and Principal will meet weekly with grade level teachers for guided planning ensuring teachers are using pre and post assessments as well as aligning common core standards to guide instruction and unit plans.	Academic Support Program	07/01/2016	05/31/2017	\$1000	Tara McMahan, Tim Abrams, Terry Price, Jennifer Gilbert, Certified Teachers

## Comprehensive School Improvement Plan

New Castle Elementary School

PLC's	Certified staff will meet weekly as a whole to analyze student work using Lucy Calkins K-5 Continuum. The Instructional Coach and Principal will work alongside staff for support and guidance. This will help aid teachers in their first year integrating Lucy Calkins. It will also assist in establishing consistency among all grade levels in reading and writing meeting as a whole staff. PLC's could work vertically or horizontally allowing teachers a more holistic view of grade level norms.	Academic Support Program	08/18/2016	05/18/2017	\$0	Jennifer Gilbert, Tara McMahan, Certified teachers K-5, Terry Price
Professional Development	Professional Development of the Workshop Model will be provided Summer 2016, with an additional 4 days to plan Units of Study for Reading and Writing using Lucy Calkins Curriculum.	Academic Support Program	06/06/2016	05/26/2017	\$800	Tara McMahan, Certified Teachers, Terry Price, Jennifer Gilbert
District Wide Professional Learning	All certified Elementary School Staff were required to attend two professional learning opportunities this summer. The first was Understanding the Workshop Model within the Classroom and How Does it Work. The other professional learning was the actual Lucy Calkins Units of Study in both Reading and Writing. Time was allotted for all Elementary teachers in the district to collaboratively plan out their year using they Lucy Calkin's resources.	Professional Learning	07/12/2016	05/31/2017	\$10000	Certified Teachers, Classified Kindergarten Instructional Assistants, Assistant Superintendent, Principal and Instructional Coach
Lucy Calkins Reading and Writing	The district purchased Lucy Calkins Units of Study for both Reading and Writing for all certified classroom teachers. Multiple days over the summer were allotted for teachers across the district to collaborate in digging into these new and unfamiliar Units of Study. All classroom teachers were also required to attend professional learning on how the workshop model worked within the classroom.	Professional Learning	07/11/2016	05/12/2017	\$10000	Certified Teachers Grade K, 1, 2, 3, 4, 5; Classified Kindergarten Instructional Assistants, Principal, Instructional Coach, Assistant Superintendent
<b>Total</b>					<b>\$111800</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

New Castle Elementary School

Response to Intervention	Tier 2 and 3 students will receive reading support, in addition to regular reading instruction.	Academic Support Program, Direct Instruction	08/01/2016	05/26/2017	\$2000	Kelli Amyx, Jennifer Gilbert, Sean Reeder, Tara McMahan, Certified Teachers
<b>Total</b>					\$2000	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Improve literacy, math and thinking skills for students in K-3	K-3 teachers will participate in on-going professional development provided through RTT-D grant activities to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and new resources obtained in project training.	Professional Learning	06/01/2015	05/26/2017	\$0	Principal, Instructional Coach and K-5 teachers that have participated in any RTT-D Grant training.
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Testing	All Students entering Kindergarten at NCES will be required to take the Brigance diagnostic. The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.	Academic Support Program	05/01/2015	05/26/2017	\$500	Tammy Nash, Bethany Morris, Abbie Garrett, Tara McMahan, Stephanie Melton
<b>Total</b>					\$500	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Comprehensive School Improvement Plan**

New Castle Elementary School

Professional Development for Primary	K-3 teachers will participate in professional development (e.g., job-embedded, ongoing, coaching, workshops) provided through RTT-D funds to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and use new resources obtained in project training.	Professional Learning	08/01/2014	05/26/2017	\$0	Jennifer Gilbert, Leslie Bruther, Shannon Tipton, Rebecca Marrillia, Jessica Wilkerson, Bethany Morris, Abbie Garrett, Whitney Thompson
<b>Total</b>					\$0	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

New Castle Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

New Castle Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

# Comprehensive School Improvement Plan

New Castle Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.henry.kyschools.us">www.henry.kyschools.us</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

# Comprehensive School Improvement Plan

New Castle Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

**The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.**

N/A (this question does not apply)**Narrative:**

Upon review of the 2015 NCES Report for TELL KY, results indicated that there was not enough time allotted for collaborative planning, preparation for federal, state, and local assessments, and then utilizing the results of those assessments to plan instruction.

HCPS hired an Instructional Coach for each Elementary to ensure proper support is given to teachers in the building. This allows the Principal to more frequently monitor teacher instruction so that it is aligned to state standards. As Principal, I have also allotted one day a week for grade level guided planning and one day a week after school for PLC's to meet. Starting in January, I am establishing a colleague circle for veteran teachers to participate to foster a culture of learning and supporting each other within our building.

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

**Goal 1:**

New Castle Elementary will decrease the achievement gap from 32.3 in 2015 to 30.0 in 2017 as demonstrated by the KPREP assessment.

**Measurable Objective 1:**

A 10% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate student proficiency (pass rate) on the Reading portion of the KPREP assessment in Reading by 06/01/2016 as measured by 2016 KPREP assessment.

**Strategy1:**

Instructional Coach Support - An Instructional Coach will support administration and teachers by setting goals and consistently achieving through use of research based strategies. Instructional Coach and School Principal will meet weekly with grade level teachers for guided planning. Support staff will be looking for lesson plans/instruction to be generated from pre- and post- assessment data ensuring that each student is being met where they are at.

Category: Professional Learning & Support

Research Cited:

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will meet weekly as a whole to analyze student work using Lucy Calkins K-5 Continuum. The Instructional Coach and Principal will work alongside staff for support and guidance. This will help aid teachers in their first year integrating Lucy Calkins. It will also assist in establishing consistency among all grade levels in reading and writing meeting as a whole staff. PLC's could work vertically or horizontally allowing teachers a more holistic view of grade level norms.	Academic Support Program	08/18/2016	05/18/2017	\$0 - District Funding	Jennifer Gilbert, Tara McMahan, Certified teachers K-5, Terry Price

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach and Principal will meet weekly with grade level teachers for guided planning ensuring teachers are using pre and post assessments as well as aligning common core standards to guide instruction and unit plans.	Academic Support Program	07/01/2016	05/31/2017	\$1000 - District Funding	Tara McMahan, Tim Abrams, Terry Price, Jennifer Gilbert, Certified Teachers

## Strategy2:

Student Growth Goals - Teacher student growth goals are required to focus on proficiency in literacy. Post assessments were given to determine growth goal. Scores of students with disabilities and economically disadvantaged were still accounted for to determine student growth goal rating.

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers student growth goals were created with a focus on literacy proficiency and growth of all students.	Other	09/15/2015	04/29/2016	\$0 - No Funding Required	Tara McMahan, Certified Classroom Teachers

## Strategy3:

RTI - AIMS Web Plus is being used district wide to progress monitor students that fall within Tier 2 and Tier 3 in Math and Reading. Tier 2 progress monitoring is bi-weekly and Tier 3 progress monitoring is weekly. Progress monitoring and data collection will be consistent district wide because of Aims Web Plus. This will help identify students more efficiently who are not progressing, to be identified for possible disabilities.

Category: Integrated Methods for Learning

Research Cited:

Activity - LexiaCore5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized Enrichment or Intervention	Technology	08/05/2015	11/01/2017	\$8500 - General Fund	Tara McMahan, Stacey Hardin

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dreambox is a research based intervention online program to meet students where they are mathematically to increase student achievement. Dreambox is directly aligned with Kentucky Common Core math standards.	Academic Support Program Technology	08/17/2016	08/21/2017	\$6500 - Text Books	Tara McMahan, Certified Teachers

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct Instruction will be provided for students in Tier 2 and Tier 3 groups. Students will use Lexia and Dreambox as supplemental programs and then direct follow up instruction will be provided based on suggested content from online program.	Direct Instruction	09/05/2016	05/31/2017	\$0 - District Funding	Tara McMahan, Sean Reeder, Kelli Amyx, Loren Jeffries

## Strategy4:

Ongoing Professional Development - K-5 teachers will participate in professional development provided through RTT-D funds to learn effective literacy strategies. Teachers will use these strategies and available resources obtained from their training.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy Development for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in professional development opportunities offered through RTT-D funds to learn effective literacy strategies for all students/levels. Teachers will implement these new strategies and resources obtained in training.	Professional Learning	08/10/2015	05/24/2016	\$0 - No Funding Required	Tara McMahan

**All children were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)**Narrative:**

Brigance

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

## Goal 1:

New Castle Elementary School will decrease the achievement gap from 38.3% in 2015 to 31% in 2016 as demonstrated by the KPPE assessment.

## Measurable Objective 1:

A 6% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on KPPE assessment in Mathematics by 05/30/2016 as measured by KPPE assessment..

## Strategy1:

Kindergarten Readiness - RTT-D preschool pals will establish relationships with preschool/daycare centers located in the school community in support of incoming students and closing achievement gap.

# Comprehensive School Improvement Plan

New Castle Elementary School

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Brigance Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students entering Kindergarten at NCES will be required to take the Brigance diagnostic. The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.	Academic Support Program	05/01/2015	07/29/2016	\$500 - Title I Part A	Tammy Nash, Bethany Morris, Ashley Ashley, Tara McMahan

Activity - Reach private and home preschools to provide instructional materials and support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NCES staff will collaborate with RTT-D preschool pals to establish relationships with preschool/daycare centers located in the school community. NCES staff will collaborate with RTT-D preschool pals and project staff to provide resources for daycares, workshops for parents and daycare staff and trainings after school and on Saturdays to help parents and daycares/preschools prepare students for kindergarten.	Academic Support Program	08/07/2013	05/30/2016	\$0 - No Funding Required	NCES faculty and staff

## Strategy2:

Teachers in kindergarten through third grade will participate in professional development and implement effective literacy, thinking, and math strategies based on needs assessment conducted in Fall 2013. - PD provided by being a part of the RTT-D grant.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Improve literacy, math and thinking skills for students in K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will participate in on-going professional development provided through RTT-D grant activities to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and new resources obtained in project training.	Policy and Process	06/01/2015	05/01/2016	\$0 - Race to the Top	Principal, Instructional Coach and K-3 teachers

Activity - Professional Development for Primary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will participate in professional development (e.g., job-embedded, ongoing, coaching, workshops) provided through RTT-D funds to learn effective literacy, math, and thinking strategies. K-3 teachers will implement these strategies and use new resources obtained in project training.	Professional Learning	08/01/2014	05/30/2016	\$0 - Other	Teachers, instructional coach, PD committee, RTT-D

# Comprehensive School Improvement Plan

New Castle Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

## Goal 1:

75% of K, 1, and 2 students will meet Proficiency, determined by Spring MAP Projected RIT score for Reading

## Measurable Objective 1:

demonstrate student proficiency (pass rate) in Reading, grades K, 1, 2, and 3 by 05/12/2017 as measured by Spring MAP assessment determined by Projected RIT score. .

## Strategy1:

Common Grade Level Planning - The master schedule will reflect that grade level teachers are given common planning time to support collaborative learning and support.

Category: Continuous Improvement

Research Cited: U.S. Department of Education

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Teams are required to plan alongside the Instructional Coach and Principal once a week during their planning time.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Certified Teachers, Classified Kindergarten Instructional Assistants, Instructional Coach, Principal, Special Education Collaborative Teachers

## Strategy2:

Lucy Calkins Workshop Units of Study - The district purchased Lucy Calkins Reading and Writing Units of Study for all certified classroom teachers to be implemented using the workshop model. Calkins is one of the original architects of the "workshop" approach to teaching writing to children, which holds that writing is a process, with distinct phases, and that all children, not just those with innate talent, can learn to write well. The workshop model will be implemented every day in both reading and writing. Conferencing, which a part of the workshop model will also take place every day during both reading and writing.

Category: Learning Systems

Research Cited: Heinemann

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will evaluate teachers using TPGES. Post observation conferences will be used as a reflective tool for teachers to determine strengths and weaknesses.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Tara McMahan, Principal

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - District Wide Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified Elementary School Staff were required to attend two professional learning opportunities this summer. The first was Understanding the Workshop Model within the Classroom and How Does it Work. The other professional learning was the actual Lucy Calkins Units of Study in both Reading and Writing. Time was allotted for all Elementary teachers in the district to collaboratively plan out their year using they Lucy Calkin's resources.	Professional Learning	07/12/2016	05/31/2017	\$10000 - District Funding	Certified Teachers, Classified Kindergarten Instructional Assistants, Assistant Superintendent, Principal and Instructional Coach

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired Instructional Coach will assist teachers in classrooms, provide feed back, reflection and best next steps to increase quality instruction.	Academic Support Program	08/08/2016	05/19/2017	\$45000 - District Funding	Jennifer Gilbert, Instructional Coach; Terry Price, Assistant Superintendent

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

STATE NON-DUPLICATED GAP GOAL: Increase math proficiency ratings for all students in the non-duplicated gap group.

## Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2016 as measured by the KPREP Assessment.

## Strategy1:

Personalized Learning Instruction - Math - Through competency based education, measured by student mastery, students will receive instruction on their current level of understanding. Although students are responsible for the content of their current grade level, teachers will use students' academic data to determine their current instructional needs, regardless of grade level. Furthermore, the learning environments provided for NCES students will reach beyond the typical classroom setting.

Category: Learning Systems

Research Cited: Kid FRIENDLy - Kentucky Department of Education

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of "walking to learn" for students in non-duplicated GAP group and track student progress towards reading and goals on MAP.	Professional Learning Academic Support Program	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because students will receive reading instruction based on their area of need, teachers will utilize reading resources not typically used in their classroom or with their students. Therefore, a reading resource room is being set up to house materials for all teachers to use when needed.	Technology Other - Dreambox	11/03/2014	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborating with Kroger for a school wide math night will help support parents with ways of authentically integrating problem solving into the real world.	Parent Involvement	11/03/2015	12/21/2015	\$0 - No Funding Required	Ashley Troxell, Tara McMahan, Lori Duvall

## Goal 2:

New Castle Elementary staff is fully implementing the Teacher Professional Growth and Effectiveness System during the 2016-2017 school year, including OPGES and Speech Pathologist.

## Measurable Objective 1:

demonstrate a behavior of collaboration and dedication by fully implementing the TPGES for the 2015-2016 school year by 07/25/2016 as measured by staff understanding, observation, and task completion in CIITS..

## Strategy1:

Principal Observations - Mini (20 minutes) classroom observations will be conducted using the instrument, language, and process of the TPGES.

Category: Continuous Improvement

Research Cited:

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in scheduled learning walks where they can observe a colleague using domains 2 and 3 and meet with the teacher observed to discuss gathered evidence.	Professional Learning	10/01/2015	05/31/2016	\$0 - No Funding Required	Principal, Classroom Teachers

Activity - Mini Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will conduct mini observations with classroom teachers during the 2nd semester. The principal will share what is scripted during the observation with the teacher. The principal will then meet with the teacher to discuss the evidence observed during the summative professional conversation.	Professional Learning	08/10/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

# Comprehensive School Improvement Plan

New Castle Elementary School

## Strategy2:

Teacher Self-Reflection - Classroom teachers will reflect on professional practices using the reflection tool for the upcoming Teacher Professional Growth and Effectiveness System.

Category: Continuous Improvement

Research Cited:

Activity - Professional Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will need to focus on their one area of growth and create a plan of action on how to improve in that particular area.	Policy and Process	08/10/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Assistant Superintendent, District Literacy Coach

Activity - CIITS Self-Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers will complete the self-reflection piece in CIITS/EDS for the 2016-2016 school year in order to drive professional growth.	Professional Learning	08/10/2015	10/01/2015	\$0 - No Funding Required	Principal, Classroom Teachers

## Goal 3:

STATE NON-DUPLICATED GAP GOAL: Increase reading proficiency ratings for all students in the non-duplicated gap group.

### Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Literacy in Reading by 05/18/2016 as measured by end of the year state KPREP testing in 2016. .

## Strategy1:

Individualized Instruction - All students will have access to LexiaCore5, an online reading program, that is research based. LexiaCore5 is also proven to identify specific student needs in the area of reading, and improve both fluency and comprehension.

Category: Integrated Methods for Learning

Research Cited:

Activity - LexiaCore5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized Reading Support Program	Academic Support Program	08/10/2015	05/27/2016	\$8600 - Race to the Top	Teachers K-5, Stacey Hardin, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMS WEB has been purchased by the district to implement a consistent record of progress monitoring data for all Tier 2 and Tier 3 students.	Direct Instruction	08/10/2015	05/27/2016	\$1500 - District Funding	Sean Reeder (District School Psychologist), Grade Level RTI teachers, Tara McMahan (Principal)

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - Name/Claim Novice Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Area teachers (Arts/Humanities, Library, Special Ed, PE, Guidance, Principal, Instructional Assistants, Parents) will pull Novice students to read with them on a daily basis focusing on a particular comprehension strategy for that week.	Direct Instruction	12/01/2015	05/31/2016	\$0 - No Funding Required	Instructional Assistants, Special Area Teachers, Principal, Guidance

## Strategy2:

Academic Progress Monitoring - Teachers in grades K-5 will use an allotted RTI time (45 minutes) to pull students that are one to two levels behind in reading. This time will be used for one on one instruction using researched based strategies to improve student literacy skills.

Category: Continuous Improvement

Research Cited:

Activity - AIMS WEB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMS WEB was purchased as a district wide diagnostic tool to ensure RTI progress is being monitored.	Policy and Process	08/10/2015	05/31/2016	\$1500 - District Funding	Sean Reeder, Teachers, Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take Math and Reading MAP testing in the fall, winter, and spring of each school year. Student scores will be reviewed by the principal and teacher for reflection/growth purposes. MAP writing test will be administered to 3rd, 4th and 5th grade only.	Other - Fall, Winter, Spring Testing	12/21/2015	05/31/2016	\$4000 - District Funding	Stacey Harden, all teachers, Principal

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

## Goal 1:

New Castle Elementary School students will demonstrate continuous growth through completing the program review process.

# Comprehensive School Improvement Plan

New Castle Elementary School

## Measurable Objective 1:

A total of 370 Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency program review in Art & Humanities by 05/30/2016 as measured by Arts & Humanities Program Review score/feedback.

### Strategy1:

Written, Oral Communication - All students will demonstrate continuous progress in written and oral communication as demonstrated through Writing Program Review including writing portfolio.

Category: Continuous Improvement

Research Cited:

Activity - Writing Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research based writing program (6+1 Traits) proven to develop high quality writing and support achievement of the CCSS writing standards.	Direct Instruction	08/08/2012	05/31/2016	\$2000 - Other	Teachers, principal

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate continuous improvement and proficiency as evidenced by writing program review scoring/feedback.	Academic Support Program	08/08/2012	05/31/2016	\$0 - No Funding Required	Teachers, program review committee, principal

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will develop a writing portfolio in accordance with the NCES Writing Policy.	Direct Instruction	08/08/2012	05/31/2016	\$0 - No Funding Required	Teachers, principal

### Strategy2:

Arts & Humanities Curriculum - All teachers will collaborate with the AH teacher to integrate AH curriculum into the regular classroom instruction. Other opportunities to demonstrate learning will come through monthly performances (PTO meetings), assemblies, field trips and extra-curricular activities. The program review committee will monitor implementation and progress.

Category: Integrated Methods for Learning

Research Cited:

Activity - Extra-curricular Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to perform various arts/humanities presentations at monthly parent/teacher organization meetings. NCES students have the opportunity to participate in various district arts programs-- HCPS theatre department, elementary orchestra, 4-H, etc.	Extra Curricular	09/05/2012	05/31/2013	\$0 - No Funding Required	Teachers, AH teacher, principal

# Comprehensive School Improvement Plan

New Castle Elementary School

Activity - AH Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review committee will support teachers and monitor integration/implementation of AH curriculum.	Academic Support Program	08/08/2012	05/30/2016	\$0 - No Funding Required	Teachers, AH teacher, principal

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

New Castle Elementary School, located in Henry County, Kentucky, serves approximately 340 students Kindergarten through fifth grade. With over 60% of our students on free/reduced lunch, NCES is a school-wide Title I school that receives federal funding. Due to our county's demographics, we have taken part in Community Eligibility Program giving every student free breakfast and lunch. This has improved breakfast servings by 20%. Henry County public schools allocates Title I funding to support a full-day Kindergarten program. This program better prepares our students for the rigors of a full educational load. In addition, NCES offers counseling and guidance programs, special education services, gifted and talented programs, a system of RTI, speech, occupational therapy, and physical therapy services. As part of our dedication to whole-child education, all students participate in art, music, dance, drama, technology, library-media, and physical education classes.

New Castle Elementary has undergone significant changes to both the physical environment and staff demographics over the last five years. Through recent renovations, substantial classroom space was added and a full length basketball court/gymnasium was built. The renovation also includes a wing designated specifically to Early Childhood Education, which serves the entire district. While the Henry County Early Childhood Center is located in our building, it acts as its own school, with its own staff and principal. Since the 2009-2010 school year, five different people have occupied the position as NCES Principal. Staff turnover has also been relatively high during the same time span. Demographically, NCES' certified staff consists of twenty-six females and one male, while classified staff consists of eleven females and one male. Teaching experience of certified personnel ranges from first year teachers to thirty year veterans with eleven holding Rank I certifications, eleven with Rank II, and six with Rank III. The average teacher experience within in our building is 9.9 years.

In regards to student demographics, of the 340 students currently enrolled, the population consists of about 180 males and 176 females broken down by the following race/ethnicity: White/Caucasian; Hispanic/Latino; Asian; Black or African American; Two or more races. Over the last three years the demographics of NCES have stayed predominantly consistent.

Henry County is a culture with its roots in agriculture/farming. Education is valued by most, but we are dedicated to bridging the divide between low expectations and the demands of the 21st century. The staff at NCES wishes to partner with the New Castle community to prepare each student for college and/or career. As always, the NCES staff works to improve relationships with parents and community perception.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Mission Statement: Empowering leaders and life-long learners for an ever-changing world.

Vision: A district of educational excellence, the pride of our community.

Over the last year, Henry County Public Schools have collaborated with staff, community members, parents and board members to devise a district wide 5 year Strategic Plan. The purpose of this was to provide all stakeholders with a clear focus of how HCPS will empower leaders and life long learners for an ever changing world.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The district entered into a Guaranteed Energy Savings Contract with CMTA Energy Solutions, allowing for a major upgrade of the HVAC systems at all schools within the district. These improvements will make the school environments more conducive to learning, while improving energy efficiency and saving a considerable amount of money that can be used to improve instruction and student achievement. The cumulative savings to date from this school year has been \$686,882.

In terms of environmental improvement areas, when I was hired as Principal at the end of the 2015-2016 school year, I realized the need to improve the culture according to the TELL survey. Below are the areas to improve from previous administration:

- a. Teachers have sufficient access to a broad range of professional support personnel. 70.8% agree
- b. Teachers are recognized as educational experts. 58% agree
- c. Teachers are trusted to make sound professional decisions about instruction 74% agree
- d. Teachers are relied upon to make decisions about education issues. 75% agree
- e. The faculty are recognized for their accomplishments. 75% agree
- f. Overall, my school is a good place to work and learn. 67% agree
- g. Overall, the additional support I received as a new teacher during this current school year has been important in my decision to continue teaching at this school. 57% agree

NCES offered a Robotics Team that students in grades 3, 4, and 5 could try out for. Team, Cardinal Pride Unlimited, or CPU won the Outreach Award for helping teams by sharing rejected project ideas with other teams that were struggling at regional competition.

New Castle Elementary had their first ever KinderStart Friday, August 5 from 9-10:30. This provided a chance for all upcoming Kindergarten students to get a short glimpse of what it will be like next Wednesday leaving their parents side! Teachers and students read together, made a craft using the students first initial, took a scavenger hunt around the entire school and ended with going through the lunch line for cookies! This was an excellent opportunity for both anxious parents and students! We will definitely continue to have KinderStart to provide for a smooth transition into Elementary!

New Castle Elementary had a great turnout for their annual Family Reading Night that was held Thursday, September 29. The night would have not been possible without The Wayfarers, a Masonic Riders Association that dedicates itself to the relief of widows, orphans, and other local charities but more especially those of other masons, who provide and served dinner to all in attendance. Henry county high school athletes, former NCES Cardinals, were this years guest readers. NCES PTO and Renata Ingram with Family Resource Youth service center allotted enough funding for each student that attended receive a free book of their choice.

NCES hosted their first annual Red Carpet Ceremony celebrating proficient and distinguished 2016 KPREP scores, inviting back 6th graders to honor their accomplishments from last years testing. Family members were encouraged to attend this ceremony to assist staff in acknowledging their child's accomplishments and the importance of state testing.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

First Annual Santa Fun Run was planned by a Fourth Grade Class in order raise enough money to send all the donated books to students in West Virginia. A group of students presenting this fundraiser for approval at the November School Board Meeting.