

**HIGHLAND ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2011 - 2012

Thom Cochran

Responsible Person

Thom Cochran

Contact Person

Approved Date:

3/28/2011

Members or Committee:

Sharon Davis

Robin O'Bryan

Claudette Fairchild

Donna Fitch

Raina May

2011 - 2012 SCHOOL IMPROVEMENT PLAN
Executive Summary
HIGHLAND ELEMENTARY

Mission

The mission of the Highland Elementary School as an integral part of the Johnson County School System and an extension of the Kentucky Department of Education is to provide for a quality education for each student. This mission will help students to meet the six goals of the Commonwealth of Kentucky, thereby enabling them for life as functional, successful members of society. Highland Elementary School believes that all students can learn and achieve success. Our school believes that our purpose is to educate all students to their fullest potential- emotionally, physically, academically, socially, and morally. We believe through the use of collaboration, increased technology, and continuing parent involvement, there will be a successful transition from school to society. HES...Educating all children to become responsible citizens and life long learners. The school community reviews the mission statement on a yearly basis during meetings, cadres, and Professional Learning Communities.

Needs Assessment

The school's teachers, Family Resource Center, instructional assistants, parents, and community worked within professional learning communities with district personnel and administrators to analyze needs. After the process was completed, teams came together as a whole group and discussed the findings thereby determining the goals for the upcoming year.

Goals

The work groups used the Kentucky Department of Education recommended workbooks to guide the data analysis and needs assessments. Data obtained from KCCT and ITBS assessments including disaggregated data were used to identify needs. No Child Left Behind requirements and achievement gaps were reviewed for deficiencies. After review of all data, the committees determined the goals and strategies that would be most beneficial for our students and our school.

Evaluation

Implementation of the plan is expected to result in an increase in student performance in targeted areas. Internal review of the plan will allow committees to review data and monitor ongoing progress. Annual updates will allow for ongoing evaluation of the plan.

Stakeholders

All stakeholders were involved in the development of the CSIP. Important information about the plan will be shared with all stakeholders through informational newsletters and/or public meetings. Also, all information will be shared and reviewed by SBDM council. Information can be reviewed through the School Report Card and the Johnson County Web Page. Additionally, hard copies of the plan will be available to the public in the Principal's office and in the Library of Highland Elementary School.

Component: Learning Environment/Efficiency

Component Manager: Thom Cochran

Last Updated: 2/22/2011

School: HIGHLAND ELEMENTARY

Priority Need:

In May 2008, our school's Academic Index was 99.1 as measured on the Kentucky Core Content Test. In May 2008, the percentage of students scoring Novice in all content areas was 3.92 as measured on the Kentucky Core Content Test.

Goal:

By May 2011 our school's Academic Index will increase by 0.30 for a total Learning Environment/Efficiency Index of 99.40 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Learning Environment/Efficiency will continue to meet standards as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Academic Index	11/3/2010	99	
NCLB Targets	11/3/2010	13	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Student learning and enhanced learning opportunities will be supported through District support personnel (Instructional Supervisors, band teachers, Arts and Humanities teachers, Intervention Specialists, Grant Writers, Gifted and Talented teachers, Special Education instructors, Extended School Services teachers, Reading Grant/Math Grant instructors, etc.) as evidenced by sign in sheets, lesson plans, schedules, and observations.	Teachers	8/1/2010	5/30/2012	\$District Funding \$ESS Funding \$G/T Funding \$Special Educ. \$Grant Funding		
2	Both	Research based prevention programs and trainings to communicate emergency procedures will be utilized to support a safe and secure learning environment as evidenced by safety logs, sign in sheets, and FRC program updates.	Teachers	8/5/2008	5/30/2012	\$0 No Funding		
3	Both	Staff will be trained in the use of Infinite Campus for management of student and staff records	Teachers	8/5/2008	5/30/2012	\$0 No Funding		
4	Both	Certified staff will be encouraged to participate in National Board Certification (and other leadership trainings: SLSN, KTIP, RTA/MAF Conference, etc.) as evidenced by certification achieved, professional development logs, and purchase orders	Teachers	8/5/2008	5/30/2012	\$Grant Funding \$100 PD		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	Both	Support services provided to students to reduce barriers to learning(Counselors, Occupational Therapist, Speech Therapist, Nurses, FRC/FRYSC, community partners, and PTO) and provide resources (Readyfest, School Messenger, newsletters, parent volunteer training, Character Counts, Conflict/Resolution, attendance, summer programs, etc.) that involves parents in the educational process and encourages appropriate social/emotional behaviors as evidenced by FRC grants, sign in sheets, newsletters, lesson plans.	FRC	8/5/2008	5/30/2012	\$FRC Grant \$District Funding \$Health Dept.		
6	SB168	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of quality 1) Art & Humanities and 2) Practical Living/Career Studies programs.	Teachers	8/1/2010	5/30/2012	\$500 General Fund		
7	NA	Student learning will be enhanced by continued and consistent use of technology to aid/supplement instruction as monitored and evidenced by observation, lesson plans, and student report logs.	Castle	8/1/2011	5/30/2012	\$8500 General Fund		
8	NA	Parent involvement and communication with the school will be enhanced through (Open House, progress reports, ILPs, Eagle Express, School/FRYSC Newsletters, counselor's communications, Infinite Campus, volunteer training, JC TV and other media sources).	All Teachers	8/1/2011	5/31/2012	\$500 General Fund \$FRYSC Funds \$Community Partners		
9	NA	Cultural programs/assemblies and field trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities as evidenced by the Calendar and Lesson Plans.	Cochran	8/1/2011	5/31/2012	\$500 General Fund		

Component: Math

Component Manager: Karen Fyffe

Last Updated: 2/22/2011

School: HIGHLAND ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Math was 84 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Math was 1.74 as measured on the Kentucky Core Content Test. In May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math was 75.46 as measured on the Kentucky Core Content Test. In May 2010, the percentage of With Disability students scoring proficient or distinguished in Math was 54.1 as measured on the Kentucky Core Content Test. In May 2010, 4 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring Novice in Math will decrease by Met Goal for a total percentage of all students scoring novice in Math of 2.56 as measured on the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Math proficiency target of 70.92 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB P/D Levels	2/22/2011	70.92	
NCLB P/D Levels	2/22/2011	70.92	
KCCT P/D Levels	2/22/2011	85	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core math standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	8/1/2011	5/30/2012	\$200 PD		
2	Both	Math intervention strategies will be implemented to address student need (small group instruction, select flexible grouping, and MAF program) will be monitored and documented to assess student math performance and reduce novice performance in sub-populations.	All teachers	8/1/2011	5/30/2012	\$MAF Grant \$200 General Fund		
3	Both	Support personnel (math lab instructor and ESS teachers) will identify/enhance key concepts and facts along with identification of students needing additional/supplemental mathematics support to be successful.	Arms	8/1/2011	5/30/2012	\$Title I \$ESS Funding		

Component: Reading

Component Manager: Lisa Salyer

Last Updated: 3/14/2011

School: HIGHLAND ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring Novice in Reading was 1.74 as measured on the Kentucky Core Content Test. In May 2010, the percentage of All Students students scoring proficient or distinguished in Reading was 83.97 as measured on the Kentucky Core Content Test. In May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 76.69 as measured on the Kentucky Core Content Test. In May 2010, the percentage of With Disability students scoring proficient or distinguished in Reading was 67.21 as measured on the Kentucky Core Content Test. In May 2010, 4 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring Novice in Reading continue to meet goal as measured by the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 80.23 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB P/D Levels	2/22/2011	80.23	
NCLB P/D Levels	2/22/2011	80.23	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	3/1/2011	5/30/2012	\$200 PD		
2	Both	Reading intervention strategies that promote all students independent reading ability (small group instruction and "stretch" text complexity for all students, Rtl, RTA and select flexible grouping strategies for students not reading at grade level) will be monitored and documented to assess student reading progress and reduce novice performance in subpopulations.	All Teachers	8/1/2011	5/30/2012	\$District Funding \$RTA Grant \$200 General Fund		

Component: Science

Component Manager: Molli Hall

Last Updated: 2/22/2011

School: HIGHLAND ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Science was 65.79 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Science was 3.95 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 8.96 for a total percentage of all students scoring proficient or distinguished in Science of 82.09 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Science will continue to meet goal as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT P/D Levels	2/22/2011	82	
Other Academic Indicator P/D	11/10/2009	62.61	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Supplement and align science standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in Science/Technical Subjects (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	teachers	8/5/2011	5/30/2012	\$200 PD		
2	SB168	Review the science core state standards after the anticipated release December 2011.	Science Teachers	12/1/2011	5/31/2013	\$200 PD		
3	NA	Align Primary-fourth grade science lessons/resources to current and expected standards	Science Teachers	8/1/2011	5/31/2012	\$0 No Funding		

Component: Social Studies
Component Manager: Andraya Preston
Last Updated: 2/22/2011
School: HIGHLAND ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring Novice in Social Studies was 6.85 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Proficient/Distinguished was 69.46 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 10.18 for a total percentage of all students scoring proficient or distinguished in Social Studies of 79.64 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Social Studies will decrease by -0.46 for a total percentage of all students scoring novice in Social Studies of 6.39 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT Novice Scores	2/22/2011	6.39	
Other Academic Indicator	2/24/2011	62.61	
KCCT P/D	2/24/2011	79.64	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Supplement and align social studies standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in History/Social Studies (Grades 6-12) and the ELA Standards (K-5) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	SS Teachers	8/5/2011	5/30/2012	\$200 PD		
2		Align fourth-fifth grade social studies lessons/resources to current standards.	SS Teachers	8/1/2011	5/31/2012	\$0 No Funding		
3	SB168	Review the social studies core state standards after the anticipated release Spring 2012.	SS Teachers	12/1/2012	5/31/2013	\$0 No Funding		

Component: Writing

Component Manager: Vicki Small

Last Updated: 2/22/2011

School: HIGHLAND ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Writing was 69.36 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Writing was 5.48 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 7.66 for a total percentage of all students scoring proficient or distinguished in Writing of 77.02 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Writing will decrease by 0.12 for a total percentage of all students scoring novice in Writing of 5.36 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT P/D	2/22/2011	77.02	
KCCT Novice	2/22/2011	5.36	
NCLB Other Academic Indicator	2/28/2011	63	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	SB168	Align writing curriculum to the intent of the KCAS/common core ELA standards in order to assist students in the writing process, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	10/30/2009	7/1/2012	\$200 PD		
2	Both	Following the guidance of the program review requirements of SB1 and the school's literacy plan teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work folders.	All Teachers	8/1/2011	5/31/2012	\$200 PD		