



Comprehensive School Improvement Plan

W R Castle Memorial Elementary School
Johnson 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). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School_Equity_Diagnostic - WR Castle 2016-17

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.

When looking at our data from the Equitable Access to Effective Educators, we noticed a few trends in student population. One of these is an increase in the percentage of Free/Reduced students from previous years. While we typically have held constant in the mid-70 percent range, ours this coming year is all the way up to 80 percent. We also noticed that our average teacher age is increasing and have begun plans to address recruitment and hiring of quality teachers in the future to replace our excellent instructional staff.

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.

We reviewed the data and no barriers were found. We will continue to monitor to make sure all students receive a high quality education.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		WR Copy of School_Working_Conditions 2016.xlsx

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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:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

collaborate to highly effective teaching and learning by 06/30/2016 as measured by district professional learning networks and opportunities..

Strategy1:

Administrative Support Network - Support the implementation of KCAS standards, PGES and highly effective teaching and learning through collaboration with various networks.

Category:

Research Cited:

Activity - Leadership Networks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support leadership roles by participation in educational networks (i.e. ISLN, DOSE, Title I, FRC, KDE, KEDC (SS/Sci) and KVEC - ARI) with information shared with all staff.	Professional Learning	12/13/2013	05/31/2017	\$0 - District Funding	Administrative Staff

Goal 2:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Measurable Objective 1:

collaborate to with our staff and community partners to create and maintain a safe and supportive environment by 05/31/2018 as measured by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.)..

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Strategy1:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.). - WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Category: Stakeholder Engagement

Research Cited: various

Activity - Safe and Secure Learning Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Safe and Secure Learning Environment	Behavioral Support Program Parent Involvement Community Engagement	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Goal 3:

WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

increase student growth combined Reading and Mathematics scores in Non-Duplicated Gap Group by 05/31/2018 as measured by KPREP scores.

Strategy1:

Planning and Instruction - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 69.4 to 70.3 in our non-duplicated gap group in Reading by Jun 30, 2018 as measured by KPREP

Category: Professional Learning & Support

Research Cited: various

Activity - Characteristics of Highly Effective Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Characteristics of Highly Effective Teaching and Learning	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

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?

Tommy McKenzie--Parent

Richard Davis---Parent

Melanie Grim---Teacher

Gaylena Burchett---Teacher

Rebecca Caudill---Teacher

Steve Young---Vice Principal

Jeff Cochran---Principal

Relationship Building

Overall Rating: 3.43

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	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

	Statement or Question	Response	Rating
3.2	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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.29

	Statement or Question	Response	Rating
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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	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.	Proficient

	Statement or Question	Response	Rating
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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
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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	Statement or Question	Response	Rating
4.7	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

	Statement or Question	Response	Rating
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.33

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

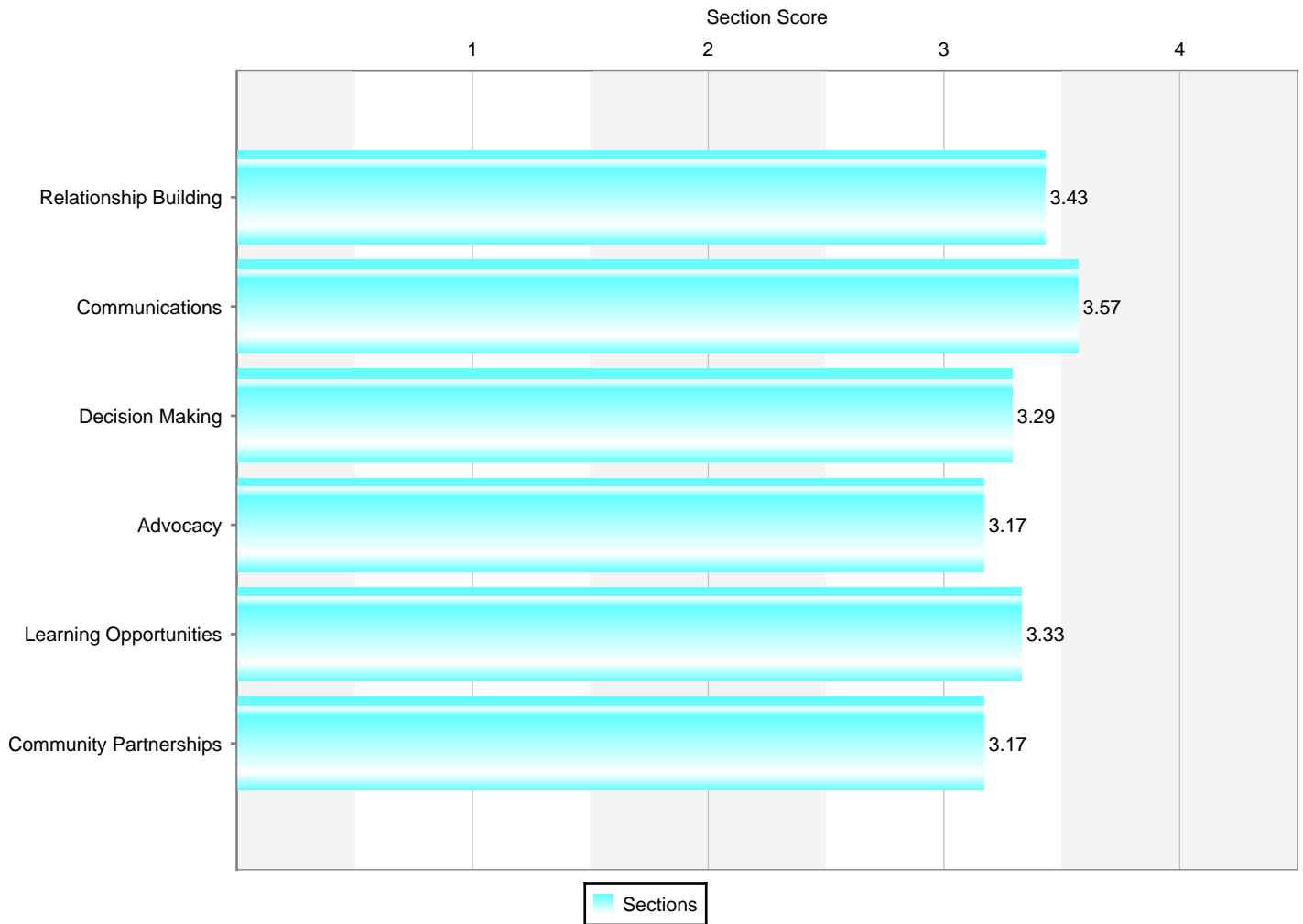
Reflection

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

Insert response here

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.

We have a SBDM council at W.R. Castle that consists of 3 teachers, 2 parents, and 1 principal. We use the SBDM council in the development of our CSIP. The teacher members are elected through a majority vote by the teachers and parents are elected through a majority by parents. We have a meeting bi-monthly and are scheduled so that all members can attend.

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

We maintain an Open Door policy with the administration, so that our faculty and staff can feel free to bring questions to them at their convenience. In addition, the teachers on the council bring all questions and concerns from the rest of the staff to the attention of our council. Our parent reps bring all questions and concerns from parents to the attention of our council.

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 CSIP will be communicated to staff and parents in meeting and/or district web site.

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?

Data analysis provides information on individual student strengths and weaknesses. This allows us to target students for individual/small group instruction. It also allows us to look for weaknesses in curriculum and instruction. We identify school-wide patterns for improvement and realign our curriculum to address any concerns. We also set goals for the next year based on this data. Schedules and resources are distributed based on the needs identified in data analysis. By gathering all this information, it allows us to identify ways that we can reduce novice scores in all tested areas and develop a working 30-60-90 Day plan.

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?

Overall, our school performed extremely well on all assessments. Our K-PREP reading, math, science, social studies, and writing scores indicate that our percent of students scoring proficient and distinguished are in top 1% of all elementary schools in the state of Kentucky. The student growth percentile for W.R. Castle is a significant 73.4 and the achievement is 93.9 resulting in a distinguished classification. In order to maintain high levels of success, we will have PLC meetings to continuously analyze student work examples. Formative assessments will provide information needed to modify instruction and ensure student needs are met. We will continue to analyze standards to ensure alignment with instruction and resources.

Opportunities for Improvement

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

We have identified several areas for improvement, with reading and math our major focus areas. We have developed a better enrichment/intervention plan to meet our student needs in these areas. We use several assessments to help determine where the students need the most help. We have also identified a school-wide weakness in language mechanics and are offering strategies for improvement. We collaborate with all content area teachers across the district to share instructional strategies. Our goal for all test areas is to reduce the number of students performing at the novice level, while increasing our proficient and distinguished students. We have participated in various professional learning opportunities including Novice Reduction, LDC trainings, and a math cadre with others from around the state. We use a variety of assessments to ensure student growth. We will continue our PLC meetings to analyze student work and share instructional resources and strategies, as well as look at trending data. We have worked towards novice reduction by 50% by 2019 utilizing SWOT documents to analyze strengths, weaknesses, opportunities, and threats to our goal. We then used a priority matrix to help guide the development of a 30-60-90 day plan to keep us focused on our novice reduction goals.

Conclusion

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

Addressing areas of concern is an ongoing process. We will use all of our staff and resources to identify students for individualized instruction. We will continue monitoring progress and inform parents of any concerns. We will participate in professional learning opportunities and modify pacing guides, assessments, and lesson plans to ensure alignment with standards. We will utilize our working 30-60-90 day plan document to monitor and implement novice reduction procedure in order to reduce our novices by 50% by 2019.

2016-2017 WR Castle CSIP Goals and Plans

Overview

Plan Name

2016-2017 WR Castle CSIP Goals and Plans

Plan Description

2016-2017 WR Castle CSIP Goals and Plans

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	WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$0
2	WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$50000
3	WR Castle Elementary School will increase combined reading and math proficiency scores from 70.5 to 71.4 by May 30, 2018 as measured by KPREP data.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
4	WR Castle Elementary School will increase scores in all academic areas (not including reading and math) by May 30, 2018 as measured by KPREP, Program Reviews, and other forms of data.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
5	WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Measurable Objective 1:

collaborate to with our staff and community partners to create and maintain a safe and supportive environment by 05/31/2018 as measured by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Strategy 1:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.). - WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Category: Stakeholder Engagement

Research Cited: various

Activity - Safe and Secure Learning Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safe and Secure Learning Environment	Parent Involvement, Behavioral Support Program, Community Engagement	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safety Drills	Behavioral Support Program	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin

Activity - Maintenance Checklists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance Checklists	Other - Maintenance	12/12/2016	05/31/2018	\$0	No Funding Required	Admin, Janitorial Staff

Activity - Monthly Facility Inspections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

W R Castle Memorial Elementary School

Monthly Facility Inspections	Other - Maintenance	12/12/2016	05/31/2018	\$0	No Funding Required	Admin, Janitorial Staff
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Activity - Physical Activity and Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Physical Activity and Wellness Reports	Academic Support Program, Behavioral Support Program	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Activity - Collaborate with EMP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Emergency Management Personnel	Policy and Process, Community Engagement	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Measurable Objective 2:

collaborate to help create and maintain a welcoming learning environment with community partners by 05/31/2018 as measured by various formative data.

Strategy 1:

Support Networks - Support Networks

Category: Continuous Improvement

Research Cited: various

Activity - UNITE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UNITE / AmeriCorp person – Drug Awareness Classes	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Activity - ILP / Career Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Education / ILP development for 6th grade	Direct Instruction, Career Preparation/Orientation, Academic Support Program	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

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Strategy 2:

FRYSC - The FRYSC staff will collaborate with community partners to help create and maintain a welcoming learning environment.

Category: Other - FRYSC

Research Cited: various

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring Activities	Parent Involvement, Extra Curricular, Academic Support Program, Behavioral Support Program, Community Engagement, Tutoring	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Activity - Nutrition Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and Community Nutrition Program Classes	Direct Instruction, Academic Support Program	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Goal 2: WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.

Measurable Objective 1:

100% of All Students will increase student growth to reduce number scoring Novice in Reading by 05/31/2018 as measured by KPREP scores.

Strategy 1:

Teachers will collaborate within PLC to: identify students who need intervention/enrichment, develop instructional plans, and provide instruction for students to meet individual needs. - Teachers will collaborate

Category: Continuous Improvement

Research Cited: various

SY 2016-2017

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Activity - Response to Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Interventions	Academic Support Program	12/12/2016	05/31/2018	\$0	State Funds	Teachers
Activity - RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery	Academic Support Program	12/12/2016	05/31/2018	\$50000	Grant Funds	RTA teacher
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Administration, BOE Support Personnel
Activity - Enrichments and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment and Interventions as measured by formative assessment data	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Administration, and BOE Support Personnel
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-Depth Data Analysis	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Administration, and BOE

Measurable Objective 2:

100% of All Students will increase student growth by reducing the number of Novice in Mathematics by 05/31/2018 as measured by KPREP scores.

Strategy 1:

Teachers will attend trainings to better equip themselves in the area of Mathematics Instruction - Teacher trainings

Category: Teacher PGES

Research Cited: various

Comprehensive School Improvement Plan

W R Castle Memorial Elementary School

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and School Level PLC meetings	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Other	Teachers, Administration, BOE Personnel

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KEDC Cohort meetings	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Administration, BOE

Goal 3: WR Castle Elementary School will increase combined reading and math proficiency scores from 70.5 to 71.4 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

demonstrate a proficiency combined Reading and Mathematics by 07/01/2017 as measured by KPREP scores.

Strategy 1:

Reading Proficiency - A 1% increase of all Students will demonstrate a proficiency by increasing from 76.3 to 77.3 in Reading by Jun 30, 2018 as measured by KPREP data

Category: Continuous Improvement

Research Cited: various

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible Grouping	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, and Admin

Activity - Gifted and Talented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Gifted and Talented	Direct Instruction, Class Size Reduction, Extra Curricular, Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE
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Activity - Classroom Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Formative Assessments	Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Strategy 2:

Mathematics Proficiency - All students will demonstrate a proficiency by increasing from 64.6 to 69.3 in Mathematics by Jun 30, 2018 as measured by KPREP data.

Category: Continuous Improvement

Research Cited: various

Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Growth	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Screener	Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Goal 4: WR Castle Elementary School will increase scores in all academic areas (not including reading and math) by May 30, 2018 as measured by KPREP, Program Reviews, and other forms of data.

Measurable Objective 1:

increase student growth in all academic areas (not including reading and math) by 05/31/2018 as measured by by KPREP, Program Reviews, and other forms of data.

Strategy 1:

Social Studies - Social Studies teachers will analyze new Social Studies standards in order to prepare pacing guides and align curriculum resources.

Category: Continuous Improvement

Research Cited: various

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and School Level PLCs	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KEDC Cohort	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Strategy 2:

Science NGSS - Science teachers will analyze new NGSS in order to prepare pacing guides, gather resources, and align curriculum resources.

Category: Continuous Improvement

Research Cited: various

Activity - Stem Scopes Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Stem Scopes training and implementation	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE
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Activity - Through Course Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and planning for Through Course Tasks	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Strategy 3:

Writing Plan - Teachers will work in groups to implement and to update the WR Castle Writing Plan

Category: Continuous Improvement

Research Cited: various

Activity - WR Castle Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WR Castle Writing Plan	Policy and Process, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Activity - Student Folder Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Folder Checks	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE

Goal 5: WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by

KPREP data.

Measurable Objective 1:

increase student growth combined Reading and Mathematics scores in Non-Duplicated Gap Group by 05/31/2018 as measured by KPREP scores.

Strategy 1:

Planning and Instruction - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 69.4 to 70.3 in our non-duplicated gap group in Reading by Jun 30, 2018 as measured by KPREP

Category: Professional Learning & Support

Research Cited: various

Activity - Characteristics of Highly Effective Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Characteristics of Highly Effective Teaching and Learning	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-Depth Data Analysis	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	No Funding Required	Teachers, Admin, BOE

Measurable Objective 2:

demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data by 07/01/2017 as measured by KPREP scores.

Strategy 1:

Support Networks - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data

Category: Other - Support Networks

Research Cited: various

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Parent Involvement	Parent Involvement, Extra Curricular	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Parents, Admin
Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KEDC Cohorts	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and School-Wide PLCs	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin, BOE
Activity - Classroom Level Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement, Academic Support Program, Behavioral Support Program	12/12/2016	06/30/2017	\$0	No Funding Required	Teachers, Admin

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Interventions	Response to Interventions	Academic Support Program	12/12/2016	05/31/2018	\$0	Teachers
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTA	Reading Recovery	Academic Support Program	12/12/2016	05/31/2018	\$50000	RTA teacher
Total					\$50000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Meetings	District and School Level PLC meetings	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Administration, BOE Personnel
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Maintenance Checklists	Maintenance Checklists	Other - Maintenance	12/12/2016	05/31/2018	\$0	Admin, Janitorial Staff

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KEDC Cohort	KEDC Cohorts	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
PLC	Professional Learning Communities	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
Mentoring Activities	Mentoring Activities	Parent Involvement, Extra Curricular, Academic Support Program, Behavioral Support Program, Community Engagement, Tutoring	12/12/2016	05/31/2018	\$0	Teachers, FRYSC Staff, Admin, BOE
Data Analysis	In-Depth Data Analysis	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
PLC	District and School-Wide PLCs	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
UNITE	UNITE / AmeriCorp person – Drug Awareness Classes	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
Classroom Formative Assessments	Classroom Formative Assessments	Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
Through Course Tasks	Implementation and planning for Through Course Tasks	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE

Comprehensive School Improvement Plan

W R Castle Memorial Elementary School

Safe and Secure Learning Environment	Safe and Secure Learning Environment	Parent Involvement, Behavioral Support Program, Community Engagement	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
KEDC Cohort	KEDC Cohort meetings	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Administration, BOE
Physical Activity and Wellness	Physical Activity and Wellness Reports	Academic Support Program, Behavioral Support Program	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Kindergarten Screener	Kindergarten Screener	Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
Classroom Level Interventions	Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement, Academic Support Program, Behavioral Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin
Stem Scopes Training	Stem Scopes training and implementation	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Nutrition Classes	School and Community Nutrition Program Classes	Direct Instruction, Academic Support Program	12/12/2016	05/31/2018	\$0	Teachers, FRYSC Staff, Admin, BOE
PLC	District and School Level PLCs	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE

Comprehensive School Improvement Plan

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Enrichments and Interventions	Enrichment and Interventions as measured by formative assessment data	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Administration, and BOE Support Personnel
Student Folder Checks	Student Folder Checks	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
ILP / Career Ed	Career Education / ILP development for 6th grade	Direct Instruction, Career Preparation/Orientation, Academic Support Program	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Collaborate with EMP	Collaborate with Emergency Management Personnel	Policy and Process, Community Engagement	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Parent Involvement	Parent Involvement	Parent Involvement, Extra Curricular	12/12/2016	06/30/2017	\$0	Teachers, Parents, Admin
Characteristics of Highly Effective Teaching	Characteristics of Highly Effective Teaching and Learning	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Safety Drills	Safety Drills	Behavioral Support Program	12/12/2016	05/31/2018	\$0	Teachers, Admin
Flexible Grouping	Flexible Grouping	Direct Instruction, Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, and Admin
Gifted and Talented	Gifted and Talented	Direct Instruction, Class Size Reduction, Extra Curricular, Academic Support Program	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE

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KEDC Cohort	KEDC Cohort	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Monthly Facility Inspections	Monthly Facility Inspections	Other - Maintenance	12/12/2016	05/31/2018	\$0	Admin, Janitorial Staff
Professional Growth	Professional Growth	Academic Support Program, Professional Learning	12/12/2016	06/30/2017	\$0	Teachers, Admin, BOE
Data Analysis	In-Depth Data Analysis	Direct Instruction, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Administration, and BOE
PLC	Professional Learning Communities	Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Administration, BOE Support Personnel
WR Castle Writing Plan	WR Castle Writing Plan	Policy and Process, Academic Support Program, Professional Learning	12/12/2016	05/31/2018	\$0	Teachers, Admin, BOE
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We can recruit and retain highly qualified teachers because of our schools reputation of a family atmosphere and high quality instruction. Our success with test scores helps to attract educators interested in working at a higher level.	

Label	Assurance	Response	Comment	Attachment
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	Our school is a school-wide Title I school.	

Comprehensive School Improvement Plan

W R Castle Memorial 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.	No	We are a Title I SWP.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	We are a Title I SWP.	

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.	No	We are a Title I SWP.	

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.	No	We are a Title I SWP.	

Comprehensive School Improvement Plan

W R Castle Memorial 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.	Yes		

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.	No	We are a Title I SWP but our paraprofessionals are very highly qualified.	

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.	Yes		

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.	No	We are not a TAS.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	We are a SWP and not a TAS.	

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.	Yes		

Comprehensive School Improvement Plan

W R Castle Memorial 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	www.johnson.kyschools.us	

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.	Yes		

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.	No	We are a Title I SWP.	

Comprehensive School Improvement Plan

W R Castle Memorial 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	We are a Title I SWP.	

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.	No	We are a Title I SWP.	

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

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

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.

Goal 1:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Measurable Objective 1:

collaborate to with our staff and community partners to create and maintain a safe and supportive environment by 05/31/2018 as measured by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.)..

Strategy1:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.). - WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Category: Stakeholder Engagement

Research Cited: various

Activity - Monthly Facility Inspections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Facility Inspections	Other - Maintenance	12/12/2016	05/31/2018	\$0 - No Funding Required	Admin, Janitorial Staff

Activity - Maintenance Checklists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintenance Checklists	Other - Maintenance	12/12/2016	05/31/2018	\$0 - No Funding Required	Admin, Janitorial Staff

Activity - Physical Activity and Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical Activity and Wellness Reports	Academic Support Program Behavioral Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Comprehensive School Improvement Plan

W R Castle Memorial Elementary School

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Safety Drills	Behavioral Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin

Activity - Safe and Secure Learning Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Safe and Secure Learning Environment	Community Engagement Behavioral Support Program Parent Involvement	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Collaborate with EMP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with Emergency Management Personnel	Policy and Process Community Engagement	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Measurable Objective 2:

collaborate to help create and maintain a welcoming learning environment with community partners by 05/31/2018 as measured by various formative data.

Strategy1:

FRYSC - The FRYSC staff will collaborate with community partners to help create and maintain a welcoming learning environment.

Category: Other - FRYSC

Research Cited: various

Activity - Nutrition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and Community Nutrition Program Classes	Academic Support Program Direct Instruction	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

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Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring Activities	Behavioral Support Program Parent Involvement Academic Support Program Tutoring Extra Curricular Community Engagement	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Strategy2:

Support Networks - Support Networks

Category: Continuous Improvement

Research Cited: various

Activity - ILP / Career Ed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Education / ILP development for 6th grade	Career Preparation/Orientation Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - UNITE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UNITE / AmeriCorp person – Drug Awareness Classes	Direct Instruction Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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

Goal 1:

WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.

Measurable Objective 1:

100% of All Students will increase student growth to reduce number scoring Novice in Reading by 05/31/2018 as measured by KPREP scores.

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Strategy1:

Teachers will collaborate within PLC to: identify students who need intervention/enrichment, develop instructional plans, and provide instruction for students to meet individual needs. - Teachers will collaborate

Category: Continuous Improvement

Research Cited: various

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Depth Data Analysis	Direct Instruction Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE

Activity - Enrichments and Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment and Interventions as measured by formative assessment data	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE Support Personnel

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery	Academic Support Program	12/12/2016	05/31/2018	\$50000 - Grant Funds	RTA teacher

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE Support Personnel

Measurable Objective 2:

100% of All Students will increase student growth by reducing the number of Novice in Mathematics by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will attend trainings to better equip themselves in the area of Mathematics Instruction - Teacher trainings

Category: Teacher PGES

Research Cited: various

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Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level PLC meetings	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - Other	Teachers, Administration, BOE Personnel

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohort meetings	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE

Goal 2:

WR Castle Elementary School will increase scores in all academic areas (not including reading and math) by May 30, 2018 as measured by KPREP, Program Reviews, and other forms of data.

Measurable Objective 1:

increase student growth in all academic areas (not including reading and math) by 05/31/2018 as measured by by KPREP, Program Reviews, and other forms of data.

Strategy1:

Science NGSS - Science teachers will analyze new NGSS in order to prepare pacing guides, gather resources, and align curriculum resources.

Category: Continuous Improvement

Research Cited: various

Activity - Through Course Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and planning for Through Course Tasks	Professional Learning Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Stem Scopes Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stem Scopes training and implementation	Professional Learning Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

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Strategy2:

Writing Plan - Teachers will work in groups to implement and to update the WR Castle Writing Plan

Category: Continuous Improvement

Research Cited: various

Activity - WR Castle Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WR Castle Writing Plan	Policy and Process Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Student Folder Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Folder Checks	Academic Support Program Direct Instruction	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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

Goal 1:

WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.

Measurable Objective 1:

100% of All Students will increase student growth by reducing the number of Novice in Mathematics by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will attend trainings to better equip themselves in the area of Mathematics Instruction - Teacher trainings

Category: Teacher PGES

Research Cited: various

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Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohort meetings	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level PLC meetings	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - Other	Teachers, Administration, BOE Personnel

Measurable Objective 2:

100% of All Students will increase student growth to reduce number scoring Novice in Reading by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will collaborate within PLC to: identify students who need intervention/enrichment, develop instructional plans, and provide instruction for students to meet individual needs. - Teachers will collaborate

Category: Continuous Improvement

Research Cited: various

Activity - Response to Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Interventions	Academic Support Program	12/12/2016	05/31/2018	\$0 - State Funds	Teachers

Activity - Enrichments and Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment and Interventions as measured by formative assessment data	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE Support Personnel

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE Support Personnel

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Depth Data Analysis	Professional Learning Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery	Academic Support Program	12/12/2016	05/31/2018	\$50000 - Grant Funds	RTA teacher

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

Goal 1:

WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.

Measurable Objective 1:

100% of All Students will increase student growth by reducing the number of Novice in Mathematics by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will attend trainings to better equip themselves in the area of Mathematics Instruction - Teacher trainings

Category: Teacher PGES

Research Cited: various

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level PLC meetings	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - Other	Teachers, Administration, BOE Personnel

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohort meetings	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE

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Measurable Objective 2:

100% of All Students will increase student growth to reduce number scoring Novice in Reading by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will collaborate within PLC to: identify students who need intervention/enrichment, develop instructional plans, and provide instruction for students to meet individual needs. - Teachers will collaborate

Category: Continuous Improvement

Research Cited: various

Activity - Response to Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Interventions	Academic Support Program	12/12/2016	05/31/2018	\$0 - State Funds	Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE Support Personnel

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery	Academic Support Program	12/12/2016	05/31/2018	\$50000 - Grant Funds	RTA teacher

Activity - Enrichments and Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment and Interventions as measured by formative assessment data	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE Support Personnel

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Depth Data Analysis	Academic Support Program Professional Learning Direct Instruction	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, and BOE

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Goal 2:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Measurable Objective 1:

collaborate to help create and maintain a welcoming learning environment with community partners by 05/31/2018 as measured by various formative data.

Strategy1:

FRYSC - The FRYSC staff will collaborate with community partners to help create and maintain a welcoming learning environment.

Category: Other - FRYSC

Research Cited: various

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring Activities	Parent Involvement Community Engagement Extra Curricular Academic Support Program Tutoring Behavioral Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Activity - Nutrition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and Community Nutrition Program Classes	Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Goal 3:

WR Castle Elementary School will increase combined reading and math proficiency scores from 70.5 to 71.4 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

demonstrate a proficiency combined Reading and Mathematics by 07/01/2017 as measured by KPREP scores.

Strategy1:

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Mathematics Proficiency - All students will demonstrate a proficiency by increasing from 64.6 to 69.3 in Mathematics by Jun 30, 2018 as measured by KPREP data.

Category: Continuous Improvement

Research Cited: various

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Screener	Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities	Professional Learning Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Strategy2:

Reading Proficiency - A 1% increase of all Students will demonstrate a proficiency by increasing from 76.3 to 77.3 in Reading by Jun 30, 2018 as measured by KPREP data

Category: Continuous Improvement

Research Cited: various

Activity - Classroom Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Formative Assessments	Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Goal 4:

WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data by 07/01/2017 as measured by KPREP scores.

Strategy1:

Support Networks - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data

Category: Other - Support Networks

Research Cited: various

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Activity - Classroom Level Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement Academic Support Program Behavioral Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School-Wide PLCs	Professional Learning Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Goal 5:

WR Castle Elementary School will increase scores in all academic areas (not including reading and math) by May 30, 2018 as measured by KPREP, Program Reviews, and other forms of data.

Measurable Objective 1:

increase student growth in all academic areas (not including reading and math) by 05/31/2018 as measured by by KPREP, Program Reviews, and other forms of data.

Strategy1:

Writing Plan - Teachers will work in groups to implement and to update the WR Castle Writing Plan

Category: Continuous Improvement

Research Cited: various

Activity - Student Folder Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Folder Checks	Academic Support Program Direct Instruction	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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Activity - WR Castle Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WR Castle Writing Plan	Policy and Process Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

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

Goal 1:

WR Castle Elementary School will reduce novice numbers by 50% in Reading from 3.6 in 2015 to 1.8 percent by 2020 and from 6.1 in 2015 to 3.05 percent in Math by 2020.

Measurable Objective 1:

100% of All Students will increase student growth by reducing the number of Novice in Mathematics by 05/31/2018 as measured by KPREP scores.

Strategy1:

Teachers will attend trainings to better equip themselves in the area of Mathematics Instruction - Teacher trainings

Category: Teacher PGES

Research Cited: various

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level PLC meetings	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - Other	Teachers, Administration, BOE Personnel

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohort meetings	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Administration, BOE

Goal 2:

WR Castle Elementary School will increase combined reading and math proficiency scores from 70.5 to 71.4 by May 30, 2018 as measured by KPREP data.

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Measurable Objective 1:

demonstrate a proficiency combined Reading and Mathematics by 07/01/2017 as measured by KPREP scores.

Strategy1:

Reading Proficiency - A 1% increase of all Students will demonstrate a proficiency by increasing from 76.3 to 77.3 in Reading by Jun 30, 2018 as measured by KPREP data

Category: Continuous Improvement

Research Cited: various

Activity - Classroom Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Formative Assessments	Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Gifted and Talented	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gifted and Talented	Extra Curricular Class Size Reduction Direct Instruction Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible Grouping	Direct Instruction Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, and Admin

Strategy2:

Mathematics Proficiency - All students will demonstrate a proficiency by increasing from 64.6 to 69.3 in Mathematics by Jun 30, 2018 as measured by KPREP data.

Category: Continuous Improvement

Research Cited: various

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Growth	Professional Learning Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities	Academic Support Program Professional Learning	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Screener	Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Goal 3:

WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

increase student growth combined Reading and Mathematics scores in Non-Duplicated Gap Group by 05/31/2018 as measured by KPREP scores.

Strategy1:

Planning and Instruction - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 69.4 to 70.3 in our non-duplicated gap group in Reading by Jun 30, 2018 as measured by KPREP

Category: Professional Learning & Support

Research Cited: various

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Depth Data Analysis	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Characteristics of Highly Effective Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Characteristics of Highly Effective Teaching and Learning	Academic Support Program Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Measurable Objective 2:

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demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data by 07/01/2017 as measured by KPREP scores.

Strategy1:

Support Networks - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data

Category: Other - Support Networks

Research Cited: various

Activity - Classroom Level Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement Behavioral Support Program Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement	Extra Curricular Parent Involvement	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Parents, Admin

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School-Wide PLCs	Professional Learning Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

increase student growth combined Reading and Mathematics scores in Non-Duplicated Gap Group by 05/31/2018 as measured by KPREP scores.

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Strategy1:

Planning and Instruction - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 69.4 to 70.3 in our non-duplicated gap group in Reading by Jun 30, 2018 as measured by KPREP

Category: Professional Learning & Support

Research Cited: various

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In-Depth Data Analysis	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Characteristics of Highly Effective Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Characteristics of Highly Effective Teaching and Learning	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Measurable Objective 2:

demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data by 07/01/2017 as measured by KPREP scores.

Strategy1:

Support Networks - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data

Category: Other - Support Networks

Research Cited: various

Activity - Classroom Level Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement Behavioral Support Program Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin

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Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohorts	Academic Support Program Professional Learning	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School-Wide PLCs	Academic Support Program Professional Learning	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement	Parent Involvement Extra Curricular	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Parents, Admin

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:

WR Castle Elementary School will work with our staff and community partners to create and maintain a safe and supportive environment that enhances student learning by 05/30/2018 as evidenced by various measures (i.e. KyTELL, Val-Ed, Student Voice, etc.).

Measurable Objective 1:

collaborate to help create and maintain a welcoming learning environment with community partners by 05/31/2018 as measured by various formative data.

Strategy1:

Support Networks - Support Networks

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Category: Continuous Improvement

Research Cited: various

Activity - ILP / Career Ed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Education / ILP development for 6th grade	Direct Instruction Academic Support Program Career Preparation/Orientation	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - UNITE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UNITE / AmeriCorp person – Drug Awareness Classes	Academic Support Program Direct Instruction	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Strategy2:

FRYSC - The FRYSC staff will collaborate with community partners to help create and maintain a welcoming learning environment.

Category: Other - FRYSC

Research Cited: various

Activity - Nutrition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and Community Nutrition Program Classes	Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring Activities	Behavioral Support Program Extra Curricular Community Engagement Parent Involvement Academic Support Program Tutoring	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, FRYSC Staff, Admin, BOE

Goal 2:

WR Castle Elementary School will increase scores in all academic areas (not including reading and math) by May 30, 2018 as measured by KPREP, Program Reviews, and other forms of data.

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Measurable Objective 1:

increase student growth in all academic areas (not including reading and math) by 05/31/2018 as measured by by KPREP, Program Reviews, and other forms of data.

Strategy1:

Science NGSS - Science teachers will analyze new NGSS in order to prepare pacing guides, gather resources, and align curriculum resources.

Category: Continuous Improvement

Research Cited: various

Activity - Through Course Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and planning for Through Course Tasks	Direct Instruction Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Stem Scopes Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stem Scopes training and implementation	Professional Learning Direct Instruction Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Strategy2:

Writing Plan - Teachers will work in groups to implement and to update the WR Castle Writing Plan

Category: Continuous Improvement

Research Cited: various

Activity - Student Folder Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Folder Checks	Direct Instruction Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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Activity - WR Castle Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WR Castle Writing Plan	Academic Support Program Policy and Process Professional Learning	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Strategy3:

Social Studies - Social Studies teachers will analyze new Social Studies standards in order to prepare pacing guides and align curriculum resources.

Category: Continuous Improvement

Research Cited: various

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohort	Professional Learning Academic Support Program	12/12/2016	05/31/2018	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level PLCs	Professional Learning Direct Instruction Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Goal 3:

WR Castle Elementary School will increase combined reading and math proficiency scores in our Non-duplicated Gap Group from 64.6 to 68.9 by May 30, 2018 as measured by KPREP data.

Measurable Objective 1:

demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data by 07/01/2017 as measured by KPREP scores.

Strategy1:

Support Networks - 100% of Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency by increasing from 59.7 to 67.3 in our non-duplicated gap group in Mathematics by Jun 30, 2018 as measured by KPREP data

Category: Other - Support Networks

Research Cited: various

Comprehensive School Improvement Plan

W R Castle Memorial Elementary School

Activity - Classroom Level Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Level Interventions (phone, emails, text, etc)	Parent Involvement Behavioral Support Program Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School-Wide PLCs	Academic Support Program Professional Learning	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement	Extra Curricular Parent Involvement	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Parents, Admin

Activity - KEDC Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KEDC Cohorts	Professional Learning Academic Support Program	12/12/2016	06/30/2017	\$0 - No Funding Required	Teachers, Admin, BOE

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?

W.R. Castle Memorial has been a Distinguished school for five consecutive years. We are a 2014-15 National Title I Distinguished School. W.R. Castle is located in Eastern Kentucky and is part of the Johnson County System. We are home to approximately 400 preschool through sixth grade students. W.R. Castle has a team oriented approach to learning that involves the entire staff. We feel it takes teamwork to teach a child. My staff and I provide a high quality education, with 21st century technology and positive learning environment to every child. Our students come from a low socioeconomic background that is decaying even more due to the recent loss of coal jobs in our area. 83% of our students are classified as free/reduced which is 22.7% higher than the state average.

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.

We, the faculty and staff of W.R. Castle Memorial Elementary School, believe that all students can be independent, self-sufficient, productive members of society if provided with a positive academic, emotional, and social environment in which to grow. Our school offers services to students who are struggling to meet basic needs. Our Family Resource Center ensures that every child in our school has their basic needs met in order to allow them to be more engaged students. Our teachers, faculty and staff help to identify students who may need assistance then connects them with our Family Resource Center which then sees to meeting the needs. Our school performs numerous drama and musical productions to reach the creative side, we supply beginning and advanced band for our students, we provide after school athletics for all of our students, we have a full time Physical Education Program that meets the health needs of our students, and we offer Art and Music education to each of our students. Our classrooms are equipped with 21st Century Classroom technology and each classroom has up to date computers to meet the technological learning needs of our students. Through the ARI grants our staff has received mobile labs that facilitate 1:1 technology for 4th through 6th grade students. Our Kindergarten through third grade students have access to 36 iMac computers in two mobile labs and 3 iMac computers in every classroom. The school supports field trips to expose our students to different cultural, historical, and scientific experiences. One example of a regularly scheduled field trip is the 4th grade class field trip to the state capitol.

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 past five years W.R. Castle has been recognized by the Governor of Kentucky for reaching the Distinguished level in the Kentucky Unbridled Learning assessment and accountability model. K-PREP data places W.R. Castle in the 99% ranking of all Kentucky schools two years in a row. W.R. Castle was recognized as one of four elementary schools with the honor of School Of Distinction for three consecutive years in 2013-15. Because of our success, our school was invited to Salt Lake City, Utah, in February 2015, to receive the honor of a National Title I Distinguished School. Our CmPS Team competed in Michigan and was crowned International Champion this past summer. In 2014, one of our students competed in International Future Problem Solving events and placed 2nd in June. In recent years, our sports teams have been successful, our 5th and 6th grade team finishing as Football runner-up in the JCEAA conference in 2015. In 2016, our 3rd and 4th grade team finished in first place in their conference. Girls basketball and cheerleading have both finished in the top two places over the past few years as well.

Our goals for the future include reducing the number of novice students in all core academic areas, while increasing the number of students reaching proficient and distinguished. We are using K-PREP data to identify students who were close to moving up in score or down in score on the test so that we may target them and continue to develop ways to help them meet higher learning targets. PLCs meet weekly and will continue to analyze data and make changes to ensure growth in achievement and provide a safe and secure learning environment for every student.

Additional Information

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

In addition to academically preparing our students, our school is involved with many facets of our community. We believe that this helps to educated the 'whole' child. Among some of our many 2015-2016 Community Service Learning Projects highlights include:

Fire Safety CmPS Team - Smoke detector giveaway and classes

Partner with local Masonic Lodge - coat drive, bicycle giveaway,

AARP Grandparents Essay Competition - students in 5th and 6th grade participate

Energy Fair - various students participate in projects and Art

Christian Appalachian Project - partner for toys for kids

4H Clubs - students participate at various levels

Conservation Essay/Art Contest - participation among various grades

Fall Festival - community involvement projects

Animal Rescue and Shelter - partner to gain support for rescuing animals

Apple Day Festival - all students compete in areas of Art, Math, Spelling, and Penmanship

Parents, community members or any interested person can visit WR Castle's website for more information about our school projects or can call the school for more information.