

**W.R. CASTLE ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2011 - 2012

Jeff Cochran

Responsible Person

Jeff Cochran

Contact Person

Approved Date:

3/29/2011

Members or Committee:

Jeff Cochran

Robin Salyer

WRC Staff

Kevin Pelphrey

2011 - 2012 SCHOOL IMPROVEMENT PLAN
Executive Summary
W.R. CASTLE ELEMENTARY

Mission

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.

Needs Assessment

To begin the planning process, the principal conducted an entire faculty meeting. School level Comprehensive Improvement Planning Committees were organized to complete data analysis of accountability tests and other surveys and questionnaires. The data showed where students were academically and committees' analyzed causes and developed steps of improvement. The committees also addressed ways in which to reduce novice scores and close significant gaps. Committees were organized into well-represented groups with membership from the following areas: Teachers/Instructional staff members, school and district administrators, parents, community members, local employers, pupil support personnel, and the Family Resource Center.

Goals

The needs of the school were determined by using needs assessment tools available from the Kentucky Association of School Councils. Needs for the school were determined by analyzing available data from local and state mandated assessment programs. Each core content group looked at test scores, the needs assessment, and surveys provided for the school and determined goals for academic areas and overall school improvement. After deciding the goals, the strategies and impacts were implemented to target priority needs.

Evaluation

Regular internal reviews of the W.R. Castle CSIP will be conducted to monitor the ongoing progress of the plan. The principal will be in charge of these reviews. School improvement planning is designed to be an ongoing process. Yearly group and community data analysis will ensure the future of School Improvement Planning.

Stakeholders

Important information concerning school data analysis will be shared with stakeholders through school report cards, newsletters, Johnson County Homepage, and reports of student progress being sent home to parents. Records of school testing are available for public view in a variety of ways. New updates to the plan will be made available on a yearly basis.

Component: Learning Environment
Component Manager: Jeff Cochran
Last Updated: 2/23/2011
School: W.R. CASTLE ELEMENTARY

Priority Need:

To promote a safe and effective learning environment support services will be offered (counseling, FRC, health services, etc.) that remove barriers to learning.

Goal:

By May 2011, identified support services will be provided to 100% of our students.

Benchmark

Measure	Date	Projected Data	Actual Data
Student Support Programs	2/17/2010	100	
Safe Learning Environment	2/17/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Support services provided to students to reduce barriers to learning(Counselors, OT, Speech Therapist, Nurses, FRC/FRYSC, and community partners).	Ramey	8/1/2011	5/30/2012	\$Health Dept. \$District Funding \$FRC Grant		
2	Both	Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of quality Practical Living/Career Studies program.	Teachers	8/1/2011	5/30/2012	\$200 General Fund		
3	Both	Teachers will be encouraged to participate in leadership type trainings (KTIP, MLSN, NBT Certification, Conferences, District/Regional Workshops, etc.) as evidenced by PD logs, purchase orders, and PGPs.	Teachers	8/1/2011	5/30/2012	\$100 General Fund		
4	NA	Teachers will utilize many different types of technology instruments to enhance content reading and understanding as evidenced in lesson plans, walk throughs/teacher evaluations.	Teachers	8/1/2011	5/30/2012	\$KETS Funds \$500 General Fund		
5	NA	SBDM members, both experienced and inexperienced, will receive training.	Whitaker	6/1/2010	5/30/2011	\$0 No Funding		
6	NA	District level personnel (Supervisors, Band Teachers, Arts & Humanities Teachers, Rtl Interventionist, Public Relations, Gifted and Talented, ESS, etc) will be utilized to enhance classroom instructional practices and the learning environment as evidenced by lesson plans, visitor sign-in sheets, and schedules.	Cochran	8/1/2011	5/30/2012	\$District Funding \$Salary General Fund \$G/T Fund		
7	NA	Parent involvement and communication with the school will be enhanced through (Open House, progress reports, ILPs, Eagle Express, School/FRYSC Newsletters, counselor's communications, Infinite Campus, volunteer training, JC TV and other media sources).	All Teachers	8/1/2011	5/31/2012	\$Community Partners \$500 General Fund \$FRYSC Funds		
8	NA	Cultural programs/assemblies and field trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities as evidenced by the Calendar and Lesson Plans.	Cochran	8/1/2011	5/31/2012	\$500 General Fund		

Component: Math

Component Manager: Jeanette Cantrell

Last Updated: 2/23/2011

School: W.R. CASTLE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Math was 77.68 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Math was 6.25 as measured on the Kentucky Core Content Test. In May 2010, 3 out of 3 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring Novice in Math will decrease by 0.31 for a total percentage of all students scoring novice in Math of 5.94 as measured on the Kentucky Core Content Test. By May 2011, ALL NCLB subgroups will reach their NCLB Math proficiency target of 70.92 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
KCCT Novice	2/23/2011	5.94	
NCLB P/D	2/23/2011	70.92	
2011 4th Grade Novice	2/23/2011	5	
2011 5th Grade Novice	2/23/2011	5	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core math standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	8/1/2011	5/30/2012	\$200 PD		
2	Both	Math intervention strategies that promote student math progress (through small group instruction, flexible grouping, enrichment/intervention, ESS) will be monitored and documented through lesson plans, PLC logs and master schedule.	All Teachers	8/1/2011	5/31/2012	\$0 No Funding		

Component: Reading

Component Manager: Heather Campbell

Last Updated: 2/23/2011

School: W.R. CASTLE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 77.68 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Reading was 1.34 as measured on the Kentucky Core Content Test. In May 2010, 3 out of 3 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

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

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB P/D	2/23/2011	80.23	
KCCT Novice	2/23/2011	4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will use intervention strategies that promote all students independent reading ability (small group instruction and "stretch" text complexity for all students, Rtl, RTA and select flexible grouping strategies for students not reading at grade level) will be monitored and documented to assess student reading progress.	Teachers	8/1/2011	5/30/2012	\$500 General Fund \$RTA grant		
2	Both	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Teachers	8/1/2011	5/30/2012	\$200 PD		

Component: Science

Component Manager: Deskins Hackworth

Last Updated: 2/23/2011

School: W.R. CASTLE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Science was 67.36 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Science was 1.61 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 9.11 for a total percentage of all students scoring proficient or distinguished in Science of 76.47 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Science will continue to meet goal.

Benchmark

Measure	Date	Projected Data	Actual Data
Other Academic Index P/D	2/23/2011	76.47	
Other Academic Index Novice	2/23/2011	3	

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

Component: Social Studies**Component Manager: Holly Preece****Last Updated: 2/23/2011****School: W.R. CASTLE ELEMENTARY****Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Social Studies was 74.08 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Social Studies was 3.7 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 2.39 for a total percentage of all students scoring proficient or distinguished in Social Studies of 76.47 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Social Studies will decrease by 0.46 for a total percentage of all students scoring novice in Social Studies of 3.24 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
Other Academic Index P/D	2/23/2011	76.47	
Other Academic Index Novice	2/23/2011	3.24	

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

Component: Writing

Component Manager: Kay Grim

Last Updated: 2/23/2011

School: W.R. CASTLE ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Writing was 87.04 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Writing was 0 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 3.24 for a total percentage of all students scoring proficient or distinguished in Writing of 90.28 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Writing will continue to meet goal.

Benchmark

Measure	Date	Projected Data	Actual Data
Other Academic Indicators P/D	2/23/2011	76.47	
Other Academic Indicators Novice	2/23/2011	3	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Align writing curriculum to the intent of the KCAS/common core ELA standards in order to assist students in the writing process, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Cluster Leader	8/1/2011	5/30/2012	\$200 PD		
2	Both	Following the guidance of the program review requirements of SB1 and the school's literacy plan teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work folders.	Teachers	8/1/2011	5/30/2012	\$100 General Fund		