



KDE Comprehensive School Improvement Plan

New Haven Elementary School
Boone County

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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.

Executive Summary

Introduction

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

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

Description of the School

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

New Haven Elementary was originally built in 1931 as a 1-12 school. It is located between Cincinnati, Ohio and Lexington, Kentucky. Students range from pre-school age to fifth grade. Classes are housed in the renovated addition that is attached to the older original building as well as the original building. The school houses two district special education classrooms to meet the needs of the district's pre-school through fifth grade children with autism. The school also has a Hearing Impaired unit for students in grades K-5. The mission of New Haven Elementary School is to provide an environment where students, parents, teachers and staff are stimulated to learn, to provide an opportunity to achieve individual potential, to encourage problem solving, to give opportunities to use critical thinking, to feel safe, and to develop life-long learners who are responsible and effective members of a community. The New Haven School Community makeup continues to change as Boone County grows and expands. New Haven's school population is very diverse with a growing enrollment currently at 900 students with 30% of students who have free or reduced lunch, 21 % of students pre-school - 5th grade who have individualized education plans, 4% who are English Language Learners, and 15% of 4th-5th graders who are identified gifted. The school improvement plan is developed and supported through a collaborative effort of all stakeholders, including school personnel, parents, and community members. Analysis of growth and goals are completed through a partnership in SBDM committees, SBDM council, and parent groups. Our goal is to increase student achievement through teaching and learning in a multi-ability setting through the integration of the arts, technology, STEAM opportunities, project based learning, and best practices that cross-curricularly address all standards.

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.

The mission of New Haven Elementary School is to provide an environment where students, parents, teachers and staff are stimulated to learn, to provide an opportunity to achieve individual potential, to encourage problem solving, to give opportunities to use critical thinking, to feel safe, and to develop life-long learners who are responsible and effective members of a community. The school vision is that every graduate is college, career, and life ready. The school provides intense interventions for those students that score within the at-risk categories in reading and math. The students' progress in reading and math is monitored with a diagnostic tool, and through school PLC meetings universal student data is discussed and interventions are recommended every 8-9 weeks based on this data. The school provides unified arts instruction for all students which include physical education, art, music, technology, and a STEM lab. The unified arts specialists collaborate with the regular education teachers to ensure these areas are also embedded into the regular education instruction. The school also provides various opportunities for advanced students to excel such as flexible grouping and enrichment/ extension time to challenge student thinking. The school also provides additional opportunities through events and clubs to enrich student learning. The district provides an ELL teacher who collaborates with the school staff to ensure the needs of all English Language Learner students are met. To support the continuous professional growth for the staff via best practices, an instructional coach is assigned full time to the school to provide modeling and training for the staff. The New Haven SBDM Council purchased a part time Behavior Strategist to assist with students who display at risk behavior and assist with writing the PBIS school plan, training staff and supporting implementation.

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.

New Haven Elementary continues to receive and present awards at the school, local, regional, state and national level. The awards include, but are not limited to, PARP, BEST Partnership, scholarships, Accelerated Reader, Life Skills recognition, Distinguished and Proficient Learner plaques, Citizenship, Work Ethic, Presidential, Perfect Attendance, Service Learning Outstanding Projects, Celebration of Philanthropy and School of Contribution, Lego League Regional and State, Odyssey of the Mind at the Regional, State and National Level Competition, District and Regional Governor's Cup, and Regional Scripps-Howard Spelling Bee. Also to be recognized is the strong participation in our PTA and Tiger Dad's programs that is a model for others. Our PTA has been acknowledged for their membership and programming at the state level.

All stakeholders within the school community are invited through SBDM committees, SBDM council, and parent groups to provide input on the revision of New Haven's Comprehensive School Improvement Plan (CSIP). This analysis and revision process addresses student scores (state and local), teaching and learning opportunities, and overall school goals. Through this process there are areas in which New Haven will focus on to provide continuous improvement. Students will continue to be provided intervention opportunities to address learning gaps. Special education teachers, intervention specialists, and regular education staff will continue to be trained in best practice strategies, follow the Response to Intervention processes as outlined by our district, and collaborate to provide the most effective and efficient forms of instruction to address specific learning gaps of all students. The school will continue to analyze the K-Prep scores and universal school data to target staff training with implementation of best practices in the areas of literacy and numeracy. Additionally, the collaborative model between the school and District Office will continue to support the services being provided for our diverse learners. The school will continue to focus on reducing the amount of learning gaps while increasing benchmark scores for students as measured through the selected monitoring tools.

The school, through committees, will continue to analyze student data and evaluate academic programs and provide recommendations to increase adequate student achievement and growth to the school council. The K-Prep 2014-2015 scores reflected an increase from the previous year in the school accountability index based on student achievement in the areas of Gap, Growth, Program Review, and Academic Achievement; specifically in reading, math, social studies, writing, and language mechanics. All students are academically bench-marked three times each year, specifically in reading and math, to ensure they are making continuous growth from their baselines. Through the SBDM committees analysis and recommendations for school academic programs and best instructional strategies based upon research based models will be presented to the school council. The school council will use these recommendations with feedback from the leadership team and district to annually review and revise school policies.

Additional Information

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

Our community plays an active role within our school, which directly impacts the success of our students. The school offers a variety of extra curricular opportunities for students to excel in, such as girls and boys basketball for intermediate students, media club, academic team, Mozart strings program, Young Rembrandts art club, running club, technology club, Odyssey of the Mind, Lego League, and various other academic and non-academic offerings. These programs are offered before and after school to allow accessibility to all families. New Haven Elementary houses several district units including programs for Autistic and Hearing Impaired students. Parent Involvement is strong with high memberships in our PTA and Tiger Dads program. These groups partner heavily with the leadership team to promote, support, and orchestrate various activities within the school and community. All stakeholders in the New Haven community are proud of the involvement and partnerships created that support the excellence that our students are striving for.

2016 CSIP

Overview

Plan Name

2016 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$29750
2	Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$33500
3	Reduce the percent of novice performers in both reading and math by 2020.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$5500

Goal 1: Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy 1:

Best Practices - Staff members will be involved in PLC discussions and professional development that focuses on best practice strategies and methods that differentiate learning for all. Staff will share methods via faculty meetings, team meetings, and professional development opportunities.

Category: Integrated Methods for Learning

Research Cited: Professional Learning Communities

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to:STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Instructional Coach, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	\$500	School Council Funds	Administration , Instructional Coach, Team leaders, School Council, SBDM committees

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students.	Policy and Process, Professional Learning, Academic Support Program	07/01/2015	12/31/2016	\$1000	Grant Funds	Administration , Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher
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Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the refinement and implementation of diversity and equity awareness through professional trainings; include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$500	School Council Funds	Administration , Instructional Coach, Team Leaders, ELL teacher

Activity - Lanugage Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	\$1500	School Council Funds	EL Teacher, Administration , Instructional Coach, EL Coordinator

Strategy 2:

Targeted Interventions - Interventions and programs that specifically address academic, social, and behavioral expectations will be implemented with fidelity. Specified staff will be trained on implementation and monitoring.

Category: Integrated Methods for Learning

Research Cited: FCRR ,Marzano, Danielson

Activity - Interventions for Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie:, STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	\$2000	School Council Funds	Administration , Instructional Coach, Teachers, Itinerant Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Tutoring, Academic Support Program	01/01/2016	12/30/2016	\$20000	Grant Funds	Administration, ESS Coordinator, Teachers
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Strategy 3:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Parent Involvement, Policy and Process, Academic Support Program	01/01/2016	12/31/2016	\$750	School Council Funds	Administration, counselors, teaching staff, Nurse, Instructional Coach

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	\$500	School Council Funds	Administration, Counselors, Team Leaders, Instructional Coach, Nurse

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Policy and Process, Behavioral Support Program, Direct Instruction	01/01/2016	12/31/2016	\$500	School Council Funds	Administration, PBIS Committee, Behavior Specialist, SBDM Council, Counselors

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	\$2500	School Council Funds	Administration, Instructional Coach, Counselors, SBDM Committees, District Coordinators
Activity - Other- Attendance and Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the processes for addressing student attendance and truancy issues through systematic communication and documentation with identified stakeholders.	Other	01/01/2016	12/31/2016	\$0	No Funding Required	Administration, District FAST Team, Counselors, Attendance Clerk

Goal 2: Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy 1:

Program Review - Program Review Committee will work collaboratively to monitor and guide data collection.

Category: Learning Systems

Research Cited: KPREP research based data for instituting the PR

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Policy and Process, Academic Support Program, Extra Curricular	01/01/2016	12/30/2016	\$1000	School Council Funds	Administration, Council, Program Review Leads, SBDM PR committee

Strategy 2:

Transition - Transitions of students

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Category: Learning Systems

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Behavioral Support Program, Academic Support Program	01/01/2016	12/30/2016	\$1000	School Council Funds	Administration , Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

Strategy 3:

Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

Research Cited: KPREP research based data

Activity - Techology Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Policy and Process, Technology, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$18000	KETS, School Council Funds	Administration , Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$1000	School Council Funds	Administration , Instructional Coach, Teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	\$0	No Funding Required	Administrative team, Instructional Coach, Teachers
Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	\$0	No Funding Required	Administration , Instructional Coach, Vertical Teams
Activity - High Achieving Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Field Trip, Direct Instruction, Academic Support Program, Extra Curricular	01/01/2016	12/30/2016	\$1500	School Council Funds	Administration , Teachers, Instructional Coach, GT Coordinator
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy;enhance teachers content knowledge in areas with new and pending standards.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$7000	School Council Funds, Grant Funds	Administration , Instructional Coach, Teacher Leaders
Activity - Math Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	\$2500	School Council Funds	Administration , Instructional Coach, Team leaders, Teachers
Activity - Reading Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program.	Academic Support Program	01/01/2016	12/30/2016	\$1500	Grant Funds	Administration , District Personnel, Instructional Coach, Teacher Leaders
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Goal 3: Reduce the percent of novice performers in both reading and math by 2020.

Measurable Objective 1:

demonstrate a proficiency by decreasing novice performance by 10% in reading and math for all students. by 06/01/2016 as measured by the KPREP.

Strategy 1:

Curriculum and Assessment - utilize teacher teams

Category:

Activity - Utilize Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Team Leaders, Instructional Coach, Vertical and Horizontal Teams

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will work collaboratively to create long range plans that address all standards throughout the year. Long range plans will also be looked at vertically to make sure that all standards are being addressed with fidelity k-5.	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	No Funding Required	Teachers, Team Leaders, Administration , Instructional Coach

Strategy 2:

Collaborative Work - Support effective and efficient working relationships to increase communication and professionalism, and increase collaborative work to support student growth.

Category: Professional Learning & Support

Research Cited: PGES

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Activity - Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for teams to work collaboratively in building strong working relationships and open communication skills. Opportunities may include activities and events to promote communication, relationships, collaboration, and team building.	Professional Learning, Recruitment and Retention	01/01/2016	12/30/2016	\$5000	School Council Funds	Administration , Instructional coach, other

Strategy 3:

Educator Recruitment - Improve recruitment and hiring of educators by improving recruitment and hiring practices; expanding search of teachers with a wide variety of experiences that can meet the needs of diverse populations within the school.

Category: Human Capital Management

Research Cited: white paper

Activity - Hiring Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with a variety of stakeholders to develop interview rubrics that align with the specific needs of positions. Teams of stakeholders will review the rubrics and then present to SBDM for approval.	Policy and Process, Career Preparation/Orientation, Recruitment and Retention	01/01/2016	12/31/2016	\$0	No Funding Required	SBDM committees, Administration , SBDM council, Team leaders

Strategy 4:

Co-Teaching Collaboration - Increase opportunities for co-teaching within classrooms, and provide additional professional support to implement co-teaching strategies to support the reduction of novice learners.

Category: Professional Learning & Support

Activity - Co-teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide professional development that focuses on co-teaching strategies, and allow opportunities within the master schedule for co-teaching opportunities for all students.	Behavioral Support Program, Professional Learning, Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	\$500	School Council Funds	SBDM council, Administration, EL itinerant, Instructional Coach, Special Education
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Strategy 5:

Academic Support Continuum - Maintain consistent PLCs through out the year, that focus on data analysis of a variety of student assessments to monitor growth and progress for all students.

Category: Professional Learning & Support

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine a consistent meeting day at least once a month that allows for educators to analyze student data and discuss growth and student needs to increase proficiency in the areas of literacy and numeracy.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	No Funding Required	Teachers, Team Leaders, Administration

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify teach leaders in content areas to provide additional professional support and assistance in the implementation of best instructional practices that effectively increase student growth and proficiency.	Behavioral Support Program, Professional Learning, Academic Support Program, Recruitment and Retention	01/01/2016	12/31/2016	\$0	No Funding Required	Administration, Instructional Coach.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions for Student Progress	Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie:, STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	\$2000	Administration , Instructional Coach, Teachers, Itinerant Staff
Transition	Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Behavioral Support Program, Academic Support Program	01/01/2016	12/30/2016	\$1000	Administration , Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.
Barriers to Learning	Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	\$500	Administration , Counselors, Team Leaders, Instructional Coach, Nurse
Team Building	Provide opportunities for teams to work collaboratively in building strong working relationships and open communication skills. Opportunities may include activities and events to promote communication, relationships, collaboration, and team building.	Professional Learning, Recruitment and Retention	01/01/2016	12/30/2016	\$5000	Administration , Instructional coach, other
Lanuguage Acquisition	Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	\$1500	EL Teacher, Administration , Instructional Coach, EL Coordinator

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PBIS	All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Policy and Process, Behavioral Support Program, Direct Instruction	01/01/2016	12/31/2016	\$500	Administration , PBIS Committee, Behavior Specialist, SBDM Council, Counselors
Professional Learning	Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; enhance teachers content knowledge in areas with new and pending standards.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$2000	Administration , Instructional Coach, Teacher Leaders
Family Engagement	Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	\$2500	Administration , Instructional Coach, Counselors, SBDM Committees, District Coordinators
School Readiness	Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Parent Involvement, Policy and Process, Academic Support Program	01/01/2016	12/31/2016	\$750	Administration , counselors, teaching staff, Nurse, Instructional Coach
Common Assessments	Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$1000	Administration , Instructional Coach, Teachers
Data Analysis	School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	\$500	Administration , Instructional Coach, Team leaders, School Council, SBDM committees

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New Haven Elementary School

Math Implementation	Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	\$2500	Administration , Instructional Coach, Team leaders, Teachers
Program Review Committee	A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Policy and Process, Academic Support Program, Extra Curricular	01/01/2016	12/30/2016	\$1000	Administration , Council, Program Review Leads, SBDM PR committee
Co-teaching Strategies	Provide professional development that focuses on co-teaching strategies, and allow opportunities within the master schedule for co-teaching opportunities for all students.	Behavioral Support Program, Professional Learning, Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	\$500	SBDM council, Administration , EL itinerant, Instructional Coach, Special Education
High Achieving Students	Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Field Trip, Direct Instruction, Academic Support Program, Extra Curricular	01/01/2016	12/30/2016	\$1500	Administration , Teachers, Instructional Coach, GT Coordinator
Techology Tools	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Policy and Process, Technology, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$11500	Administration , Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM
Diversity and Equity	Support the refinement and implementation of diversity and equity awareness through professional trainings; include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$500	Administration , Instructional Coach, Team Leaders, ELL teacher

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Total

\$34750

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Alignment	Teams will work collaboratively to create long range plans that address all standards throughout the year. Long range plans will also be looked at vertically to make sure that all standards are being addressed with fidelity k-5.	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	Teachers, Team Leaders, Administration, Instructional Coach
Utilize Teacher Teams	All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	Administration, Team Leaders, Instructional Coach, Vertical and Horizontal Teams
Curriculum Alignment	Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	\$0	Administration, Instructional Coach, Vertical Teams
Use of Data	Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	\$0	Administrative team, Instructional Coach, Teachers
Team Meetings	Determine a consistent meeting day at least once a month that allows for educators to analyze student data and discuss growth and student needs to increase proficiency in the areas of literacy and numeracy.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	\$0	Teachers, Team Leaders, Administration
Progress Monitoring	Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to: STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	\$0	Administration, Instructional Coach, Teachers

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Teacher Leaders	Identify teach leaders in content areas to provide additional professional support and assistance in the implementation of best instructional practices that effectively increase student growth and proficiency.	Behavioral Support Program, Professional Learning, Academic Support Program, Recruitment and Retention	01/01/2016	12/31/2016	\$0	Administration , Instructional Coach.
Other- Attendance and Truancy	Continue to implement the processes for addressing student attendance and truancy issues through systematic communication and documentation with identified stakeholders.	Other	01/01/2016	12/31/2016	\$0	Administration , District FAST Team, Counselors, Attendance Clerk
Hiring Practices	Collaborate with a variety of stakeholders to develop interview rubrics that align with the specific needs of positions. Teams of stakeholders will review the rubrics and then present to SBDM for approval.	Policy and Process, Career Preparation/Orientation, Recruitment and Retention	01/01/2016	12/31/2016	\$0	SBDM committees, Administration , SBDM council, Team leaders
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; enhance teachers content knowledge in areas with new and pending standards.	Policy and Process, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$5000	Administration , Instructional Coach, Teacher Leaders
Reading Implementation	Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program.	Academic Support Program	01/01/2016	12/30/2016	\$1500	Administration , District Personnel, Instructional Coach, Teacher Leaders

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Effective Collaboration	Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students.	Policy and Process, Professional Learning, Academic Support Program	07/01/2015	12/31/2016	\$1000	Administration, Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher
Extended School Services	Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Tutoring, Academic Support Program	01/01/2016	12/30/2016	\$20000	Administration, ESS Coordinator, Teachers
Total					\$27500	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Techology Tools	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Policy and Process, Technology, Professional Learning, Academic Support Program	01/01/2016	12/30/2016	\$6500	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM
Total					\$6500	

KDE 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?

New Haven Elementary has many strengths, and continues to embed data analysis and effective teaching and learning strategies to make gains on the KPREP assessment. The 2014-2015 state assessment results indicate a gain in every area except social studies. The school went from a 65.6 in 2013-2014 to a 68.1 in 2014-2015, a 2.5 increase. In addition, the school made gains in achievement, non-duplicated gap, and growth. The overall school classification went to Proficient/Progressing. In our analysis of the data we identified several strategies that we will continue to use, as well as, targeting social studies as it had a decline, specifically for girls. We will review the instructional strategies begin used in social studies, in addition to making sure the standards are being addressed vertically. However, it is difficult to specifically address the decline in social studies because we are unable to identify specifically what standards were specifically the weakest due to how the data is reported. To continue to make progress toward our goals we will maintain our focuses on professional development, instructional strategies, progress monitoring, and consistent data analysis.

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?

There were several areas of strength for the 2014 - 2015 assessment year. New Haven Elementary made noted growth in the following areas, overall score, achievement score, non-duplicated gap group score, growth score. In academic achievement the school made the following growth from the 2013-2014 school year: Reading +5.6 increase, Math +6, Writing +20.2, Language Mechanics +11.8.

New Haven has also decreased the amount of novice scores overall.

The staff will continue to implement intentional data conversations to adjust instruction, will implement school wide programming with fidelity, will continue to discuss and unpack standards to guarantee student mastery, and will collaborate to ensure student growth.

Opportunities for Improvement

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

The non-duplicated gap score needs to continue to improve, specifically students with disabilities group, in both reading and math. Focus on researched based programs and professional development will provide additional support to the improvement in this area. Additional focus on best practices and consistent data analysis will be embedded as well. Overall, the school will continue to focus on increasing math scores, which will be aided by the implementation of a newly adopted math program, continued professional development, and communication with stakeholders. Social studies will also be addressed by revisiting long range plans, and vertical standards alignment.

Conclusion

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

New Haven will continue to work with all stakeholders to address all learning barriers and areas of academic concern through open communication and consistent reflection for improvement. We will use a variety of sources of data to analyse student need, including universal data, teacher data collection, stakeholder input, and professional expertise. We will continue to implement programming that addresses and supports all of the needs of our learners, and will make adjustments as our population grows and changes.

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:

Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:

Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

Research Cited: KPREP research based data

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Professional Learning Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Instructional Coach, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administration, Instructional Coach, Vertical Teams

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; enhance teachers content knowledge in areas with new and pending standards.	Academic Support Program Policy and Process Professional Learning	01/01/2016	12/30/2016	\$2000 - School Council Funds \$5000 - Grant Funds	Administration, Instructional Coach, Teacher Leaders

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Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administrative team, Instructional Coach, Teachers

Activity - Techology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Policy and Process Academic Support Program Technology Professional Learning	01/01/2016	12/30/2016	\$6500 - KETS \$11500 - School Council Funds	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

Goal 2:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practices - Staff members will be involved in PLC discussions and professional development that focuses on best practice strategies and methods that differentiate learning for all. Staff will share methods via faculty meetings, team meetings, and professional development opportunities.

Category: Integrated Methods for Learning

Research Cited: Professional Learning Communities

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students.	Academic Support Program Policy and Process Professional Learning	07/01/2015	12/31/2016	\$1000 - Grant Funds	Administration, Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher

Goal 3:

Increase percent of effective teachers and leaders

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/01/2016 as measured by the PGES.

Strategy1:

Teacher Leaders - Creating and supporting teacher leadership within the school community

Category: Teacher PGES

Research Cited: PGES

Activity - Identify Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit strong content knowledge, effective instructional skills, and dispositions for effective leadership. Support these teachers by providing training in how to lead content area initiatives district-wide and in individual classrooms.	Professional Learning Policy and Process Recruitment and Retention	01/01/2016	12/30/2016	\$0 - No Funding Required	Administration, Instructional Coach, District Personnel

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers and staff who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas, and support collaboration throughout the building. Promote and support opportunities to observe exemplary teaching, PD choices that correlate to professional growth plans.	Professional Learning Recruitment and Retention	01/01/2016	12/30/2016	\$2000 - School Council Funds	Administration, instructional coach, teachers

Strategy2:

Climate - Support effective and efficient working relationships to increase communication and professionalism.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for teams to work collaboratively in building strong working relationships and open communication skills. Opportunities may include activities and events to promote communication, relationships, collaboration, and team building.	Professional Learning Recruitment and Retention	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional coach, other

Strategy3:

Professional Growth and Effectiveness System - Continuous professional improvement and growth

Category: Teacher PGES

Research Cited: Danielson Framework; KDE

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Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers in utilizing research based instructional strategies that impact student growth and achievement. Support the analysis of academic and school culture data for developing and attaining leadership goals as required by the PGES. Support teachers in writing SGGs, monitoring progress of goals, peer observations, and additional elements as outlined by the CEP.	Professional Learning Recruitment and Retention	01/01/2016	12/30/2016	\$0 - No Funding Required	Principal and Assistant Principal, Instructional coach, District Personnel

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

Goal 1:
Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:
demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:
Program Review - Program Review Committee will work collaboratively to monitor and guide data collection.
Category: Learning Systems
Research Cited: KPREP research based data for instituting the PR

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Policy and Process Extra Curricular Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Council, Program Review Leads, SBDM PR committee

Strategy2:
Transition - Transitions of students
Category: Learning Systems
Research Cited:

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Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Behavioral Support Program Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

Strategy3:

Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

Research Cited: KPREP research based data

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; enhance teachers content knowledge in areas with new and pending standards.	Professional Learning Academic Support Program Policy and Process	01/01/2016	12/30/2016	\$5000 - Grant Funds \$2000 - School Council Funds	Administration, Instructional Coach, Teacher Leaders

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administrative team, Instructional Coach, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administration, Instructional Coach, Vertical Teams

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Professional Learning Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Instructional Coach, Teachers

Activity - Reading Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program.	Academic Support Program	01/01/2016	12/30/2016	\$1500 - Grant Funds	Administration, District Personnel, Instructional Coach, Teacher Leaders

Activity - Techology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Technology Academic Support Program Professional Learning Policy and Process	01/01/2016	12/30/2016	\$11500 - School Council Funds \$6500 - KETS	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

Activity - Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	\$2500 - School Council Funds	Administration, Instructional Coach, Team leaders, Teachers

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Academic Support Program Extra Curricular Field Trip Direct Instruction	01/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Teachers, Instructional Coach, GT Coordinator

Goal 2:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

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Strategy1:

Best Practices - Staff members will be involved in PLC discussions and professional development that focuses on best practice strategies and methods that differentiate learning for all. Staff will share methods via faculty meetings, team meetings, and professional development opportunities.

Category: Integrated Methods for Learning

Research Cited: Professional Learning Communities

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to:STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	\$500 - School Council Funds	Administration, Instructional Coach, Team leaders, School Council, SBDM committees

Strategy2:

Targeted Interventions - Interventions and programs that specifically address academic, social, and behavioral expectations will be implemented with fidelity. Specified staff will be trained on implementation and monitoring.

Category: Integrated Methods for Learning

Research Cited: FCRR ,Marzano, Danielson

Activity - Interventions for Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie., STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	\$2000 - School Council Funds	Administration, Instructional Coach, Teachers, Itinerant Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Academic Support Program Tutoring	01/01/2016	12/30/2016	\$20000 - Grant Funds	Administration, ESS Coordinator, Teachers

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

Goal 1:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Parent Involvement Academic Support Program Policy and Process	01/01/2016	12/31/2016	\$750 - School Council Funds	Administration, counselors, teaching staff, Nurse, Instructional Coach

Goal 2:

Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:

Transition - Transitions of students

Category: Learning Systems

Research Cited:

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Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Behavioral Support Program Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

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

Goal 1:

Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:

Transition - Transitions of students

Category: Learning Systems

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Academic Support Program Behavioral Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

Goal 2:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Parent Involvement Academic Support Program Policy and Process	01/01/2016	12/31/2016	\$750 - School Council Funds	Administration, counselors, teaching staff, Nurse, Instructional Coach

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

Goal 1:
Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:
demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:
Transition - Transitions of students

Category: Learning Systems

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Academic Support Program Behavioral Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

Strategy2:
Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Research Cited: KPREP research based data

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administrative team, Instructional Coach, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	\$0 - No Funding Required	Administration, Instructional Coach, Vertical Teams

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Academic Support Program Field Trip Direct Instruction Extra Curricular	01/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Teachers, Instructional Coach, GT Coordinator

Activity - Reading Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program.	Academic Support Program	01/01/2016	12/30/2016	\$1500 - Grant Funds	Administration, District Personnel, Instructional Coach, Teacher Leaders

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; enhance teachers content knowledge in areas with new and pending standards.	Professional Learning Policy and Process Academic Support Program	01/01/2016	12/30/2016	\$5000 - Grant Funds \$2000 - School Council Funds	Administration, Instructional Coach, Teacher Leaders

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Professional Learning Academic Support Program	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Instructional Coach, Teachers

Activity - Math Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	\$2500 - School Council Funds	Administration, Instructional Coach, Team leaders, Teachers

Activity - Techology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Academic Support Program Professional Learning Technology Policy and Process	01/01/2016	12/30/2016	\$6500 - KETS \$11500 - School Council Funds	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

Goal 2:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Direct Instruction Policy and Process Behavioral Support Program	01/01/2016	12/31/2016	\$500 - School Council Funds	Administration, PBIS Committee, Behavior Specialist, SBDM Council, Counselors

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	\$500 - School Council Funds	Administration, Counselors, Team Leaders, Instructional Coach, Nurse

Strategy2:

Targeted Interventions - Interventions and programs that specifically address academic, social, and behavioral expectations will be implemented with fidelity. Specified staff will be trained on implementation and monitoring.

Category: Integrated Methods for Learning

Research Cited: FCRR ,Marzano, Danielson

Activity - Interventions for Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie:, STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	\$2000 - School Council Funds	Administration, Instructional Coach, Teachers, Itinerant Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Academic Support Program Tutoring	01/01/2016	12/30/2016	\$20000 - Grant Funds	Administration, ESS Coordinator, Teachers

Strategy3:

Best Practices - Staff members will be involved in PLC discussions and professional development that focuses on best practice strategies and methods that differentiate learning for all. Staff will share methods via faculty meetings, team meetings, and professional development opportunities.

Category: Integrated Methods for Learning

Research Cited: Professional Learning Communities

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to:STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Activity - Lanuage Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	\$1500 - School Council Funds	EL Teacher, Administration, Instructional Coach, EL Coordinator

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	\$500 - School Council Funds	Administration, Instructional Coach, Team leaders, School Council, SBDM committees

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Targeted Interventions - Interventions and programs that specifically address academic, social, and behavioral expectations will be implemented with fidelity. Specified staff will be trained on implementation and monitoring.

Category: Integrated Methods for Learning

Research Cited: FCRR ,Marzano, Danielson

Activity - Interventions for Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie., STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	\$2000 - School Council Funds	Administration, Instructional Coach, Teachers, Itinerant Staff

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Academic Support Program Tutoring	01/01/2016	12/30/2016	\$20000 - Grant Funds	Administration, ESS Coordinator, Teachers

Strategy2:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Policy and Process Behavioral Support Program Direct Instruction	01/01/2016	12/31/2016	\$500 - School Council Funds	Administration, PBIS Committee, Behavior Specialist, SBDM Council, Counselors

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	\$500 - School Council Funds	Administration, Counselors, Team Leaders, Instructional Coach, Nurse

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community.	Parent Involvement Community Engagement	01/01/2016	12/31/2016	\$2500 - School Council Funds	Administration, Instructional Coach, Counselors, SBDM Committees, District Coordinators

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Policy and Process Parent Involvement Academic Support Program	01/01/2016	12/31/2016	\$750 - School Council Funds	Administration, counselors, teaching staff, Nurse, Instructional Coach

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Activity - Other- Attendance and Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the processes for addressing student attendance and truancy issues through systematic communication and documentation with identified stakeholders.	Other	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, District FAST Team, Counselors, Attendance Clerk

Strategy3:

Best Practices - Staff members will be involved in PLC discussions and professional development that focuses on best practice strategies and methods that differentiate learning for all. Staff will share methods via faculty meetings, team meetings, and professional development opportunities.

Category: Integrated Methods for Learning

Research Cited: Professional Learning Communities

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	\$500 - School Council Funds	Administration, Instructional Coach, Team leaders, School Council, SBDM committees

Activity - Lanuage Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	\$1500 - School Council Funds	EL Teacher, Administration, Instructional Coach, EL Coordinator

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students.	Policy and Process Academic Support Program Professional Learning	07/01/2015	12/31/2016	\$1000 - Grant Funds	Administration, Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the refinement and implementation of diversity and equity awareness through professional trainings; include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Professional Learning Academic Support Program Policy and Process	01/01/2016	12/31/2016	\$500 - School Council Funds	Administration, Instructional Coach, Team Leaders, ELL teacher

KDE Comprehensive School Improvement Plan

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to:STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

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:

Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017

Measurable Objective 1:

demonstrate a proficiency of 47.1% by 06/30/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community.	Parent Involvement Community Engagement	01/01/2016	12/31/2016	\$2500 - School Council Funds	Administration, Instructional Coach, Counselors, SBDM Committees, District Coordinators

Goal 2:

Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy1:

Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

Research Cited: KPREP research based data

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Academic Support Program Direct Instruction Field Trip Extra Curricular	01/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Teachers, Instructional Coach, GT Coordinator

Strategy2:

Program Review - Program Review Committee will work collaboratively to monitor and guide data collection.

Category: Learning Systems

Research Cited: KPREP research based data for instituting the PR

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Academic Support Program Extra Curricular Policy and Process	01/01/2016	12/30/2016	\$1000 - School Council Funds	Administration, Council, Program Review Leads, SBDM PR committee

Goal 3:

Increase percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/01/2016 as measured by the PGES.

KDE Comprehensive School Improvement Plan

New Haven Elementary School

Strategy1:

Teacher Leaders - Creating and supporting teacher leadership within the school community

Category: Teacher PGES

Research Cited: PGES

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers and staff who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas, and support collaboration throughout the building. Promote and support opportunities to observe exemplary teaching, PD choices that correlate to professional growth plans.	Professional Learning Recruitment and Retention	01/01/2016	12/30/2016	\$2000 - School Council Funds	Administration, instructional coach, teachers

KDE Assurances - School

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		

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.	N/A		

KDE Comprehensive School Improvement Plan

New Haven 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.	Yes	The needs assessment addresses the needs of at-risk students and aligns to the novice reduction plan.	

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

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

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

KDE Comprehensive School Improvement Plan

New Haven 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.	Yes		

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

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

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

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

KDE Comprehensive School Improvement Plan

New Haven 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.newhaven.boone.kyschools.us Also on the district webpage: www.boone.kyschools.us - Schools- Elementary - New Haven Elementary	

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.	N/A		

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.	Yes		

KDE Comprehensive School Improvement Plan

New Haven Elementary School

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

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

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

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

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?

Survey Data - anonymous entries from school stakeholders

SBDM Committee Participants (Parents & Staff)

New Haven PTA Executive Board Members

SBDM Council (Heather Dern, Amanda Mullins, Genie Langhals, Mark Evan, Karen Hargett)

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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.29

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

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	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: 3.0

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.67

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 welcomes families to visit all classrooms.	Distinguished

	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: 3.33

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

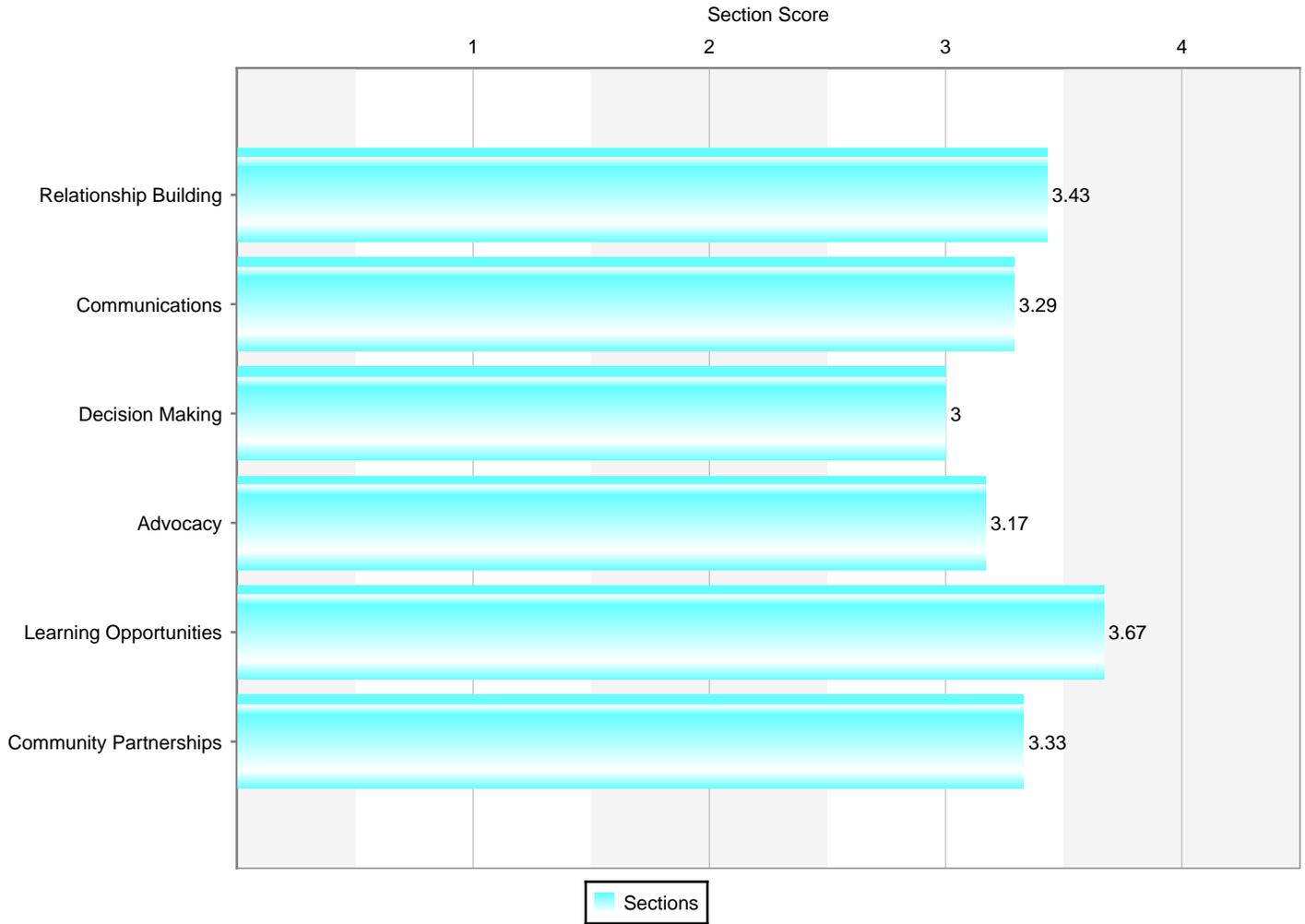
Reflect upon your responses to each of the Missing Piece objectives.

New Haven Elementary has strong community based relationships and involvement from a variety of stakeholders. The district and school leaders provide multiple opportunities for parent involvement, and access to resources. For example, participation on district and school committees to provide a shared voice in decision making, planned parent / teacher conferences each semester, open door policy for student progress meetings, curricular nights, school volunteer opportunities, school family events, etc. parent and parent groups work with school leaders to develop and organize various activities (academic and non-academic) to continuously involve community stakeholders. The district and school leaders will continue to promote various involvement opportunities and trainings. For example, adult education classes, student clubs, mentoring programs, tutoring, school program trainings, and PTA involvement. New Haven SBDM council will continue to work with all stakeholders, encouraging input, in the best ways to meet the needs of students through parent training, education, and involvement activities.

There will be continued focus on involving more parents in the election of parent leaders, and their advocacy of building strong relationships across the community. The SBDM council will create a survey that will design a needs assessment for trainings, and then organize a plan to implement trainings that promote academic knowledge and open communication about school progress data for both individual needs and school wide achievement. As our community begins to grow and change, more emphasis will need to be put on providing involvement opportunities for English learning families.

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.

All New Haven Elementary stakeholders have been invited to participate in the development of the institution's improvement plan in a couple of ways. An election for parent and teacher representative's to participate in the Site Based Decision Making council was held in the spring of 2014 in which it was advertised to the parents. Elections were held on 2 separate days and times to allow accessibility for voting. An additional Minority Election was held in the Fall of 2014, in which an additional parent representative and teacher representative were elected. The meetings were set and agreed upon with everyone's schedules, and public members also attend various SBDM meetings monthly. Trainings were provided to ensure an understanding of roles and duties for each member.

An invitation was sent out in the Fall of 2014 for stakeholders to participate on SBDM committees which are charged with policy revisions, CSIP implementation and impact analysis, and school data analysis. Committees meet before or after school depending on the agreed upon times by the committee members. The committees are comprised of staff, parents, district personnel, school psychologist, and other community members. Training and role responsibilities were given to each committee, and chairs were selected to facilitate each meeting.

Adhoc committees are also an integral part of the data collection for input. Invitations are sent out through the school and parent groups, and specific invitations are sent for specialty groups when needed.. (ie: FRYSC, Northkey groups, etc) These groups are used to focus on specific needs assessments. Members volunteer to work on identified needs and report back to SBDM. Meeting dates, times, and locations are decided upon by committee members.

Parent groups such as, PTA and Tiger Dads, are also used to engage stakeholders in input for school improvement. Both groups meet regularly, and school leadership has open communication about school improvement and needs assessment. Meeting dates and times are set by the parent groups. Solicitation of information is facilitated by parent groups and shared with school staff.

The school also has parent members that participate in the Governor's Commonwealth Institute for Parent Leadership. This group along with school staff are working together to target specific needs assessed areas and developing a plan to implement to improve academic and community involvement. This group meets with their GCIPL leaders and also school leadership. Training has been provided by the Prichard Committee. Meeting dates and times are agreed upon by the members as needed. This group has also planned a PT3 opportunity for community members in the spring of 2015 to engage community voices and plan for the following school year.

School surveys are also implemented on an as needed basis to collect information from community members. This allows those stakeholders that cannot commit to meetings to still have a voice with the development and improvement of school needs.

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

The stakeholder groups that participated in the development of the improvement plan include teachers, staff members, parent groups, SBDM council, SBDM committee groups, and district personnel. Each group was surveyed regarding various components of the CSIP, such as "The SY 2015-2016

Missing Piece", improvement pertaining to school data, and needs assessments. Input was asked for in regards to implementing and analysis of goal success.

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 improvement plan was presented to and approved by SBDM council members, as well as, district personnel. The approved plan shared with all SBDM committees. The plan is also accessible via the school webpage for all community stakeholders.

Progress will be monitored by SBDM committees and stakeholders multiple time a year, as outlined in the CSIP, and will be shared with SBDM council and through updates to the community through the school newsletter.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	ADOPTED: 2/12/2014 Revised: 3/25/2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	2/12/2014	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Fall 2014 Reviewed again September 2015 with additional building usage.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/12/2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Fall 2014	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drill 8/19/2015, Severe Weather 9/4/2015, Fire Drill 9/8/2015, Lockdown 9/10/2015, Earthquake 9/14/2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Language acquisition, transience, and access to health and social services.

What sources of data were used to determine the barriers?

Data analysis of student achievement and parental involvement in programming, Implementation and Impact checks regarding school programming, Stakeholder surveys

What are the root causes of those identified barriers?

Lack of parental involvement, insufficient parental education, and access to health / mental health services.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

According to the PGES data (based on 1 year of data), all teachers fall within the Accomplished / Exemplary overall rating. This indicates that all teachers have demonstrated evidence of implementing the skills set for each domain overall.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

The School Assignment Policy is followed. Students are placed in classrooms after evaluating academic, developmental, social, and behavioural data. Students are placed creating an heterogeneous mixture of needs, and then several teams look at the drafted lists to offer perspective. In addition, requests for student placement are considered based on academic or developmental needs, but are not guaranteed. In addition, the experience and personality of teachers are taken into consideration when placing students as well to ensure the best fit for overall student growth.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

The School Assignment Policy is followed. Students are placed in classrooms after evaluating academic, developmental, social, and behavioural data. Students are placed creating an heterogeneous mixture of needs, and then several teams look at the drafted lists to offer perspective. In addition, requests for student placement are considered based on academic or developmental needs, but are not guaranteed. In addition, the experience and personality of teachers are taken into consideration when placing students as well to ensure the best fit for overall student growth.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The school and stakeholders analyze student data and identify barriers to be addressed. An overall plan is developed that intentionally addresses student needs. Recruitment and retention of personnel is based on a specific hiring rubric for each position, and all candidates are considered equally based on their experience and skill sets that they can offer to the contribution of student success.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Recruitment and retention of personnel is based on a specific hiring rubric for each position, and all candidates are considered equally based on their experience and skill sets that they can offer to the contribution of student success.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school offers a positive and encouraging work environment, with shared decision making and professional respect that creates and intrinsic working atmosphere.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New Haven has an M&M (mentors & mentorees) program that all 1st year and "new" to New Haven teachers must be apart of during their first year. This program pairs teachers with experienced teachers to provide someone that can be a "go-to" person for all new faculty. The instructional coach also checks in regularly with all new teachers to provide additional support and assistance.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional development suggestions are provided on an individual basis during post-conferences, in addition, when reviewing school wide data if it is an area of need (for example- 3B questioning/discussion) professional development will be embedded into the PD school plan. If there are any areas rated ineffective a specific plan would then be designed to support that teacher, and regular follow up would be maintained to build teacher capacity.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

New Haven had the highest TELL rating for the district in 2015. The TELL data is shared with staff members, areas are discussed openly, and suggestions for improvement are taken. The staff are treated as equal investors and have invited input in the design of professional learning.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The CSIP (goals/objectives/ strategies/ activities) was designed with the intention that all stakeholders at New Haven elementary have consistent and equal access to all academic and developmental programming in which promotes student growth and achievement. Some strategies and activities that specifically address responses in this diagnostic include:

Effective Collaboration, Diversity and Equity, Language Acquisition, Targeted Interventions, Barriers to learning, Family Engagement, Professional learning, Teacher effectiveness training, Building Teacher leaders, Team Building/ Retention& Recruitment.