



Comprehensive School Improvement Plan

Western Elementary School
Ohio County

William Brown, Principal
4008 St Rte 85 East
Centertown, KY 42328

TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators School Diagnostic	
Introduction	3
Equitable Access to Effective Educators - School	4
Phase I - The Missing Piece	
Introduction	11
Stakeholders	12
Relationship Building	13
Communications	14
Decision Making	16
Advocacy	18
Learning Opportunities	19
Community Partnerships	20
Reflection	21
Report Summary	22
Improvement Plan Stakeholder Involvement	
Introduction	24
Improvement Planning Process	25

Phase I - Needs Assessment

Introduction 27

Data Analysis 28

Areas of Strengths 29

Opportunities for Improvement 30

Conclusion 31

2016-17 Comprehensive School Improvement Plan

Overview 33

Goals Summary 34

 Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19. 35

 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19. 39

 Goal 3: Ensure that a certified administrator provides training and support guidance for the Professional Growth and Effectiveness System (PGES). 42

 Goal 4: Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017. 42

 Goal 5: To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year. 45

Activity Summary by Funding Source 47

Phase II - KDE Assurances - Schools

Introduction 57

Assurances 58

Phase II - KDE Compliance and Accountability - Schools

Introduction 64

Planning and Accountability Requirements 65

Executive Summary

Introduction 99

Description of the School 100

School's Purpose 101

Notable Achievements and Areas of Improvement 102

Additional Information 104

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Our school has experienced major turn-over in staffing over the past three school years. During the past three years our staff has worked to create a stable learning environment for our students and their families by staying committed to the vision and goals the school has set for itself. The student population has a high free & reduced and students with disabilities percentage which provides certain challenges to teachers, students and parents when meeting the requirements of the curriculum. Our goals are to teach everyone to grade level by the end of the current school year.

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

Western's SBDM council and Leadership Committee has identified kindergarten readiness, students with disabilities and teacher turn over as three barriers that have lead to the data listed in the Equitable Access report.

Students enrolling in kindergarten have annually scored poorly on the Brigance assessment. Western in years past has averaged 70% of kindergarteners not being ready for kindergarten when the school year began. From day one, our teachers have taken the time to make sure their students were capable and ready to learn kindergarten content. This has taken time from the school year to get them caught up to where they need to be.

Students who come into kindergarten not ready have also contributed to the identification of students who are behind grade level as well as students with disabilities. Our teachers have worked to provide a positive Rtl program with small group interventions which take place on a daily/weekly basis. With the growth which we see from this program, there are students who are identified with a learning disability and are performing more than two grade levels behind content standards. The Rtl program has been productive in showing positive growth, however many of the students are one to one and a half school years behind, but they are showing growth each year.

Comprehensive School Improvement Plan

Western Elementary School

Finally, Western experienced a major turn over in staffing three years ago replacing half of the teaching staff for a variety of reasons. The current staff has been consistent over this time frame and continue to work toward meeting goals and the visions of the school.

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

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

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

OR

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

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 42.8% to 68.9% proficient in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 42.8% to 50.2% by 05/30/2016 as measured by K-Prep test.

Strategy1:

Math Initiative - Teachers will participate in professional learning communities to discuss and take the best researched based teaching activities back to the students. Math PLC's will also be held at the district level for teachers to discuss the progress of students district wide.

Comprehensive School Improvement Plan

Western Elementary School

Teachers will also incorporate various math manipulatives and games into their lesson plans to create math centers that promote diversity in instruction. All students will take a STAR assessment which identifies common core math standards that provide valuable data on individual student achievement for the teachers.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data, STAR Math/Early Literacy data.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GREEC MathPLUS with supplemental instructional aids of MathWizz	Academic Support Program	08/05/2015	12/16/2016	\$1000 - District Funding	Fourth Grade Math teacher and administrator

Strategy2:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data.

Activity - Literacy Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/05/2015	12/16/2016	\$200 - School Council Funds \$48500 - Title I Part A	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GREEC program Reading to Learn, Learning to Read	Professional Learning	08/05/2015	12/16/2016	\$2000 - District Funding	Selected primary and intermediate teachers responsible for reading instruction.

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% to 65.7% in

Comprehensive School Improvement Plan

Western Elementary School

2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 39.8% to 50.9% by 05/15/2015 as measured by K-PREP assessment..

Strategy1:

Intervention Groups - KPREP assessment, STAR assessment and AIMSweb data will be used to identify students in need of intervention in both math and reading. Teachers will utilize research based strategies and activities and to make informed decisions about best practices in the classroom and in intervention groups to best serve the students.

Category: Continuous Improvement

Research Cited: KPREP assessment, AIMSweb, and STAR data.

Activity - Math Remediation Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math specialist will work with student two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	08/05/2015	12/16/2016	\$6500 - School Council Funds	Math remediation specialist

Strategy2:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math. These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/05/2015	12/16/2016	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

Strategy3:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/05/2015	12/16/2016	\$0 - District Funding	Kindergarten Teachers RTI teachers

Comprehensive School Improvement Plan

Western Elementary School

Goal 3:

Ensure that a certified administrator provides training and support guidance for the Professional Growth and Effectiveness System (PGES)

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 08/05/2015 as measured by as measured by the training and guidance provided during the preparatory pilot phase..

Strategy1:

PGES Training - Provide instructional sessions for all teachers on the PGES multiple measure system. The trainings will address writing professional growth plans, student growth goals and will address peer observations.

Category: Professional Learning & Support

Research Cited: "Framework for Teaching" by Charlotte Danielson

Activity - ISLN Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administrators and some principal will attend monthly ISLN meetings at GREEC and share information with other principals that will then share information with their staff. Administrators will then take the information to the teachers and share the information during PLC meetings. Teachers evaluations will be based upon the framework for the purposes of learning the rigors of the evaluation.	Professional Learning	08/05/2015	12/16/2016	\$0 - No Funding Required	District administrators and principal.

Goal 4:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy1:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Western Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	12/10/2015	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/05/2015	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

SBDM council

Parents

Leadership committees

Teachers

Students

Relationship Building

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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

Comprehensive School Improvement Plan

Western Elementary School

	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: 2.86

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

Comprehensive School Improvement Plan

Western Elementary School

	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 has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.0

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	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 gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.67

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

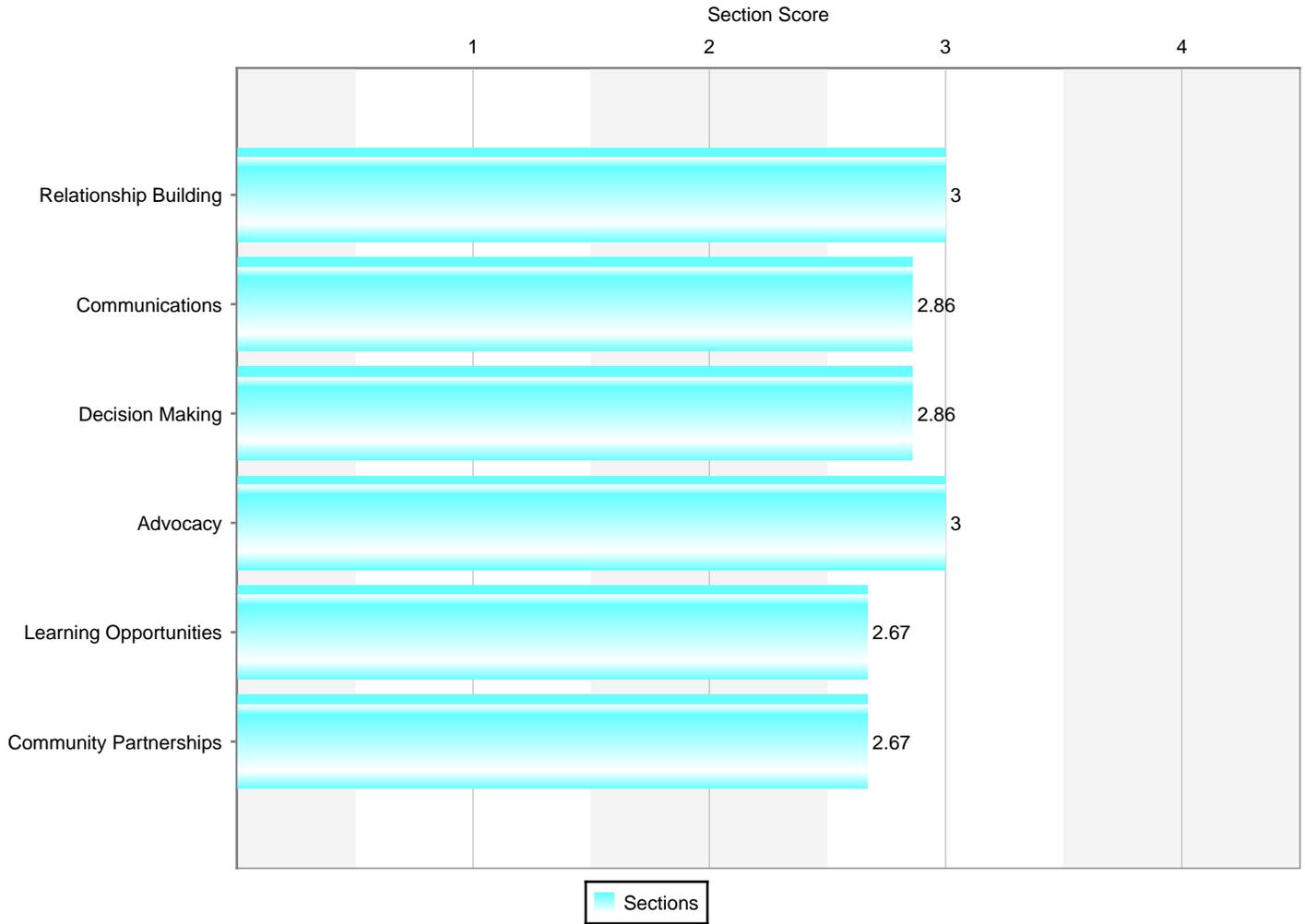
Reflect upon your responses to each of the Missing Piece objectives.

Parent communication from teachers, staff members and the administration continues to be a strength for Western Elementary. Parents are invited to be a part of educational opportunities that address content, learning strategies, assessment data and school wide academic progress. Academic progress is reported to parents four times per year at minimum through a newsletter and website. Individual assessment progress is shared with the parents through use of student data notebooks on a monthly basis. We will continue to invite parents to be involved in the academic process as well as use many different forms of communication for parents to say involved.

The area of improvement for this school year will be to not only involve parents in decision making but actually have parent who attend meetings and respond through surveys at least twice per year. These dialogues may come in the form of after school meetings or parent surveys.

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.

Stakeholders were involved in the development of the improvement plan through several different avenues. These two avenues are our SBDM council and the Family Resource and Youth Service Center coordinator and volunteers. The SBDM council meets on a monthly basis and discusses student performance, student achievement, and the direction which programs need to go to improve student achievement. All parents and community stakeholders who attend our opening night are introduced to the goals and vision for the school and volunteers who are interested in participating on a committee or in any SBDM meeting.

The coordinator of the FRYSC meets with a committee of parents and teachers to discuss items needed for students as well as contacts other outside resources to help meet student needs. The FRYSC coordinator also brings in volunteers to help meet the needs of teachers and the students.

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

The representation of stakeholder groups were composed of parents and teachers. Their responsibilities are to look at student performance data, budgets, programs and policies to ensure the teachers have the proper resources to educate our students in an engaging manor. Outside resources such as mental and physical health professionals communicated through the FRYSC about services and information to better quality of life.

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 will be communicated to the stakeholders in several ways. The SBDM council will review and approve the CSIP at the December meeting. Committees provide information to the SBDM council and administration This is an open public meeting where all stakeholders can attend and make a public comment about the information in the CSIP. The stakeholders will also be able to view the CSIP on our schools webpage at any point in time. The CSIP will be monitored and progress will be posted on a quarterly basis.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The data from the 2015-16 Kentucky Performance Rating and Educational Progress assessment informs us that the majority of our students are performing at the Novice and Apprentice level in reading, writing, and math.

Achievement Scores in reading 3rd through 6th grade: 54.3% novice/apprentice, 45.7% proficient/distinguished.

Achievement Scores in math 3rd through 6th grade: 53.7% novice/apprentice, 46.3% proficient/distinguished.

Achievement Scores in writing 3rd through 6th grade: 63.7% novice/apprentice, 36.3% proficient/distinguished.

GAP scores in reading 3rd through 6th grade: 61.7% novice/apprentice, 38.3% proficient/distinguished.

GAP scores in math 3rd through 6th grade: 58.6% novice/apprentice, 41.4% proficient/distinguished.

GAP scores in writing 3rd through 6th grade: 73.6% novice/apprentice, 26.4% proficient/distinguished.

NOVICE Reduction combined scores were 27.4.

Categorical GROWTH scores in reading 4th through 6th grade: 44.8%

Categorical GROWTH scores in math 4th through 6th grade: 57.8%

The information tells us our students are growing in each subject area. Students who are in fourth through sixth grade received a high percentage of growth points toward the overall goal; that tells us that our students are growing compared to other students in their same percentile rank. The overall percentage of students scoring at the novice level was greater than the desired goal. Our Novice Reduction score did not give our overall score the boost it needed to meet the AMO.

Information that our data does not tell us is how our students are performing in the area of writing on the reading and math sections of the assessment. The students complete short answer and extended response questions, but there is not a breakdown of how the students scored of these specific questions. Our students are working hard on improving in the area of writing, however no feedback is given in these two categories on the state assessment.

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?

Western students are showing strong improvement in showing growth from year to year. Each area in the Kentucky Performance Rating and Educational Progress assessment grew in different ways. The number of proficient and distinguished students grew or remained the same in most areas. Our students are growing in their understanding of the content and it is showing through their achievement on the assessment.

In social studies, then majority of our students scored proficient or distinguished, with a combined Achievement score of 62.2%. 11.1% of students scored at the novice level. In reading, 45.7% of students scoring proficient or distinguished on the assessment.

In math fifth and sixth grades saw >50% of students score proficient or distinguished on the assessment. Fourth, fifth and sixth grade students also experienced <20% of students score novice on the assessment.

In writing, sixth grade saw 51.4% of students score proficient or distinguished on the assessment. Sixth grade students also experienced 11.4% of students score novice on the assessment.

To continue progress forward in the areas of reading, math, science and social studies, teachers are using innovative strategies, including the use of technology. iPads, Chrome books, interactive lessons using Active Boards, and hands on activities are examples of these best practices in teaching.

Opportunities for Improvement

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

The data from the KPREP assessment pointed directly to the area of concern moving forward in the current accountability format. Students who perform at the novice level affect the overall outcome of the scores because of the novice reduction calculation more than in years past. Our overall goal at Western is to teach our students to be life long learners and to grow at least one school year, or more, while enrolled in our school. More resources, staff, time and individual accommodations have always been given to students identified not only in the bottom 10% of percentile rank but to students who underperform on standardized assessment. These students grow each year and show a year or more growth at the end of the school year, however their unpreparedness entering kindergarten and then being behind in first grade hinder their ability to keep up with the pace of learning required to retain all standards and concepts from year to year. The students who underperform on a yearly basis will be provided with instruction and support to help bridge the gap in their performance. The student demographic which annually under perform on a consistent basis is students with disabilities. These students need the support necessary to perform grade level content.

The administration and staff at Western are committed to putting strategies, resources and staff in place to provide students in the primary grade levels with the proper most effective resources needed to help them make the most important gains in all content areas. Staff will have dialogue and discussions with all stakeholders about the importance of these resources as well as how these resources can and should be used at home to connect their learning from school to home.

The administration and staff are also committed to providing students in the intermediate grade levels with the proper resources, time and staffing to help all students to perform at a high level on grade level content. This takes our teachers being committed to building relationships with the students, sharing specific feedback about assessments, writing, behavior and holding them accountable to completing proficient work at all times.

Conclusion

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

The administration and staff disaggregate student assessment data on a weekly and monthly basis to understand current student performance and areas of need. Teacher PLC's take place twice a month where specific needs and student performance is discussed. During these conversations decisions are made to address the needs and how to move forward. During these meetings, teachers are also kept abreast of changes taking place at the state and local level that will affect how and what they plan for their students moving forward.

Students who have annually underperformed on standardized benchmark assessments as well as classroom work will be focused on by the staff to help fill in the gaps in reading and math. These students will participate in small group instruction and will review content not mastered in previous years.

2016-17 Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Comprehensive School Improvement Plan

Plan Description

This plan describes the goals, objectives, strategies and activities which the administration, teachers, instructional staff and others will utilize to progress our student achievement toward proficiency.

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 averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19.	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$81600
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$19403
3	Ensure that a certified administrator provides training and support guidance for the Professional Growth and Effectiveness System (PGES)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017.	Objectives: 2 Strategies: 2 Activities: 10	Academic	\$59000
5	To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$47000

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 49.2% to 55.6% by 05/31/2017 as measured by K-Prep assessment..

Strategy 1:

Curriculum Assessment and Alignment - The staff and SBDM council will use KPREP, STAR Reading and Math assessments, Read to Achieve, and RTI data to modify and enhance classroom instruction and assessment to insure compliance with common core standards in math and reading and with all areas of Kentucky's Program Review. Evidence will be compiled and assessed for all sections of the Program Review.

Category: Continuous Improvement

Research Cited: KPREP scores, RTA data, RTI data, STAR Reading and Math data

Activity - STAR Reading and Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR assessments will be administered to each student three times per year, at minimum, to track student progress in reading and math so that necessary curriculum adjustments can be made.	Academic Support Program	08/10/2016	12/31/2017	\$5000	District Funding	All teachers, special education staff, and various classroom assistants.
Activity - Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of technology into daily reading and math instruction. The activities being used will include but not be limited to the following; Podcasts, iPods, iPads, Activeboards, Chromebookscomputer programs, and the computer lab.	Academic Support Program	08/10/2016	12/31/2017	\$10000	Title I Schoolwide	All teachers, administrators and classroom assistants will provide activities for students utilizing assistive technology.
Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Western Elementary School

<p>Committees are assigned by the administrator and approved by the SBDM council. Each committee is assigned to have at minimum one expert/highly qualified teacher in that area on that committee. Committees will meet on a monthly basis to classify and review programs taught to our students. The committee will score collected evidence, provided by the teachers, three times per year; August, January, and May. All areas (K-3, Writing, Visual and Performing Arts, Practical Living/Career Studies & Global Competency/World Language) shall be assured through the SBDM council and superintendent.</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>12/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and all certified staff members.</p>
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Strategy 2:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data, Lucy Caulkins, and Houghton Mifflin Reading series.

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Writing teachers in 4th thru 6th grades will provide proper on demand activities, assessments and rubrics to our students on a monthly basis. These teachers will participate professional development and professional learning communities both within and outside the district to grow as professionals. These development opportunities will provide the teachers with ideas on best practice and research based activities which will then be brought back to the classroom. Students will participate in on demand writing practice as well as scrimmages, both at the school and district level.</p>	<p>Academic Support Program</p>	<p>08/10/2016</p>	<p>12/31/2017</p>	<p>\$700</p>	<p>School Council Funds</p>	<p>Those responsible are the 5th and 6th grade writing teachers, district writing teachers, district curriculum coordinator, and the professional development workshops.</p>

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

Western Elementary School

<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/10/2016	12/31/2017	\$48700	Title I Part A, School Council Funds	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.
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Activity - STAR Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading progress monitoring for all 2nd-6th grade students. Students are able to take the assessment on a needs basis, however all students are required to take the assessment 3 times per year at minimum.	Academic Support Program	08/10/2016	12/31/2017	\$0	No Funding Required	Teachers and assistants.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GREEC program Reading to Learn, Learning to Read, Lucy Caulkins Reading series.	Professional Learning	08/10/2016	12/31/2017	\$2000	District Funding	Selected primary and intermediate teachers responsible for reading instruction.

Activity - Zoo-phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The zoo-phonics reading curriculum will be used with fidelity in the kindergarten classroom and will be a supplemental aid in the first and second grade classrooms. Teachers will teach the alphabet using both motion and verbal commands to provide students with multiple ways of learning. The program will be assessed three times per year using both the zoo-phonics assessment and the PALS assessment.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	K-2 teachers, RTI staff and instructional assistants.

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Kindergarten through second grade will work in the Lexia reading program for at least 40 minutes per week to increase reading proficiency scores. Students will work on iPads, Chrome books, and desktop computers to complete the program.	Technology, Academic Support Program	09/26/2016	06/30/2017	\$2200	School Council Funds	Administration, Teachers, support staff

Comprehensive School Improvement Plan

Western Elementary School

Strategy 3:

Math Initiative - Teachers will participate in professional learning communities to discuss and take the best researched based teaching activities back to the students. Math PLC's will also be held at the district level for teachers to discuss the progress of students district wide. Teachers will also incorporate various math manipulatives and games into their lesson plans to create math centers that promote diversity in instruction. All students will take a STAR assessment which identifies common core math standards that provide valuable data on individual student achievement for the teachers.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data, STAR Math/Early Literacy data, Math Whizz, Encore Math, Front Row Math.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When appropriate, students will participate in the Number Worlds math program. Students will benefit from a small group setting to focus on specific math skills at their current instructional level.	Direct Instruction	08/10/2016	12/31/2017	\$0	District Funding	RTI teacher and instructional assistant.

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 2nd-6th grade will participate in taking the STAR Math assessment at least 3 times per year. Each student will take the assessment in the computer lab or in the classroom using a computer or iPad. Individual student data will be discussed with the student as well as sent home for parent communication. Students in grades 2-3 will also utilize Math Facts in a Flash. Students in grades 4-6 who are struggling in math will also utilize math Facts in a Flash to increase their math fluency. This is a Renaissance Learning program which provides tests and practice sessions for students to become masters of math facts from addition to fractions and decimals.	Academic Support Program	08/10/2016	12/31/2017	\$2500	Title I Part A	Classroom teachers, Related arts teacher and assistants.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will supplement math instruction with resource books such as the Marilyn Burns math series and the Common Core Jumpstart and Coach books to more closely align their math curriculum to the new common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$3000	Title I Part A	All classroom teachers.

Activity - Math Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math specialist will work with students two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$6500	School Council Funds	Math intervention specialist

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Western Elementary School

District level professional development	Academic Support Program	08/01/2016	12/31/2017	\$1000	District Funding	Math teachers and administrators
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy 1:

Intervention Groups - KPREP assessment, STAR assessment, and AIMSweb data will be used to identify students in need of intervention in both math and reading. Teachers will utilize research based strategies and activities and to make informed decisions about best practices in the classroom and in intervention groups to best serve the students.

Category: Continuous Improvement

Research Cited: KPREP assessment, AIMSweb, and STAR data.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all grade levels will employ math center s as a component of daily math instruction. The used of hands on activities, math games, and technology resources will be used. All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math. Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students. Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.	Technology	08/10/2016	12/31/2017	\$6121	Title I Schoolwide, Title I Part A	Classroom teachers and computer technician.

Activity - Math Remediation Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math specialist will work with student two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	10/17/2016	05/31/2017	\$6500	School Council Funds	Math remediation specialist

Comprehensive School Improvement Plan

Western Elementary School

Activity - Supplemental Reading Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The following activities are all directly related to reading intervention groups...</p> <p>All student k-6th will participate in guided reading groups using books at the individual student reading level.</p> <p>Student in 4-6th grade will receive Scholastic Storyworks weekly to improve their reading comprehension in both fiction and non-fiction , and to expose student to real world issues and current events.</p> <p>Special education students as well as students in RTI Tier 2 and Tier 3 will receive instruction with SRA Reading Mastery in addition to core classroom instruction.</p> <p>Students in the first grade will receive Reading Recovery instruction on a daily basis from a certified reading recovery teacher.</p> <p>Progress monitoring will be collected and reviewed on a weekly basis by the RTI teacher and RTA teacher.</p>	Direct Instruction	08/10/2016	12/31/2017	\$1782	Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

Strategy 2:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math. These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0	District Funding	GREEC personnel, selected reading and math teachers.

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0	No Funding Required	Principal and teachers.

Strategy 3:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Comprehensive School Improvement Plan

Western Elementary School

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Daily Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/10/2016	12/01/2017	\$0	No Funding Required	Classroom teachers, support staff, and principal.
Activity - Working Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a working writing folder and will follow district guidelines for completing various pieces for the folder. The folder will reflect student on-going progress. Folders will be checked each nine weeks.	Direct Instruction	08/10/2016	12/31/2017	\$0	No Funding Required	Grade level teachers K-6.
Activity - AIMSweb Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students and students in RTI Tier 2 and Tier 3 will complete weekly probes that will be entered in the AIMSWeb program to monitor student progress and make instructional changes when necessary.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	Special Education teachers and RTI intervention teacher.
Activity - Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers will use the Scott Foresman reading kits to determine each student's reading level. Running records will be taken periodically to modify reading instruction and keep all students reading books on their personal reading level.	Direct Instruction	08/10/2016	12/31/2017	\$0	No Funding Required	Classroom teachers, assistants, RTI intervention teacher.
Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	Kindergarten Teachers RTI teachers
Activity - STAR Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Western Elementary School

STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/10/2016	12/31/2017	\$5000	District Funding	Classroom teachers and assistants in the targeted grades.
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Activity - PALS Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PALS assessment will be given to the kindergarten and first grade students three times per year to identify particular growths and needs of those students while using the zoo-phonics curriculum.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	District Staff, Kindergarten and First grade teachers, and instructional assistants.

Goal 3: Ensure that a certified administrator provides training and support guidance for the Professional Growth and Effectiveness System (PGES)

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 08/01/2017 as measured by as measured by the training and guidance provided by KDE..

Strategy 1:

PGES Training - Provide instructional sessions for all teachers on the PGES multiple measure system. The trainings will address writing professional growth plans, student growth goals and will address peer observations.

Category: Professional Learning & Support

Research Cited: "Framework for Teaching" by Charlotte Danielson

Activity - ISLN Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrators and some principal will attend monthly ISLN meetings at GREEC and share information with other principals that will then share information with their staff. Administrators will then take the information to the teachers and share the information during PLC meetings. Teachers evaluations will be based upon the framework for the purposes of learning the rigors of the evaluation.	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	District administrators and principal.

Goal 4: Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017.

Comprehensive School Improvement Plan

Western Elementary School

Measurable Objective 1:

51% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth to meet district and state benchmarks for proficiency in Reading by 05/31/2017 as measured by K-PREP assessment.

Strategy 1:

Interventional supports and best practice - The students will be identified by their teachers using at least three different data sets to determine the interventions needed for the student to experience academic growth. The Rtl and RTA teacher will provide the teachers, instructional assistants and parents with information on research based methods to be used with these students.

Category: Continuous Improvement

Research Cited: K-PREP data, STAR Reading, Math, Early Literacy assessments, AR360 data, AIMSWeb data, Lexia

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students 3-6th grade will participate in monthly assessments to monitor student progress in the areas of reading and math.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	All homeroom teachers, computer tech, and administration

Activity - AR360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Technology, Academic Support Program	08/10/2016	12/31/2017	\$1500	Title I Part A	Classroom Teachers, Computer Tech

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/10/2016	12/31/2017	\$0	No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in first grade have intensive reading support. The RTA teacher then has SIM groups which serves students who need extra help in reading.	Direct Instruction	08/10/2016	05/31/2017	\$47000	Read to Achieve	Read to Achieve Instructor, Classroom Teachers

Comprehensive School Improvement Plan

Western Elementary School

Activity - CIM Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIM (comprehensive intervention model) groups are designed to reverse the reading failures of struggling students through layered interventions that include reading skills, writing skills, and word work. These interventions are most effective in grades K-3. CIM is the small group version of Reading Recovery, which is one on one intervention.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	RTA Teacher, Administration, Regular Classroom Teachers

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Kindergarten through second grade will spend a minimum of 40 minutes week improving reading proficiency through the Lexia program.	Technology, Academic Support Program	09/26/2016	06/30/2017	\$2200	School Council Funds	Administration, teachers, instructional staff.

Measurable Objective 2:

53% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency to meet district and state benchmarks for proficiency in Mathematics by 05/31/2017 as measured by K-PREP assessment.

Strategy 1:

Interventional supports and best practices for Math - KPREP and STAR assessment data will be used to differentiate instruction for mathematics. Research based strategies and activities will be utilized to make informed decisions about best practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, Renaissance Learning STAR Assessment data

Activity - STAR Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the STAR Math assessment for the purposes of showing growth from one benchmark assessment to another.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Funding	Classroom teacher, Computer tech, Principal

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This math program from Renaissance Learning helps build students automaticity.	Technology	08/10/2016	12/31/2017	\$1800	Title I Part A	Classroom Teachers, Computer Tech, Principal

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

Western Elementary School

4th grade students participated in the MathWhizz program to grow in their achievement. Students spent at least 30 minutes per week utilizing the program.	Technology, Academic Support Program	08/10/2016	12/31/2017	\$0	GRECC Race to the Top	Fourth Grade Teacher
Activity - Rtl for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/17/2016	05/31/2017	\$6500	District Funding	Classroom teachers, Principal, Math Intervention Specialist.

Goal 5: To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy 1:

Read to Achieve - Students struggling in reading work independently with a reading recovery coach to improve their fluency and comprehension skills. Students will use leveled readers, reading probes, and Barton strategies and to help improve reading achievement.

Category: Learning Systems

Research Cited: Barton strategies, Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000	Read to Achieve	RtA teacher

Strategy 2:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Activity - Rtl for Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Western Elementary School

Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0	District Funding	Rtl teacher, Regular classroom teacher, Administration
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing specific math instruction to improve achievement and understanding will participate in small group instruction from a math intervention specialist.	Academic Support Program	08/10/2016	05/31/2020	\$5000	School Council Funds	Math Intervention Specialist, Regular Classroom Teacher, Administration
Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0	No Funding Required	Regular classroom teaches, Administration
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0	No Funding Required	Regular Classroom Teachers, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Math Resources	<p>Teachers at all grade levels will employ math centers as a component of daily math instruction. The used of hands on activities, math games, and technology resources will be used.</p> <p>All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math.</p> <p>Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students.</p> <p>Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.</p>	Technology	08/10/2016	12/31/2017	\$3621	Classroom teachers and computer technician.
Use of Technology	Teachers will integrate the use of technology into daily reading and math instruction. The activities being used will include but not be limited to the following; Podcasts, iPods, iPads, Activeboards, Chromebookscomputer programs, and the computer lab.	Academic Support Program	08/10/2016	12/31/2017	\$10000	All teachers, administrators and classroom assistants will provide activities for students utilizing assistive technology.
Total					\$13621	

No Funding Required

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

Western Elementary School

ISLN Training	District administrators and some principal will attend monthly ISLN meetings at GREEC and share information with other principals that will then share information with their staff. Administrators will then take the information to the teachers and share the information during PLC meetings. Teachers evaluations will be based upon the framework for the purposes of learning the rigors of the evaluation.	Professional Learning	08/01/2016	05/31/2017	\$0	District administrators and principal.
Working Writing Folders	All students will have a working writing folder and will follow district guidelines for completing various pieces for the folder. The folder will reflect student on-going progress. Folders will be checked each nine weeks.	Direct Instruction	08/10/2016	12/31/2017	\$0	Grade level teachers K-6.
Daily Flashbacks	Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/10/2016	12/01/2017	\$0	Classroom teachers, support staff, and principal.
STAR Reading Assessment	Reading progress monitoring for all 2nd-6th grade students. Students are able to take the assessment on a needs basis, however all students are required to take the assessment 3 times per year at minimum.	Academic Support Program	08/10/2016	12/31/2017	\$0	Teachers and assistants.
Primary and Intermediate PLCs	K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0	Principal and teachers.
Individual classroom instruction	Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0	Regular classroom teaches, Administration
Benchmark Reading Assessment	Primary teachers will use the Scott Foresman reading kits to determine each student's reading level. Running records will be taken periodically to modify reading instruction and keep all students reading books on their personal reading level.	Direct Instruction	08/10/2016	12/31/2017	\$0	Classroom teachers, assistants, RTI intervention teacher.
CIM Groups	CIM (comprehensive intervention model) groups are designed to reverse the reading failures of struggling students through layered interventions that include reading skills, writing skills, and word work. These interventions are most effective in grades K-3. CIM is the small group version of Reading Recovery, which is one on one intervention.	Academic Support Program	08/10/2016	05/31/2017	\$0	RTA Teacher, Administration , Regular Classroom Teachers
Program Review	Committees are assigned by the administrator and approved by the SBDM council. Each committee is assigned to have at minimum one expert/highly qualified teacher in that area on that committee. Committees will meet on a monthly basis to classify and review programs taught to our students. The committee will score collected evidence, provided by the teachers, three times per year; August, January, and May. All areas (K-3, Writing, Visual and Performing Arts, Practical Living/Career Studies & Global Competency/World Language) shall be assured through the SBDM council and superintendent.	Academic Support Program	08/10/2016	12/31/2017	\$0	Administration and all certified staff members.

Comprehensive School Improvement Plan

Western Elementary School

Response to Intervention	Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/10/2016	12/31/2017	\$0	Certified teachers, Rtl teacher, Instructional assistants
Professional Learning Communities	Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0	Regular Classroom Teachers, Administration
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Math Resources	Teachers will supplement math instruction with resource books such as the Marilyn Burns math series and the Common Core Jumpstart and Coach books to more closely align their math curriculum to the new common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$3000	All classroom teachers.
Literacy Instructional Groups	<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/10/2016	12/31/2017	\$48500	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

Comprehensive School Improvement Plan

Western Elementary School

<p>Supplemental Math Resources</p>	<p>Teachers at all grade levels will employ math centers as a component of daily math instruction. The used of hands on activities, math games, and technology resources will be used.</p> <p>All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math.</p> <p>Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students.</p> <p>Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.</p>	<p>Technology</p>	<p>08/10/2016</p>	<p>12/31/2017</p>	<p>\$2500</p>	<p>Classroom teachers and computer technician.</p>
<p>Supplemental Reading Resources</p>	<p>The following activities are all directly related to reading intervention groups...</p> <p>All student k-6th will participate in guided reading groups using books at the individual student reading level.</p> <p>Student in 4-6th grade will receive Scholastic Storyworks weekly to improve their reading comprehension in both fiction and non-fiction , and to expose student to real world issues and current events.</p> <p>Special education students as well as students in RTI Tier 2 and Tier 3 will receive instruction with SRA Reading Mastery in addition to core classroom instruction.</p> <p>Students in the first grade will receive Reading Recovery instruction on a daily basis from a certified reading recovery teacher.</p> <p>Progress monitoring will be collected and reviewed on a weekly basis by the RTI teacher and RTA teacher.</p>	<p>Direct Instruction</p>	<p>08/10/2016</p>	<p>12/31/2017</p>	<p>\$1782</p>	<p>Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.</p>
<p>Math Facts in a Flash</p>	<p>This math program from Renaissance Learning helps build students automaticity.</p>	<p>Technology</p>	<p>08/10/2016</p>	<p>12/31/2017</p>	<p>\$1800</p>	<p>Classroom Teachers, Computer Tech, Principal</p>

Comprehensive School Improvement Plan

Western Elementary School

STAR Assessments	<p>Students in 2nd-6th grade will participate in taking the STAR Math assessment at least 3 times per year. Each student will take the assessment in the computer lab or in the classroom using a computer or iPad. Individual student data will be discussed with the student as well as sent home for parent communication.</p> <p>Students in grades 2-3 will also utilize Math Facts in a Flash. Students in grades 4-6 who are struggling in math will also utilize math Facts in a Flash to increase their math fluency. This is a Renaissance Learning program which provides tests and practice sessions for students to become masters of math facts from addition to fractions and decimals.</p>	Academic Support Program	08/10/2016	12/31/2017	\$2500	Classroom teachers, Related arts teacher and assistants.
AR360	Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Technology, Academic Support Program	08/10/2016	12/31/2017	\$1500	Classroom Teachers, Computer Tech
Total					\$61582	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MathWhizz	4th grade students participated in the MathWhizz program to grow in their achievement. Students spent at least 30 minutes per week utilizing the program.	Technology, Academic Support Program	08/10/2016	12/31/2017	\$0	Fourth Grade Teacher
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Worlds	When appropriate, students will participate in the Number Worlds math program. Students will benefit from a small group setting to focus on specific math skills at their current instructional level.	Direct Instruction	08/10/2016	12/31/2017	\$0	RTI teacher and instructional assistant.
Zoo-phonics Instruction	The zoo-phonics reading curriculum will be used with fidelity in the kindergarten classroom and will be a supplemental aid in the first and second grade classrooms. Teachers will teach the alphabet using both motion and verbal commands to provide students with multiple ways of learning. The program will be assessed three times per year using both the zoo-phonics assessment and the PALS assessment.	Academic Support Program	08/10/2016	12/31/2017	\$0	K-2 teachers, RTI staff and instructional assistants.

Comprehensive School Improvement Plan

Western Elementary School

Rtl for Reading and Math	Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0	Rtl teacher, Regular classroom teacher, Administration
GREEC Reading and Math trainings	Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0	GREEC personnel, selected reading and math teachers.
STAR Assessments	Students 3-6th grade will participate in monthly assessments to monitor student progress in the areas of reading and math.	Academic Support Program	08/10/2016	12/31/2017	\$0	All homeroom teachers, computer tech, and administration .
AIMSweb Tracking	Special education students and students in RTI Tier 2 and Tier 3 will complete weekly probes that will be entered in the AIMSWeb program to monitor student progress and make instructional changes when necessary.	Academic Support Program	08/10/2016	12/31/2017	\$0	Special Education teachers and RTI intervention teacher.
STAR Math and Reading	STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/10/2016	12/31/2017	\$5000	Classroom teachers and assistants in the targeted grades.
Rtl for Math	Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/17/2016	05/31/2017	\$6500	Classroom teachers, Principal, Math Intervention Specialist.
Math Professional Development	District level professional development	Academic Support Program	08/01/2016	12/31/2017	\$1000	Math teachers and administrators
Brigance Kindergarten Screening	The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0	Kindergarten Teachers RTI teachers
STAR Math Assessments	Students will take the STAR Math assessment for the purposes of showing growth from one benchmark assessment to another.	Academic Support Program	08/10/2016	12/31/2017	\$0	Classroom teacher, Computer tech, Principal

Comprehensive School Improvement Plan

Western Elementary School

STAR Reading and Math Assessments	STAR assessments will be administered to each student three times per year, at minimum, to track student progress in reading and math so that necessary curriculum adjustments can be made.	Academic Support Program	08/10/2016	12/31/2017	\$5000	All teachers, special education staff, and various classroom assistants.
PALS Assessment	The PALS assessment will be given to the kindergarten and first grade students three times per year to identify particular growths and needs of those students while using the zoo-phonics curriculum.	Academic Support Program	08/10/2016	12/31/2017	\$0	District Staff, Kindergarten and First grade teachers, and instructional assistants.
Reading Professional Development	GREEC program Reading to Learn, Learning to Read, Lucy Caulkins Reading series.	Professional Learning	08/10/2016	12/31/2017	\$2000	Selected primary and intermediate teachers responsible for reading instruction.
Total					\$19500	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000	RtA teacher
Read To Achieve	Students in first grade have intensive reading support. The RTA teacher then has SIM groups which serves students who need extra help in reading.	Direct Instruction	08/10/2016	05/31/2017	\$47000	Read to Achieve Instructor, Classroom Teachers
Total					\$89000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Remediation Specialist	A math specialist will work with student two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	10/17/2016	05/31/2017	\$6500	Math remediation specialist

Comprehensive School Improvement Plan

Western Elementary School

Lexia Reading Program	Students in Kindergarten through second grade will work in the Lexia reading program for at least 40 minutes per week to increase reading proficiency scores. Students will work on iPads, Chrome books, and desktop computers to complete the program.	Technology, Academic Support Program	09/26/2016	06/30/2017	\$2200	Administration, Teachers, support staff
Math Intervention	Students needing specific math instruction to improve achievement and understanding will participate in small group instruction from a math intervention specialist.	Academic Support Program	08/10/2016	05/31/2020	\$5000	Math Intervention Specialist, Regular Classroom Teacher, Administration
Math Specialist	A math specialist will work with students two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$6500	Math intervention specialist
Literacy Instructional Groups	<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/10/2016	12/31/2017	\$200	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.
Lexia Reading Program	Students in Kindergarten through second grade will spend a minimum of 40 minutes week improving reading proficiency through the Lexia program.	Technology, Academic Support Program	09/26/2016	06/30/2017	\$2200	Administration, teachers, instructional staff.

Comprehensive School Improvement Plan

Western Elementary School

On Demand Writing	Writing teachers in 4th thru 6th grades will provide proper on demand activities, assessments and rubrics to our students on a monthly basis. These teachers will participate professional development and professional learning communities both within and outside the district to grow as professionals. These development opportunities will provide the teachers with ideas on best practice and research based activities which will then be brought back to the classroom. Students will participate in on demand writing practice as well as scrimmages, both at the school and district level.	Academic Support Program	08/10/2016	12/31/2017	\$700	Those responsible are the 5th and 6th grade writing teachers, district writing teachers, district curriculum coordinator, and the professional development workshops.
Total					\$23300	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Western 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		

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

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

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

Comprehensive School Improvement Plan

Western 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.	Yes		

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

Comprehensive School Improvement Plan

Western 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		

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		

Comprehensive School Improvement Plan

Western 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.	No	The school uses Title 1 funds to provide two classroom teachers to meet cap size requirements.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 49.2% to 55.6% by 05/31/2017 as measured by K-Prep assessment..

Strategy1:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data, Lucy Caulkins, and Houghton Mifflin Reading series.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GREEC program Reading to Learn, Learning to Read, Lucy Caulkins Reading series.	Professional Learning	08/10/2016	12/31/2017	\$2000 - District Funding	Selected primary and intermediate teachers responsible for reading instruction.

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will work in the Lexia reading program for at least 40 minutes per week to increase reading proficiency scores. Students will work on iPads, Chrome books, and desktop computers to complete the program.	Academic Support Program Technology	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, Teachers, support staff

Strategy2:

Math Initiative - Teachers will participate in professional learning communities to discuss and take the best researched based teaching activities back to the students. Math PLC's will also be held at the district level for teachers to discuss the progress of students district wide. Teachers will also incorporate various math manipulatives and games into their lesson plans to create math centers that promote diversity in instruction. All students will take a STAR assessment which identifies common core math standards that provide valuable data on individual student achievement for the teachers.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Western Elementary School

Research Cited: KPREP data, RTI data, STAR Math/Early Literacy data, Math Whizz, Encore Math, Front Row Math.

Activity - Math Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math specialist will work with students two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$6500 - School Council Funds	Math intervention specialist

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with resource books such as the Marilyn Burns math series and the Common Core Jumpstart and Coach books to more closely align their math curriculum to the new common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$3000 - Title I Part A	All classroom teachers.

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math. These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0 - No Funding Required	Principal and teachers.

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

Goal 3:

Ensure that a certified administrator provides training and support guidance for the Professional Growth and Effectiveness System (PGES)

Comprehensive School Improvement Plan

Western Elementary School

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 08/01/2017 as measured by as measured by the training and guidance provided by KDE..

Strategy1:

PGES Training - Provide instructional sessions for all teachers on the PGES multiple measure system. The trainings will address writing professional growth plans, student growth goals and will address peer observations.

Category: Professional Learning & Support

Research Cited: "Framework for Teaching" by Charlotte Danielson

Activity - ISLN Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administrators and some principal will attend monthly ISLN meetings at GREEC and share information with other principals that will then share information with their staff. Administrators will then take the information to the teachers and share the information during PLC meetings. Teachers evaluations will be based upon the framework for the purposes of learning the rigors of the evaluation.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	District administrators and principal.

Goal 4:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017.

Measurable Objective 1:

51% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth to meet district and state benchmarks for proficiency in Reading by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practice - The students will be identified by their teachers using at least three different data sets to determine the interventions needed for the student to experience academic growth. The Rtl and RTA teacher will provide the teachers, instructional assistants and parents with information on research based methods to be used with these students.

Category: Continuous Improvement

Research Cited: K-PREP data, STAR Reading, Math, Early Literacy assessments, AR360 data, AIMSWeb data, Lexia

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will spend a minimum of 40 minutes week improving reading proficiency through the Lexia program.	Technology Academic Support Program	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, teachers, instructional staff.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in first grade have intensive reading support. The RTA teacher then has SIM groups which serves students who need extra help in reading.	Direct Instruction	08/10/2016	05/31/2017	\$47000 - Read to Achieve	Read to Achieve Instructor, Classroom Teachers

Activity - AR360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Technology Academic Support Program	08/10/2016	12/31/2017	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

Measurable Objective 2:

53% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency to meet district and state benchmarks for proficiency in Mathematics by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practices for Math - KPREP and STAR assessment data will be used to differentiate instruction for mathematics. Research based strategies and activities will be utilized to make informed decisions about best practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, Renaissance Learning STAR Assessment data

Activity - Rtl for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/17/2016	05/31/2017	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

Goal 5:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment.

Comprehensive School Improvement Plan

Western Elementary School

Strategy1:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Research Cited:

Activity - Rtl for Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0 - District Funding	Rtl teacher, Regular classroom teacher, Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing specific math instruction to improve achievement and understanding will participate in small group instruction from a math intervention specialist.	Academic Support Program	08/10/2016	05/31/2020	\$5000 - School Council Funds	Math Intervention Specialist, Regular Classroom Teacher, Administration

Strategy2:

Read to Achieve - Students struggling in reading work independently with a reading recovery coach to improve their fluency and comprehension skills. Students will use leveled readers, reading probes, and Barton strategies and to help improve reading achievement.

Category: Learning Systems

Research Cited: Barton strategies, Reading Recovery

Comprehensive School Improvement Plan

Western Elementary School

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000 - Read to Achieve	RtA teacher

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 49.2% to 55.6% by 05/31/2017 as measured by K-Prep assessment..

Strategy1:

Curriculum Assessment and Alignment - The staff and SBDM council will use KPREP, STAR Reading and Math assessments, Read to Achieve, and RTI data to modify and enhance classroom instruction and assessment to insure compliance with common core standards in math and reading and with all areas of Kentucky's Program Review. Evidence will be compiled and assessed for all sections of the Program Review.

Category: Continuous Improvement

Research Cited: KPREP scores, RTA data, RTI data, STAR Reading and Math data

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees are assigned by the administrator and approved by the SBDM council. Each committee is assigned to have at minimum one expert/highly qualified teacher in that area on that committee. Committees will meet on a monthly basis to classify and review programs taught to our students. The committee will score collected evidence, provided by the teachers, three times per year; August, January, and May. All areas (K-3, Writing, Visual and Performing Arts, Practical Living/Career Studies & Global Competency/World Language) shall be assured through the SBDM council and superintendent.	Academic Support Program	08/10/2016	12/31/2017	\$0 - No Funding Required	Administration and all certified staff members.

Activity - STAR Reading and Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR assessments will be administered to each student three times per year, at minimum, to track student progress in reading and math so that necessary curriculum adjustments can be made.	Academic Support Program	08/10/2016	12/31/2017	\$5000 - District Funding	All teachers, special education staff, and various classroom assistants.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate the use of technology into daily reading and math instruction. The activities being used will include but not be limited to the following; Podcasts, iPods, iPads, Activeboards, Chromebookscomputer programs, and the computer lab.	Academic Support Program	08/10/2016	12/31/2017	\$10000 - Title I Schoolwide	All teachers, administrators and classroom assistants will provide activities for students utilizing assistive technology.

Strategy2:

Math Initiative - Teachers will participate in professional learning communities to discuss and take the best researched based teaching activities back to the students. Math PLC's will also be held at the district level for teachers to discuss the progress of students district wide. Teachers will also incorporate various math manipulatives and games into their lesson plans to create math centers that promote diversity in instruction. All students will take a STAR assessment which identifies common core math standards that provide valuable data on individual student achievement for the teachers.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data, STAR Math/Early Literacy data, Math Whizz, Encore Math, Front Row Math.

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 2nd-6th grade will participate in taking the STAR Math assessment at least 3 times per year. Each student will take the assessment in the computer lab or in the classroom using a computer or iPad. Individual student data will be discussed with the student as well as sent home for parent communication. Students in grades 2-3 will also utilize Math Facts in a Flash. Students in grades 4-6 who are struggling in math will also utilize math Facts in a Flash to increase their math fluency. This is a Renaissance Learning program which provides tests and practice sessions for students to become masters of math facts from addition to fractions and decimals.	Academic Support Program	08/10/2016	12/31/2017	\$2500 - Title I Part A	Classroom teachers, Related arts teacher and assistants.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level professional development	Academic Support Program	08/01/2016	12/31/2017	\$1000 - District Funding	Math teachers and administrators

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with resource books such as the Marilyn Burns math series and the Common Core Jumpstart and Coach books to more closely align their math curriculum to the new common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$3000 - Title I Part A	All classroom teachers.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Math Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math specialist will work with students two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$6500 - School Council Funds	Math intervention specialist

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When appropriate, students will participate in the Number Worlds math program. Students will benefit from a small group setting to focus on specific math skills at their current instructional level.	Direct Instruction	08/10/2016	12/31/2017	\$0 - District Funding	RTI teacher and instructional assistant.

Strategy3:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data, Lucy Caulkins, and Houghton Mifflin Reading series.

Activity - Literacy Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/10/2016	12/31/2017	\$200 - School Council Funds \$48500 - Title I Part A	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

Activity - STAR Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading progress monitoring for all 2nd-6th grade students. Students are able to take the assessment on a needs basis, however all students are required to take the assessment 3 times per year at minimum.	Academic Support Program	08/10/2016	12/31/2017	\$0 - No Funding Required	Teachers and assistants.

Comprehensive School Improvement Plan

Western Elementary School

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers in 4th thru 6th grades will provide proper on demand activities, assessments and rubrics to our students on a monthly basis. These teachers will participate professional development and professional learning communities both within and outside the district to grow as professionals. These development opportunities will provide the teachers with ideas on best practice and research based activities which will then be brought back to the classroom. Students will participate in on demand writing practice as well as scrimmages, both at the school and district level.	Academic Support Program	08/10/2016	12/31/2017	\$700 - School Council Funds	Those responsible are the 5th and 6th grade writing teachers, district writing teachers, district curriculum coordinator, and the professional development workshops.

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will work in the Lexia reading program for at least 40 minutes per week to increase reading proficiency scores. Students will work on iPads, Chrome books, and desktop computers to complete the program.	Academic Support Program Technology	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, Teachers, support staff

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GREEC program Reading to Learn, Learning to Read, Lucy Caulkins Reading series.	Professional Learning	08/10/2016	12/31/2017	\$2000 - District Funding	Selected primary and intermediate teachers responsible for reading instruction.

Activity - Zoo-phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The zoo-phonics reading curriculum will be used with fidelity in the kindergarten classroom and will be a supplemental aid in the first and second grade classrooms. Teachers will teach the alphabet using both motion and verbal commands to provide students with multiple ways of learning. The program will be assessed three times per year using both the zoo-phonics assessment and the PALS assessment.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	K-2 teachers, RTI staff and instructional assistants.

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Comprehensive School Improvement Plan

Western Elementary School

Strategy1:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math. These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0 - No Funding Required	Principal and teachers.

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

Strategy2:

Intervention Groups - KPREP assessment, STAR assessment, and AIMSweb data will be used to identify students in need of intervention in both math and reading. Teachers will utilize research based strategies and activities and to make informed decisions about best practices in the classroom and in intervention groups to best serve the students.

Category: Continuous Improvement

Research Cited: KPREP assessment, AIMSweb, and STAR data.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers at all grade levels will employ math centers as a component of daily math instruction. The use of hands on activities, math games, and technology resources will be used.</p> <p>All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math. Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students.</p> <p>Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.</p>	Technology	08/10/2016	12/31/2017	\$2500 - Title I Part A \$3621 - Title I Schoolwide	Classroom teachers and computer technician.

Activity - Math Remediation Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math specialist will work with student two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	10/17/2016	05/31/2017	\$6500 - School Council Funds	Math remediation specialist

Comprehensive School Improvement Plan

Western Elementary School

Activity - Supplemental Reading Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The following activities are all directly related to reading intervention groups...</p> <p>All student k-6th will participate in guided reading groups using books at the individual student reading level.</p> <p>Student in 4-6th grade will receive Scholastic Storyworks weekly to improve their reading comprehension in both fiction and non-fiction , and to expose student to real world issues and current events.</p> <p>Special education students as well as students in RTI Tier 2 and Tier 3 will receive instruction with SRA Reading Mastery in addition to core classroom instruction.</p> <p>Students in the first grade will receive Reading Recovery instruction on a daily basis from a certified reading recovery teacher.</p> <p>Progress monitoring will be collected and reviewed on a weekly basis by the RTI teacher and RTA teacher.</p>	Direct Instruction	08/10/2016	12/31/2017	\$1782 - Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

Strategy3:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Kindergarten Teachers RTI teachers

Activity - PALS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PALS assessment will be given to the kindergarten and first grade students three times per year to identify particular growths and needs of those students while using the zoo-phonics curriculum.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	District Staff, Kindergarten and First grade teachers, and instructional assistants.

Activity - Daily Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Classroom teachers, support staff, and principal.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Working Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a working writing folder and will follow district guidelines for completing various pieces for the folder. The folder will reflect student on-going progress. Folders will be checked each nine weeks.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Grade level teachers K-6.

Activity - AIMSweb Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students and students in RTI Tier 2 and Tier 3 will complete weekly probes that will be entered in the AIMSweb program to monitor student progress and make instructional changes when necessary.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Special Education teachers and RTI intervention teacher.

Activity - Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will use the Scott Foresman reading kits to determine each student's reading level. Running records will be taken periodically to modify reading instruction and keep all students reading books on their personal reading level.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Classroom teachers, assistants, RTI intervention teacher.

Activity - STAR Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/10/2016	12/31/2017	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

Goal 3:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy1:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Western Elementary School

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing specific math instruction to improve achievement and understanding will participate in small group instruction from a math intervention specialist.	Academic Support Program	08/10/2016	05/31/2020	\$5000 - School Council Funds	Math Intervention Specialist, Regular Classroom Teacher, Administration

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

Activity - Rtl for Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0 - District Funding	Rtl teacher, Regular classroom teacher, Administration

Strategy2:

Read to Achieve - Students struggling in reading work independently with a reading recovery coach to improve their fluency and comprehension skills. Students will use leveled readers, reading probes, and Barton strategies and to help improve reading achievement.

Category: Learning Systems

Research Cited: Barton strategies, Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000 - Read to Achieve	RtA teacher

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Comprehensive School Improvement Plan

Western Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Kindergarten Teachers RTI teachers

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Kindergarten Teachers RTI teachers

Comprehensive School Improvement Plan

Western Elementary School

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 49.2% to 55.6% by 05/31/2017 as measured by K-Prep assessment..

Strategy1:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data, Lucy Caulkins, and Houghton Mifflin Reading series.

Activity - Literacy Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers of grades 2-6 will utilize Daily Five reading strategies and Guided Reading groups into their core reading instruction. These reading strategies will be used on a daily basis.</p> <p>One certified teacher will teach a small group of students using the Reading Recovery instructional strategies. This teacher will work closely with other RTA teachers within the region and will attend weekly professional learning community meetings. The teacher will also attend the national Reading Recovery Conference to receive professional training.</p> <p>The Rtl teacher (intervention teacher) will work with small groups of students on a daily basis to improve the students literacy knowledge. The teacher will use Barton Reading Strategies, Reading Recovery Strategies and other strategies necessary to provide the best literacy intervention to those students. The teacher will attend professional development opportunities throughout the year to provide the teacher with instructional strategies.</p>	Direct Instruction	08/10/2016	12/31/2017	\$48500 - Title I Part A \$200 - School Council Funds	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will work in the Lexia reading program for at least 40 minutes per week to increase reading proficiency scores. Students will work on iPads, Chrome books, and desktop computers to complete the program.	Academic Support Program Technology	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, Teachers, support staff

Activity - Zoo-phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The zoo-phonics reading curriculum will be used with fidelity in the kindergarten classroom and will be a supplemental aid in the first and second grade classrooms. Teachers will teach the alphabet using both motion and verbal commands to provide students with multiple ways of learning. The program will be assessed three times per year using both the zoo-phonics assessment and the PALS assessment.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	K-2 teachers, RTI staff and instructional assistants.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GREEC program Reading to Learn, Learning to Read, Lucy Caulkins Reading series.	Professional Learning	08/10/2016	12/31/2017	\$2000 - District Funding	Selected primary and intermediate teachers responsible for reading instruction.

Activity - STAR Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading progress monitoring for all 2nd-6th grade students. Students are able to take the assessment on a needs basis, however all students are required to take the assessment 3 times per year at minimum.	Academic Support Program	08/10/2016	12/31/2017	\$0 - No Funding Required	Teachers and assistants.

Strategy2:

Math Initiative - Teachers will participate in professional learning communities to discuss and take the best researched based teaching activities back to the students. Math PLC's will also be held at the district level for teachers to discuss the progress of students district wide. Teachers will also incorporate various math manipulatives and games into their lesson plans to create math centers that promote diversity in instruction. All students will take a STAR assessment which identifies common core math standards that provide valuable data on individual student achievement for the teachers.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data, STAR Math/Early Literacy data, Math Whizz, Encore Math, Front Row Math.

Comprehensive School Improvement Plan

Western Elementary School

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students in 2nd-6th grade will participate in taking the STAR Math assessment at least 3 times per year. Each student will take the assessment in the computer lab or in the classroom using a computer or iPad. Individual student data will be discussed with the student as well as sent home for parent communication.</p> <p>Students in grades 2-3 will also utilize Math Facts in a Flash. Students in grades 4-6 who are struggling in math will also utilize math Facts in a Flash to increase their math fluency. This is a Renaissance Learning program which provides tests and practice sessions for students to become masters of math facts from addition to fractions and decimals.</p>	Academic Support Program	08/10/2016	12/31/2017	\$2500 - Title I Part A	Classroom teachers, Related arts teacher and assistants.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supplement math instruction with resource books such as the Marilyn Burns math series and the Common Core Jumpstart and Coach books to more closely align their math curriculum to the new common core standards.	Direct Instruction	08/10/2016	12/31/2017	\$3000 - Title I Part A	All classroom teachers.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When appropriate, students will participate in the Number Worlds math program. Students will benefit from a small group setting to focus on specific math skills at their current instructional level.	Direct Instruction	08/10/2016	12/31/2017	\$0 - District Funding	RTI teacher and instructional assistant.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level professional development	Academic Support Program	08/01/2016	12/31/2017	\$1000 - District Funding	Math teachers and administrators

Strategy3:

Curriculum Assessment and Alignment - The staff and SBDM council will use KPREP, STAR Reading and Math assessments, Read to Achieve, and RTI data to modify and enhance classroom instruction and assessment to insure compliance with common core standards in math and reading and with all areas of Kentucky's Program Review. Evidence will be compiled and assessed for all sections of the Program Review.

Category: Continuous Improvement

Research Cited: KPREP scores, RTA data, RTI data, STAR Reading and Math data

Activity - STAR Reading and Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR assessments will be administered to each student three times per year, at minimum, to track student progress in reading and math so that necessary curriculum adjustments can be made.	Academic Support Program	08/10/2016	12/31/2017	\$5000 - District Funding	All teachers, special education staff, and various classroom assistants.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees are assigned by the administrator and approved by the SBDM council. Each committee is assigned to have at minimum one expert/highly qualified teacher in that area on that committee. Committees will meet on a monthly basis to classify and review programs taught to our students. The committee will score collected evidence, provided by the teachers, three times per year; August, January, and May. All areas (K-3, Writing, Visual and Performing Arts, Practical Living/Career Studies & Global Competency/World Language) shall be assured through the SBDM council and superintendent.	Academic Support Program	08/10/2016	12/31/2017	\$0 - No Funding Required	Administration and all certified staff members.

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate the use of technology into daily reading and math instruction. The activities being used will include but not be limited to the following; Podcasts, iPods, iPads, Activeboards, Chromebooks, computer programs, and the computer lab.	Academic Support Program	08/10/2016	12/31/2017	\$10000 - Title I Schoolwide	All teachers, administrators and classroom assistants will provide activities for students utilizing assistive technology.

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Intervention Groups - KPREP assessment, STAR assessment, and AIMSweb data will be used to identify students in need of intervention in both math and reading. Teachers will utilize research based strategies and activities and to make informed decisions about best practices in the classroom and in intervention groups to best serve the students.

Category: Continuous Improvement

Research Cited: KPREP assessment, AIMSweb, and STAR data.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Supplemental Reading Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The following activities are all directly related to reading intervention groups...</p> <p>All student k-6th will participate in guided reading groups using books at the individual student reading level.</p> <p>Student in 4-6th grade will receive Scholastic Storyworks weekly to improve their reading comprehension in both fiction and non-fiction , and to expose student to real world issues and current events.</p> <p>Special education students as well as students in RTI Tier 2 and Tier 3 will receive instruction with SRA Reading Mastery in addition to core classroom instruction.</p> <p>Students in the first grade will receive Reading Recovery instruction on a daily basis from a certified reading recovery teacher.</p> <p>Progress monitoring will be collected and reviewed on a weekly basis by the RTI teacher and RTA teacher.</p>	Direct Instruction	08/10/2016	12/31/2017	\$1782 - Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers at all grade levels will employ math center s as a component of daily math instruction. The used of hands on activities, math games, and technology resources will be used.</p> <p>All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math.</p> <p>Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students.</p> <p>Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.</p>	Technology	08/10/2016	12/31/2017	\$2500 - Title I Part A \$3621 - Title I Schoolwide	Classroom teachers and computer technician.

Strategy2:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math.

These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0 - No Funding Required	Principal and teachers.

Comprehensive School Improvement Plan

Western Elementary School

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

Strategy3:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Kindergarten Teachers RTI teachers

Activity - Daily Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Classroom teachers, support staff, and principal.

Activity - STAR Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/10/2016	12/31/2017	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

Activity - Working Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a working writing folder and will follow district guidelines for completing various pieces for the folder. The folder will reflect student on-going progress. Folders will be checked each nine weeks.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Grade level teachers K-6.

Activity - Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will use the Scott Foresman reading kits to determine each student's reading level. Running records will be taken periodically to modify reading instruction and keep all students reading books on their personal reading level.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Classroom teachers, assistants, RTI intervention teacher.

Comprehensive School Improvement Plan

Western Elementary School

Activity - PALS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PALS assessment will be given to the kindergarten and first grade students three times per year to identify particular growths and needs of those students while using the zoo-phonics curriculum.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	District Staff, Kindergarten and First grade teachers, and instructional assistants.

Activity - AIMSweb Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students and students in RTI Tier 2 and Tier 3 will complete weekly probes that will be entered in the AIMSWeb program to monitor student progress and make instructional changes when necessary.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Special Education teachers and RTI intervention teacher.

Goal 3:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017.

Measurable Objective 1:

53% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency to meet district and state benchmarks for proficiency in Mathematics by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practices for Math - KPREP and STAR assessment data will be used to differentiate instruction for mathematics. Research based strategies and activities will be utilized to make informed decisions about best practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, Renaissance Learning STAR Assessment data

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This math program from Renaissance Learning helps build students automaticity.	Technology	08/10/2016	12/31/2017	\$1800 - Title I Part A	Classroom Teachers, Computer Tech, Principal

Activity - STAR Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the STAR Math assessment for the purposes of showing growth from one benchmark assessment to another.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Classroom teacher, Computer tech, Principal

Activity - Rtl for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/17/2016	05/31/2017	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

Comprehensive School Improvement Plan

Western Elementary School

Measurable Objective 2:

51% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth to meet district and state benchmarks for proficiency in Reading by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practice - The students will be identified by their teachers using at least three different data sets to determine the interventions needed for the student to experience academic growth. The Rtl and RTA teacher will provide the teachers, instructional assistants and parents with information on research based methods to be used with these students.

Category: Continuous Improvement

Research Cited: K-PREP data, STAR Reading, Math, Early Literacy assessments, AR360 data, AIMSWeb data, Lexia

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students 3-6th grade will participate in monthly assessments to monitor student progress in the areas of reading and math.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in first grade have intensive reading support. The RTA teacher then has SIM groups which serves students who need extra help in reading.	Direct Instruction	08/10/2016	05/31/2017	\$47000 - Read to Achieve	Read to Achieve Instructor, Classroom Teachers

Activity - CIM Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIM (comprehensive intervention model) groups are designed to reverse the reading failures of struggling students through layered interventions that include reading skills, writing skills, and word work. These interventions are most effective in grades K-3. CIM is the small group version of Reading Recovery, which is one on one intervention.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	RTA Teacher, Administration, Regular Classroom Teachers

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will spend a minimum of 40 minutes week improving reading proficiency through the Lexia program.	Technology Academic Support Program	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, teachers, instructional staff.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

Activity - AR360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Academic Support Program Technology	08/10/2016	12/31/2017	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

Goal 4:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy1:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Research Cited:

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Activity - Rtl for Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0 - District Funding	Rtl teacher, Regular classroom teacher, Administration

Comprehensive School Improvement Plan

Western Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

Strategy2:

Read to Achieve - Students struggling in reading work independently with a reading recovery coach to improve their fluency and comprehension skills. Students will use leveled readers, reading probes, and Barton strategies and to help improve reading achievement.

Category: Learning Systems

Research Cited: Barton strategies, Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000 - Read to Achieve	RtA teacher

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Progress Monitoring - Student progress in reading and math will constantly be monitored through the use of software such as AIMSweb and through daily and weekly classroom assessments. The STAR assessment will also be used to chart student learning throughout the year.

Category: Continuous Improvement

Research Cited: RTI testing (AimsWeb) and STAR test results.

Activity - Daily Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Classroom teachers, support staff, and principal.

Comprehensive School Improvement Plan

Western Elementary School

Activity - Brigance Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Brigance Screen is given at the beginning of the year to evaluate Kindergarten readiness.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Kindergarten Teachers RTI teachers

Activity - AIMSweb Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students and students in RTI Tier 2 and Tier 3 will complete weekly probes that will be entered in the AIMSWeb program to monitor student progress and make instructional changes when necessary.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Special Education teachers and RTI intervention teacher.

Activity - PALS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PALS assessment will be given to the kindergarten and first grade students three times per year to identify particular growths and needs of those students while using the zoo-phonics curriculum.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	District Staff, Kindergarten and First grade teachers, and instructional assistants.

Activity - Working Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a working writing folder and will follow district guidelines for completing various pieces for the folder. The folder will reflect student on-going progress. Folders will be checked each nine weeks.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Grade level teachers K-6.

Activity - STAR Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/10/2016	12/31/2017	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

Activity - Benchmark Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will use the Scott Foresman reading kits to determine each student's reading level. Running records will be taken periodically to modify reading instruction and keep all students reading books on their personal reading level.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Classroom teachers, assistants, RTI intervention teacher.

Strategy2:

Intervention Groups - KPREP assessment, STAR assessment, and AIMSweb data will be used to identify students in need of intervention in both math and reading. Teachers will utilize research based strategies and activities and to make informed decisions about best practices in the classroom and in intervention groups to best serve the students.

Category: Continuous Improvement

SY 2016-2017

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Comprehensive School Improvement Plan

Western Elementary School

Research Cited: KPREP assessment, AIMSweb, and STAR data.

Activity - Supplemental Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers at all grade levels will employ math centers as a component of daily math instruction. The use of hands on activities, math games, and technology resources will be used.</p> <p>All students K-6 will participate in the Successmaker Math program for one hour each week. Students will use this software programs to work at their instructional level in math. Students in 4th grade will be taking 45 minutes of MathWizz instruction per week as a supplemental math lesson. All certified teachers will also have access to the instruction piece for their grade level students.</p> <p>Students in grades 2-3 and identified students in grades 4-6 will utilize Math Facts in a Flash at least 3 times per week in the computer lab to practice and assess on math facts.</p>	Technology	08/10/2016	12/31/2017	\$2500 - Title I Part A \$3621 - Title I Schoolwide	Classroom teachers and computer technician.

Activity - Math Remediation Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math specialist will work with student two days per week in grades 3-6 on math concepts outlined in the common core standards.	Direct Instruction	10/17/2016	05/31/2017	\$6500 - School Council Funds	Math remediation specialist

Activity - Supplemental Reading Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The following activities are all directly related to reading intervention groups...</p> <p>All student k-6th will participate in guided reading groups using books at the individual student reading level.</p> <p>Student in 4-6th grade will receive Scholastic Storyworks weekly to improve their reading comprehension in both fiction and non-fiction, and to expose student to real world issues and current events.</p> <p>Special education students as well as students in RTI Tier 2 and Tier 3 will receive instruction with SRA Reading Mastery in addition to core classroom instruction.</p> <p>Students in the first grade will receive Reading Recovery instruction on a daily basis from a certified reading recovery teacher.</p> <p>Progress monitoring will be collected and reviewed on a weekly basis by the RTI teacher and RTA teacher.</p>	Direct Instruction	08/10/2016	12/31/2017	\$1782 - Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

Strategy3:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math.

These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Western Elementary School

Research Cited: KPREP assessment

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0 - No Funding Required	Principal and teachers.

Activity - GREEC Reading and Math trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/10/2016	12/31/2017	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

Goal 2:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 45% in 2015 to 58.8% in 2017.

Measurable Objective 1:

53% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency to meet district and state benchmarks for proficiency in Mathematics by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practices for Math - KPREP and STAR assessment data will be used to differentiate instruction for mathematics. Research based strategies and activities will be utilized to make informed decisions about best practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, Renaissance Learning STAR Assessment data

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This math program from Renaissance Learning helps build students automaticity.	Technology	08/10/2016	12/31/2017	\$1800 - Title I Part A	Classroom Teachers, Computer Tech, Principal

Activity - STAR Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the STAR Math assessment for the purposes of showing growth from one benchmark assessment to another.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	Classroom teacher, Computer tech, Principal

Comprehensive School Improvement Plan

Western Elementary School

Activity - MathWhizz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade students participated in the MathWhizz program to grow in their achievement. Students spent at least 30 minutes per week utilizing the program.	Academic Support Program Technology	08/10/2016	12/31/2017	\$0 - GRECC Race to the Top	Fourth Grade Teacher

Activity - Rtl for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/17/2016	05/31/2017	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

Measurable Objective 2:

51% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth to meet district and state benchmarks for proficiency in Reading by 05/31/2017 as measured by K-PREP assessment.

Strategy1:

Interventional supports and best practice - The students will be identified by their teachers using at least three different data sets to determine the interventions needed for the student to experience academic growth. The Rtl and RTA teacher will provide the teachers, instructional assistants and parents with information on research based methods to be used with these students.

Category: Continuous Improvement

Research Cited: K-PREP data, STAR Reading, Math, Early Literacy assessments, AR360 data, AIMSWeb data, Lexia

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students 3-6th grade will participate in monthly assessments to monitor student progress in the areas of reading and math.	Academic Support Program	08/10/2016	12/31/2017	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

Activity - CIM Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIM (comprehensive intervention model) groups are designed to reverse the reading failures of struggling students through layered interventions that include reading skills, writing skills, and word work. These interventions are most effective in grades K-3. CIM is the small group version of Reading Recovery, which is one on one intervention.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	RTA Teacher, Administration, Regular Classroom Teachers

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in first grade have intensive reading support. The RTA teacher then has SIM groups which serves students who need extra help in reading.	Direct Instruction	08/10/2016	05/31/2017	\$47000 - Read to Achieve	Read to Achieve Instructor, Classroom Teachers

Comprehensive School Improvement Plan

Western Elementary School

Activity - Lexia Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten through second grade will spend a minimum of 40 minutes week improving reading proficiency through the Lexia program.	Technology Academic Support Program	09/26/2016	06/30/2017	\$2200 - School Council Funds	Administration, teachers, instructional staff.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/10/2016	12/31/2017	\$0 - No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

Activity - AR360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Academic Support Program Technology	08/10/2016	12/31/2017	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

Goal 3:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy1:

Read to Achieve - Students struggling in reading work independently with a reading recovery coach to improve their fluency and comprehension skills. Students will use leveled readers, reading probes, and Barton strategies and to help improve reading achievement.

Category: Learning Systems

Research Cited: Barton strategies, Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual instruction in reading fluency and comprehension skills.	Academic Support Program	08/10/2016	05/26/2017	\$42000 - Read to Achieve	RtA teacher

Strategy2:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Comprehensive School Improvement Plan

Western Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing specific math instruction to improve achievement and understanding will participate in small group instruction from a math intervention specialist.	Academic Support Program	08/10/2016	05/31/2020	\$5000 - School Council Funds	Math Intervention Specialist, Regular Classroom Teacher, Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

Activity - Rtl for Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	08/10/2016	05/22/2020	\$0 - District Funding	Rtl teacher, Regular classroom teacher, Administration

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 averaged combined reading and math K-Prep scores for elementary and middle school students from 50.2% to 68.9% proficient

Comprehensive School Improvement Plan

Western Elementary School

in 2018-19.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Western Elementary from 49.2% to 55.6% by 05/31/2017 as measured by K-Prep assessment..

Strategy1:

Curriculum Assessment and Alignment - The staff and SBDM council will use KPREP, STAR Reading and Math assessments, Read to Achieve, and RTI data to modify and enhance classroom instruction and assessment to insure compliance with common core standards in math and reading and with all areas of Kentucky's Program Review. Evidence will be compiled and assessed for all sections of the Program Review.

Category: Continuous Improvement

Research Cited: KPREP scores, RTA data, RTI data, STAR Reading and Math data

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees are assigned by the administrator and approved by the SBDM council. Each committee is assigned to have at minimum one expert/highly qualified teacher in that area on that committee. Committees will meet on a monthly basis to classify and review programs taught to our students. The committee will score collected evidence, provided by the teachers, three times per year; August, January, and May. All areas (K-3, Writing, Visual and Performing Arts, Practical Living/Career Studies & Global Competency/World Language) shall be assured through the SBDM council and superintendent.	Academic Support Program	08/10/2016	12/31/2017	\$0 - No Funding Required	Administration and all certified staff members.

Strategy2:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional materials will be purchased for use in daily reading and writing instruction and the use of center activities, guided reading groups, and benchmark assessments. Staff will engage in professional development to enhance the effectiveness of these practices in the classroom.

Category: Continuous Improvement

Research Cited: KPREP data, RTI data STAR Reading and Math data, Lucy Caulkins, and Houghton Mifflin Reading series.

Comprehensive School Improvement Plan

Western Elementary School

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers in 4th thru 6th grades will provide proper on demand activities, assessments and rubrics to our students on a monthly basis. These teachers will participate professional development and professional learning communities both within and outside the district to grow as professionals. These development opportunities will provide the teachers with ideas on best practice and research based activities which will then be brought back to the classroom. Students will participate in on demand writing practice as well as scrimmages, both at the school and district level.	Academic Support Program	08/10/2016	12/31/2017	\$700 - School Council Funds	Those responsible are the 5th and 6th grade writing teachers, district writing teachers, district curriculum coordinator, and the professional development workshops.

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9% to 65.7% in 2018-19.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group at Western Elementary from 45.0% to 51.9% by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Professional Development - Teachers will complete professional development in differentiated instruction in the areas of reading and math. These PD activities will be driven by KPREP assessment and best research based practices.

Category: Professional Learning & Support

Research Cited: KPREP assessment

Activity - Primary and Intermediate PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/10/2016	12/31/2017	\$0 - No Funding Required	Principal and teachers.

Goal 3:

To reduce the percentage of students scoring novice on the K-PREP assessment by 50% by the 2019-2020 school year.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will increase student growth to perform above the novice level in Reading by 05/22/2020 as measured by on the state K-PREP assessment..

Strategy1:

Response to Intervention - Students who are scoring in the bottom 10% in reading and math will receive individualized interventions to help

Comprehensive School Improvement Plan

Western Elementary School

improve student achievement in the same areas. The students will receive instruction on a daily, bi-daily, or weekly basis depending on the specific need.

Category: Continuous Improvement

Research Cited:

Activity - Individual classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with individual students to go over assessment and progress results with the students and work toward closing content gaps with those students through differentiated instruction.	Direct Instruction	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular classroom teaches, Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to discuss, analyze and reflect on student assessment data. Teachers will share strategies effective for students in the general classroom setting. Teachers will set goals for students identified under the novice reduction target.	Professional Learning	08/10/2016	05/22/2020	\$0 - No Funding Required	Regular Classroom Teachers, Administration

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?

Western Elementary is a small rural school that averages 285 students in grades K-6. The school serves the communities of Centertown, McHenry, and Rockport in Ohio County. The student population of families who qualify for the free and reduced meals program is at 68.2%. The school's population is made up of 94.6% Caucasian students and 5.4% of minority students. The attendance rate for the school is also 93.6%. The surrounding area is a low socioeconomic, rural area with few businesses other than coal mines.

Parents are involved in school and after school activities and work is being done each year to better the activities and the parents engagement in them. Students work well together inside and outside of class and are involved in clubs and after school activities. Student academic success stretches across the entire spectrum. The student's successes both academically and extracurricularly are celebrated each month by the staff and community. The climate of the school is good and there is a high respect between both teacher's and students. The Western Elementary staff works very well together and has built a family atmosphere where communication and partnership is important. All twenty-one certified teachers are highly qualified for their teaching area.

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.

Students, staff, parents, and community members strive to establish pride in academic achievement and school culture. Western is committed to providing a safe and caring culture where students are valued and respected. Community members, parents, and extended family are encouraged to be actively involved in student's academics and extracurricular activities.

Our Vision:

Our vision for the students, parents, and faculty of Western Elementary is to create a culture that builds relationships and focuses on continuous personal and academic growth. To build relationships, we will value love, respect (of self and others), compassion, integrity, spirituality, and influence. To grow personally and academically, we will value responsibility, knowledge, challenges, creativity, change/variety, reflection, personal development, and achievement.

Western embodies its purpose and vision by ensuring the academic curriculum is designed to serve all students and target continuous school improvement. Each day students are challenged to achieve their maximum academic potential in order to become college and career ready. Teacher's work to build relationships with the students and to be honest in sharing their academic progress and current working level with the students. Our teachers want to reach the students and encourage them to grow both academically, relationally and personally.

Our mission is to provide each student with the best environment, resources, and support needed to grow from the students they are today, into the leaders they will be tomorrow. We address our mission through research based instructional programs, collaborative efforts with both parents and district staff members, and through providing real world experiences for our students. Student learning is extended through extracurricular arts and humanities activities and clubs. Renaissance Learning STAR assessments are completed, at minimum, three times per year for all K-6th students. STAR data provides current academic levels in reading and math and establishes goals for students to work toward. Short and long-term progress is celebrated at Western. Celebrations honor student progress and achievement. Students are recognized for their accomplishments during monthly assemblies and other spotlight assemblies throughout the year.

Our values create our vision, and our vision creates our culture. Our teachers, staff, and students strive to add positive support to our culture on a continual basis so that our vision is met. As a school, we look to build upon and support the values of our communities.

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.

During the past three years, Western has experienced growth on the Kentucky Performance Rating and Educational Progress assessment. Our students have increased their academic performance, scoring in the 22nd percentile in 2012-13 to the 71st percentile in 2014-15 and currently rank as a Needs Improvement School according to the 2015-16 accountability system. Our teachers have a focus on improving reading and math instruction through aligning instruction with the Common Core Standards.

Staff members have participated in a variety of reading, writing and math professional development activities, which has led to innovative instructional strategies that target all students. Rigorous instruction focused on foundational skills in the three areas have provided data which shows positive and exciting academic progress. Our school has improved their collaborative effort with professional communities in the areas of math and science.

Our partnership with the Green River Regional Education Cooperative provided our math and science teachers with innovative insight into the curriculum and classroom based activities which are more engaging to our students. Through this collaboration, we added multiple resources for instruction that are to be used to reach all students on an individual basis. The instruction and professional learning opportunities provided by GRREC provided our teachers with year after year activities which can easily be replicated for any grade level and any classroom.

Our primary teachers provide our students with a phonics program, Zoo-phonics. This program has improved our kindergarten and first grade letter recognition and sound recognition for all students. One hundred percent of our kindergarten students have mastered the phonetic sound of each letter and are putting words together on a daily basis. This program is collaborating with professionals and trainers on a quarterly basis to improve instruction for their students. The primary grades are also working with several different computer based programs which are providing great data showing positive student growth. This student growth is important to our schools success in the intermediate content and we are excited to see what our students can do with the content from year to year.

Several areas identified for improvement over the past couple of years and continue to be our greatest areas of concern are attendance, reading and on demand writing instruction in the classroom. Student attendance is vital to the continued learning process. Our goal is to improve average daily attendance to 97%. Currently, students are averaging 93% (an average of 15 students absent per day). This translates into roughly 2,800 days of instruction missed. The Common Core Standards in language arts requires our students to focus on their ability to read, write, and speak effectively in order to become college and career ready. Scores prove the need to differentiate instruction based on the needs of individual students. On-Demand writing will be addressed by fourth through 6th grades. Students will be given a better understanding of the rubrics used to score the writing. Students will also become proficient in writing in many different writing formats. Improvement in writing will also take place at the primary level.

Much can be celebrated and much can be improved upon to get a large majority of students performing at the proficient level and to erase novice performances. Our teachers and instructional staff are committed to the work and efforts for our school to be a distinguished school in the next five school years. Our teachers are relaying this goal to the students and working with them on a daily basis and encouraging them to put forth the effort to be a distinguished learner.

Additional Information

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

Teachers and instructional staff at Western are focused on collaborative efforts that create a positive learning environment for all stakeholders. All staff members work together to identify and address the needs of individual students and an open line of communication is kept with parents to report progress and to receive parental input into the educational process. Collaborative efforts among staff, parents, FRYSC, and PTO allow all stakeholders to become actively involved in the academic achievement of all students at Western. Yearly parent surveys help the school identify areas of strength and growth.