



KDE Comprehensive School Improvement Plan

Western Elementary School
Ohio County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 schools population is made up of 95.4% Caucasian students and 4.6% of minority students. The attendance rate for the school is also 93.6%. Students work well together inside and outside of class and are involved in clubs and after school activities. The climate of the school is good and there is a high respect between both teacher and students. The surrounding area is a low socioeconomic, rural area with few businesses other than coalmines. Parents are involved in school and after school activities. 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. Western's academic curriculum is designed to serve all students and target continuous school improvement. Students are challenged to achieve their maximum academic potential in order to become college and career ready.

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.

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. Western Elementary was designated as a Proficient/progressing school for the 2014-15 school year. Our teachers have a continued focus on improving reading and math instruction through aligning instruction with the new 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 has focused on foundational skills in the three areas that will lead to greater student successes.

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 has 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 have added multiple resources for instruction that are to be used to reach all students on an individual basis.

Our primary teachers have provided 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.

Several areas identified for improvement 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 94.19% (an average of 15 students absent per day). This translates into roughly 2,800 days of instruction missed. The adoption of new Common Core Standards in language arts requires a new focus on student's abilities 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.

Additional Information

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

The staff at Western is focused on collaborative efforts that create a positive learning environment for all stakeholders. Staff members work together to identify and address the needs of individual students. 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.

2015-16 Comprehensive School Improvement Plan

Overview

Plan Name

2015-16 Comprehensive School Improvement Plan

Plan Description

The following plan reflects details the administration, SBDM council, teachers, parents and students have for success at Western Elementary.

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 42.8% to 68.9% proficient in 2018-19.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$79400
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 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 40% in 2015 to 65% in 2017.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$56800
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 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.

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	08/05/2015	12/16/2016	\$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
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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, computer programs, and the computer lab.	Academic Support Program	08/05/2015	12/16/2016	\$10000	Title I Schoolwide	All teachers, administrators and classroom assistants will provide activities for students utilizing assistive technology.
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Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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, score 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, Arts and Humanities, and Practical Living/Career Studies) shall	Academic Support Program	08/05/2015	12/16/2016	\$0	No Funding Required	Administration and all certified staff members.

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.

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Writing teachers in 5th and 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>08/05/2015</p>	<p>12/16/2016</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>
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Activity - Literacy Instructional Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 withing 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>	<p>Direct Instruction</p>	<p>08/05/2015</p>	<p>12/16/2016</p>	<p>\$48700</p>	<p>Title I Part A, School Council Funds</p>	<p>Certified teachers of grades 2-6, RTA teacher, Rtl teacher.</p>

Activity - STAR Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Academic Support Program</p>	<p>08/05/2015</p>	<p>12/16/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers and assistants.</p>

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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	Professional Learning	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$0	District Funding	K-2 teachers, RTI staff and instructional assistants.

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.

Activity - Number Worlds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/05/2015	12/16/2016	\$0	District Funding	RTI teacher and instructional assistant.
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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 2-6 will also utilize Math Facts in a Flash. 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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$6500	School Council Funds	Math intervention specialist

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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 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..

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
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<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 2-6 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	08/05/2015	12/16/2016	\$6121	Title I Part A, Title I Schoolwide	Classroom teachers and computer technician.
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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	08/05/2015	12/16/2016	\$6500	School Council Funds	Math remediation specialist

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	08/05/2015	12/16/2016	\$1782	Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

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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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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.

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
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Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/05/2015	12/16/2016	\$0	No Funding Required	Classroom teachers, support staff, and principal.
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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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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

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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
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Activity - STAR Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/05/2015	12/16/2016	\$5000	District Funding	Classroom teachers and assistants in the targeted grades.

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	08/05/2015	12/16/2016	\$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 08/05/2015 as measured by as measured by the training and guidance provided during the preparatory pilot phase..

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	08/05/2015	12/16/2016	\$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 40% in 2015 to 65% in 2017.

Measurable Objective 1:

48% 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 05/31/2016 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

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

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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$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
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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	08/05/2015	05/12/2016	\$47000	Read to Achieve	Read to Achieve Instructor, Classroom Teachers
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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	08/05/2015	12/16/2016	\$0	No Funding Required	RTA Teacher, Administration, Regular Classroom Teachers

Measurable Objective 2:

40% 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 05/12/2016 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	08/05/2015	12/16/2016	\$0	District Funding	Classroom teacher, Computer tech, Principal

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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	08/05/2015	12/16/2016	\$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
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	08/05/2015	12/16/2016	\$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	10/19/2015	12/16/2016	\$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.

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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	12/01/2015	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
Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	12/01/2015	05/22/2020	\$0	District Funding	Rtl teacher, Regular classroom teacher, Administration

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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	10/19/2015	05/20/2016	\$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	08/05/2015	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	12/10/2015	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

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	12/01/2015	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	08/05/2015	05/12/2016	\$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 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	10/19/2015	05/20/2016	\$5000	Math Intervention Specialist, Regular Classroom Teacher, Administration
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	08/05/2015	12/16/2016	\$6500	Math remediation specialist

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On Demand Writing	Writing teachers in 5th and 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	08/05/2015	12/16/2016	\$700	Those responsible are the 5th and 6th grade writing teachers, district writing teachers, district curriculum coordinator, and the professional development workshops.
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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$200	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.
Total					\$18900	

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	08/05/2015	12/16/2016	\$0	Fourth Grade Teacher

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Total

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Facts in a Flash	This math program from Renaissance Learning helps build students automaticity.	Technology	08/05/2015	12/16/2016	\$1800	Classroom Teachers, Computer Tech, Principal
AR360	Students will use AR360 to provide teachers with data about understanding content of the books they are reading.	Technology, Academic Support Program	08/05/2015	12/16/2016	\$1500	Classroom Teachers, Computer Tech
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	08/05/2015	12/16/2016	\$48500	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

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<p>Supplemental Math Resources</p>	<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.</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 2-6 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>08/05/2015</p>	<p>12/16/2016</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>08/05/2015</p>	<p>12/16/2016</p>	<p>\$1782</p>	<p>Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.</p>
<p>STAR Assessments</p>	<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 2-6 will also utilize Math Facts in a Flash. 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>	<p>Academic Support Program</p>	<p>08/05/2015</p>	<p>12/16/2016</p>	<p>\$2500</p>	<p>Classroom teachers, Related arts teacher and assistants.</p>

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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	08/05/2015	12/16/2016	\$3000	All classroom teachers.
Total					\$61582	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Math Resources	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. 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 2-6 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	08/05/2015	12/16/2016	\$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, computer programs, and the computer lab.	Academic Support Program	08/05/2015	12/16/2016	\$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
Response to Intervention	Students who are in the lowest 20% academically in reading, will receive intervention services during the school day.	Direct Instruction	08/05/2015	12/16/2016	\$0	Certified teachers, Rtl teacher, Instructional assistants

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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	12/10/2015	05/22/2020	\$0	Regular Classroom Teachers, Administration
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	08/05/2015	12/16/2016	\$0	District administrators and principal.
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, score 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, Arts and Humanities, and Practical Living/Career Studies) shall	Academic Support Program	08/05/2015	12/16/2016	\$0	Administration and all certified staff members.
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	08/05/2015	12/16/2016	\$0	Classroom teachers, assistants, RTI intervention teacher.
Primary and Intermediate PLCs	K-6th teachers participate in professional learning communities to address differentiation in instruction.	Professional Learning	08/05/2015	12/16/2016	\$0	Principal and teachers.
Daily Flashbacks	Daily flashbacks, unit tests, and other daily assessments will be used in grades K-6 to monitor student progress.	Direct Instruction	08/05/2015	12/16/2016	\$0	Classroom teachers, support staff, and principal.
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	08/05/2015	12/16/2016	\$0	RTA Teacher, Administration, Regular Classroom 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	08/05/2015	05/22/2020	\$0	Regular classroom teaches, Administration
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	08/05/2015	12/16/2016	\$0	Grade level teachers K-6.

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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	08/05/2015	12/16/2016	\$0	Teachers and assistants.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/05/2015	12/16/2016	\$0	Classroom teacher, Computer tech, Principal
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	08/05/2015	12/16/2016	\$5000	All teachers, special education staff, and various classroom assistants.
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	08/05/2015	12/16/2016	\$0	Special Education teachers and RTI intervention teacher.
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	08/05/2015	12/16/2016	\$0	District Staff, Kindergarten and First grade teachers, and instructional assistants.
Rtl for Math	Students will be given interventions in math from our Rtl teacher as well as the intervention specialist.	Academic Support Program	10/19/2015	12/16/2016	\$6500	Classroom teachers, Principal, Math Intervention Specialist.
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	08/05/2015	12/16/2016	\$0	RTI teacher and instructional assistant.

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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	08/05/2015	12/16/2016	\$0	K-2 teachers, RTI staff and instructional assistants.
GREEC Reading and Math trainings	Teachers receive training in best practices and differentiated instruction in reading and math at all grade levels.	Professional Learning	08/05/2015	12/16/2016	\$0	GREEC personnel, selected reading and math teachers.
STAR Math and Reading	STAR testing is conducted every month to monitor student progress in grades K-6	Academic Support Program	08/05/2015	12/16/2016	\$5000	Classroom teachers and assistants in the targeted grades.
Math Professional Development	GREEC MathPLUS with supplemental instructional aids of MathWizz	Academic Support Program	08/05/2015	12/16/2016	\$1000	Fourth Grade Math teacher and administrator
Rtl for Reading and Math	Students will participate in individual or small group instructional groups for reading or math instruction.	Academic Support Program	12/01/2015	05/22/2020	\$0	Rtl teacher, Regular classroom teacher, Administration
Brigance Kindergarten Screening	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	Kindergarten Teachers RTI teachers
Reading Professional Development	GREEC program Reading to Learn, Learning to Read	Professional Learning	08/05/2015	12/16/2016	\$2000	Selected primary and intermediate teachers responsible for reading instruction.
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	08/05/2015	12/16/2016	\$0	All homeroom teachers, computer tech, and administration
Total					\$19500	

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 2014-15 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: 55% novice/apprentice, 45% proficient/distinguished.

Achievement Scores in math 3rd through 6th grade: 61.2% novice/apprentice, 38.8% proficient/distinguished.

Achievement Scores in writing 3rd through 6th grade: 64.5% novice/apprentice, 35.5% proficient/distinguished.

GAP scores in reading 3rd through 6th grade: 60.2% novice/apprentice, 39.8% proficient/distinguished.

GAP scores in math 3rd through 6th grade: 65.3% novice/apprentice, 34.7% proficient/distinguished.

GAP scores in writing 3rd through 6th grade: 76.4% novice/apprentice, 23.6% proficient/distinguished.

GROWTH scores in reading 4th through 6th grade: 62.2%

GROWTH scores in math 4th through 6th grade: 51.4%

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.

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 students scoring novice on the assessment diminished and the number of proficient and distinguished students grew 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 76.7%. Only 6.7% of students scored at the novice level.

In reading, all grade levels are seeing >40% of students scoring proficient or distinguished on the assessment. Fourth and fifth grade students also experienced <20% of students score novice on the assessment.

In math, third, fourth and fifth grades saw >40% 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, fifth grade saw 56.7% of students score proficient or distinguished on the assessment. Fifth grade students also experienced 10% 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. I-pods, 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 administration, School-Based Decision Making council, teachers and staff recognize that areas of Reading, math, and writing are our areas for improvement.

50.0% of our current 4th grade students scored novice or apprentice in reading on the KPREP assessment.

58.7% of our current 5th grade students scored novice or apprentice in reading on the KPREP assessment.

56.7% of our current 6th grade students scored novice or apprentice in reading on the KPREP assessment.

To improve in these areas of need, multiple staff professional development opportunities are being offered. Houghton Mifflin Harcourt Journey's reading series was purchased for 3-6th grade classrooms and content from this series has been taught from the beginning of the school year. This curriculum offers many different avenues and strategies for teachers to reach all levels of student instruction. Grade level teachers have attended district meetings to create common assessments for the students and then have met to discuss the results from these assessments. Struggling students have been assessed and are being served in intervention settings. STAR assessment data is analyzed monthly to determine the strengths and weaknesses of students at both the primary and intermediate grade levels. Students are grouped by instructional levels through Renaissance Learning to identify specific content and standards that group of students is missing. Daily schedules in all grade levels have been arranged to accommodate all levels of readers, including those students reading both above and below grade level. Teachers at the 4/5th grade level have grouped students according to reading ability. Students who have performed low are showing improvement in both fluency and comprehension. A variety of resources are also being utilized to address the new common core standards for reading. Resources such as interactive reading books, websites, iPods, iPads, Scholastic Storyworks and News, along with Common Core Coach and Jumpstart Books workbooks and lessons are being used on a daily basis. Primary teachers have moved to a center-based curriculum to teach differentiated, basic reading skills. Teachers have also participated in 30 plus hours of professional development on the Barton Reading study and are implementing those research-based techniques to address gaps in intervention groups.

59.7% of current 4th grade students scored novice or apprentice in math on the KPREP assessment.

57.8% of current 5th grade students scored novice or apprentice in math on the KPREP assessment.

56.7% of current 6th grade students scored novice or apprentice in math on the KPREP assessment.

To improve in this area of need, teachers have to opportunity to participate in math professional development sessions conducted by the district as well as math sessions sponsored by the Green River Regional Education Cooperative. Primary teachers are supplied with Number Sense books, Touch Math activities and other researched based strategies to enhance our current Math in Focus series that is aligned with the common core math standards. Intermediate grades received the Marilyn Burns books on teaching basic math concepts and had the opportunity to attend math trainings during the past school year to learn how to implement these strategies in the classroom. Grade level teachers have attended district meetings to create common assessments for the students and then have met to discuss the results from these assessments. In addition, several resources have been purchased for use throughout the school, including Math Facts in a Flash, MathWhizz (4th grade only), Moby Max (special education students) interactive math games, hands on manipulatives, and math center activities. These math center activities are being employed at all grade levels to improve basic math skills. A math remediation specialist has been hired 2 days a week to target small groups of students based on their needs at each grade level, 3rd through 6th.

43.3% of our current 6th grade students scored novice or apprentice in writing on the KPREP assessment.

Westerns writing policy that is aligned with and meets the new reading and writing standards. On Demand professional development opportunities have been offered to staff members both last summer and this school year. Two teachers attended On-Demand training by Sylvia Abell. Daily classroom schedules have been modified to provide more opportunities for students to engage in meaningful writing activities. Grade level teachers have attended district meetings to create common assessments for the students and then have met to discuss the results from these assessments. Our writing committee reviews student writing program review evidence and student work samples monthly to insure that thecurrent writing policy is being followed at every grade level. These committee members also collect data from the teachers in the form of surveys and collaborative discussions in PLC's about writing progress. In addition, Professional Learning Community trainings at the district level have been conducted to help teachers across the district collaborate with each other.

Conclusion

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

Student growth and progress at Western Elementary has been very positive over the past school year. Teachers have and continue to dig into the content, grow in its delivery and engage each student in the learning process. Students have been encouraged to have a growth mindset, to give their very best effort on a daily basis and to engage in the lessons that are being taught.

Our teachers have been challenged to meet the specific needs of those students who are experiencing little success in the regular classroom. These students have been identified in our novice reduction goals. Data analysis of classroom work, common assessments, standardized STAR assessments, and other forms of formative assessments will be conducted by the teachers on each student. The teachers will then collaborate with the administration, colleagues, and parents as to instructional strategies that will be most effective in improving their personal student achievement. Teachers have a 30-60-90 day play of implementation for these students and goals have been set to measure student progress.

Our commitment to the success and growth of our students is what drives our teachers to grow professionally. We are committed to meeting the goals our committees and students have set for the 2015-16 school year.

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 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:

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	08/05/2015	12/16/2016	\$5000 - District Funding	All teachers, special education staff, and various classroom assistants.

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 - 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.

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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	08/05/2015	12/16/2016	\$0 - District Funding	K-2 teachers, RTI staff and instructional assistants.

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers in 5th and 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	08/05/2015	12/16/2016	\$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 - 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	08/05/2015	12/16/2016	\$0 - No Funding Required	Teachers and assistants.

Strategy3:

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.

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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 2-6 will also utilize Math Facts in a Flash. 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	08/05/2015	12/16/2016	\$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
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

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 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:

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.

Strategy2:

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.

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Western Elementary School

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	08/05/2015	12/16/2016	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

Goal 3:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 40% in 2015 to 65% in 2017.

Measurable Objective 1:

40% 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 05/12/2016 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	08/05/2015	12/16/2016	\$1800 - Title I Part A	Classroom Teachers, Computer Tech, Principal

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.	Technology Academic Support Program	08/05/2015	12/16/2016	\$0 - GRECC Race to the Top	Fourth Grade Teacher

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	08/05/2015	12/16/2016	\$0 - District Funding	Classroom teacher, Computer tech, Principal

Measurable Objective 2:

48% 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 05/31/2016 as measured by K-PREP assessment.

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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

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	08/05/2015	12/16/2016	\$0 - No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

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	08/05/2015	12/16/2016	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

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	08/05/2015	12/16/2016	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

Narrative:

The data from the TELLKY survey identified areas that needed to be improved upon. These areas revolved around providing adequate planning time for teachers, providing designated time to work on program review documentation, professional development opportunities and recognition of teacher leaders.

Steps have been taken to assist teachers in each area.

Teachers duties have been reduced to just morning duty on a consistent basis so that teachers may have adequate time to plan in the afternoon. Teachers not having home rooms are rotating to give planning breaks on a daily basis during afternoon dismissal. Teacher planning time is given each school day unless teachers meet with the administration for planning meetings, or the school meets for an assembly. Teachers are given designated times to produce, collaborate and document program review evidences. Teachers have also been provided with specific professional development training for different programs being used by the school or attended individual PD to meet the needs of the teacher to inspire growth.

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 42.8% to 68.9% proficient in 2018-19.

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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:

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	08/05/2015	12/16/2016	\$5000 - District Funding	All teachers, special education staff, and various classroom assistants.

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, computer programs, and the computer lab.	Academic Support Program	08/05/2015	12/16/2016	\$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.

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	08/05/2015	12/16/2016	\$0 - District Funding	RTI teacher and instructional assistant.

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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 2-6 will also utilize Math Facts in a Flash. 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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$3000 - Title I Part A	All classroom teachers.

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	08/05/2015	12/16/2016	\$6500 - School Council Funds	Math intervention specialist

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

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.

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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	08/05/2015	12/16/2016	\$0 - District Funding	K-2 teachers, RTI staff and instructional assistants.

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers in 5th and 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	08/05/2015	12/16/2016	\$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 - 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.

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	\$48500 - Title I Part A \$200 - 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	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	08/05/2015	12/16/2016	\$0 - No Funding Required	Teachers and assistants.

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 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 - 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	08/05/2015	12/16/2016	\$1782 - Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

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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

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 2-6 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	08/05/2015	12/16/2016	\$2500 - Title I Part A \$3621 - Title I Schoolwide	Classroom teachers and computer technician.

Strategy2:

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 - 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	08/05/2015	12/16/2016	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

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	08/05/2015	12/16/2016	\$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	08/05/2015	12/16/2016	\$0 - No Funding Required	Grade level teachers K-6.

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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	08/05/2015	12/16/2016	\$0 - No Funding Required	Classroom teachers, support staff, and principal.

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	08/05/2015	12/16/2016	\$0 - No Funding Required	Classroom teachers, assistants, RTI intervention teacher.

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	08/05/2015	12/16/2016	\$0 - District Funding	Special Education teachers and RTI intervention teacher.

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

Goal 3:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 40% in 2015 to 65% in 2017.

Measurable Objective 1:

48% 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 05/31/2016 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

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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	08/05/2015	12/16/2016	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

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	08/05/2015	05/12/2016	\$47000 - Read to Achieve	Read to Achieve Instructor, Classroom Teachers

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	08/05/2015	12/16/2016	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

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	08/05/2015	12/16/2016	\$0 - No Funding Required	Certified teachers, Rtl teacher, Instructional assistants

Measurable Objective 2:

40% 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 05/12/2016 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	10/19/2015	12/16/2016	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

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	08/05/2015	12/16/2016	\$1800 - Title I Part A	Classroom Teachers, Computer Tech, Principal

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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.	Technology Academic Support Program	08/05/2015	12/16/2016	\$0 - GRECC Race to the Top	Fourth Grade Teacher

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	08/05/2015	12/16/2016	\$0 - District Funding	Classroom teacher, Computer tech, Principal

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 38.2% 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 39.8% to 50.9% by 05/15/2015 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	08/05/2015	12/16/2016	\$0 - District Funding	Kindergarten Teachers RTI teachers

Narrative:

All kindergarten students were given the BRIGANCE screener at the beginning of the school year.

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

Goal 1:

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Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 42.8% to 68.9% 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:

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:

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

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	08/06/2014	12/18/2015	\$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 38.2% to 65.7% in 208-19.

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:

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.

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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	08/06/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, assistants, 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	08/06/2014	12/18/2015	\$0 - District Funding	District Staff, Kindergarten and First grade teachers, and instructional assistants.

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	08/06/2014	12/18/2015	\$0 - No Funding Required	Principal and teachers.

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 42.8% to 68.9% 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. PLC's will be held by GRREC to provide instruction on the common core math standards and will provide professional development to our 4th grade math teacher through the MathPLUS grant. Math PLC's will also be held at the district level for

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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.

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	08/06/2014	12/18/2015	\$6500 - School Council Funds	Math intervention specialist

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	08/06/2014	12/18/2015	\$1000 - District Funding	Fourth Grade Math teacher and administrator

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	08/06/2014	12/18/2015	\$0 - District Funding	RTI teacher and instructional assistant.

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	08/06/2014	12/18/2015	\$3000 - Title I Part A	All classroom teachers.

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 2-6 will also utilize Math Facts in a Flash. 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	08/06/2014	12/18/2015	\$2500 - Title I Part A	Classroom teachers, Related arts teacher and assistants.

Strategy2:

Literacy Initiative - Teachers will employ research based initiatives to promote student literacy in reading and writing. Additional instructional

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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:

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

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers in 5th and 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	08/06/2014	12/18/2015	\$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 - 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	08/06/2014	12/18/2015	\$0 - No Funding Required	Teachers and assistants.

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	08/06/2014	12/18/2015	\$48500 - Title I Part A \$200 - School Council Funds	Certified teachers of grades 2-6, RTA teacher, Rtl teacher.

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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	08/06/2014	12/18/2015	\$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	Professional Learning	08/06/2014	12/18/2015	\$2000 - District Funding	Selected primary and intermediate teachers responsible for reading instruction.

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	08/06/2014	12/18/2015	\$5000 - District Funding	All teachers, special education staff, and various classroom assistants.

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, score 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, Arts and Humanities, and Practical Living/Career Studies) shall	Academic Support Program	08/06/2014	12/18/2015	\$0 - No Funding Required	Administration and all certified staff members.

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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, computer programs, and the computer lab.	Academic Support Program	08/06/2014	12/18/2015	\$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 38.2% to 65.7% in 208-19.

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:

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	08/06/2014	12/18/2015	\$0 - District Funding	GREEC personnel, selected reading and math teachers.

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	08/06/2014	12/18/2015	\$0 - No Funding Required	Principal and teachers.

Strategy2:

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	08/06/2014	12/18/2015	\$0 - District Funding	Kindergarten Teachers RTI teachers

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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	08/06/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, assistants, RTI intervention teacher.

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	08/06/2014	12/18/2015	\$0 - District Funding	Special Education teachers and 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	08/06/2014	12/18/2015	\$5000 - District Funding	Classroom teachers and assistants in the targeted grades.

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	08/06/2014	12/18/2015	\$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	08/06/2014	12/18/2015	\$0 - No Funding Required	Grade level teachers K-6.

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	08/06/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, support staff, and principal.

Strategy3:

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 2015-2016

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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 2-6 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	08/06/2014	12/18/2015	\$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	08/06/2014	12/18/2015	\$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	08/06/2014	12/18/2015	\$1782 - Title I Part A	Special Education teachers, RTA teacher, RTI intervention teacher, Reading teachers grades 4-6 and administrator.

Goal 3:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 40% in 2015 to 65% in 2017.

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Measurable Objective 1:

48% 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 05/31/2016 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

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	08/05/2015	05/12/2016	\$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	08/05/2015	05/12/2016	\$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	08/05/2015	05/12/2016	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

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	08/05/2015	05/12/2016	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

Measurable Objective 2:

40% 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 05/12/2016 as measured by K-PREP assessment.

Strategy1:

SY 2015-2016

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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	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	08/05/2015	05/12/2016	\$0 - District Funding	Classroom teacher, Computer tech, Principal

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	08/05/2015	05/12/2016	\$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	10/19/2015	05/12/2016	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

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	08/05/2015	05/12/2016	\$1800 - Title I Part A	Classroom Teachers, Computer Tech, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Students at Western Elementary in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 40% in 2015 to 65% in 2017.

Measurable Objective 1:

48% 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 05/31/2016 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

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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

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	08/05/2015	05/12/2016	\$1500 - Title I Part A	Classroom Teachers, Computer Tech

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	08/05/2015	05/12/2016	\$0 - District Funding	All homeroom teachers, computer tech, and administration.

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	08/05/2015	05/12/2016	\$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	08/05/2015	05/12/2016	\$47000 - Read to Achieve	Read to Achieve Instructor, Classroom Teachers

Measurable Objective 2:

40% 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 05/12/2016 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

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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	08/05/2015	05/12/2016	\$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	10/19/2015	05/12/2016	\$6500 - District Funding	Classroom teachers, Principal, Math Intervention Specialist.

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	08/05/2015	05/12/2016	\$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	08/05/2015	05/12/2016	\$0 - District Funding	Classroom teacher, Computer tech, Principal

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% to 65.7% in 208-19.

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..

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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	08/06/2014	12/18/2015	\$0 - No Funding Required	Principal and teachers.

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	This assessment was completed in the TELL survey, VALED survey, and a needs assessment given last year to the parents of our students.	

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	The district and school personnel worked together over the summer to present proper training in researched-based instructional strategies to strengthen the core academic program. This training covered many different grade levels and was open to all teachers in the district. The school council also approved an additional instructional assistant position to provide students with additional resource instructional time.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	District and school personnel work closely to provide transition strategies to the preschool students. Each school works with a phonics program which students learn in preschool and then carry over to kindergarten to help ease the transition as well as get all preschool students kindergarten ready.	

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	District and school personnel were given proper training on researched-based instructional strategies which provide additional instruction to our students needing resource intervention. The school also utilizes several different technological strategies which provide our students with additional instruction.	

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Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The administration and SBDM council reviews all applications of highly qualified teachers for open teaching positions. All certified teachers maintain a highly qualified status. Teachers are also encouraged to seek a national certification by taking their national board certification exam.	

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	Title 1, Part A funds are spent only on students and the instructional supports and resources provided to the students. All documentation of purchase orders and receipts are meticulously kept by the bookkeeper and approved by the administration. All funds are subject to an annual audit.	

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	The school has implemented a parent involvement committee which meets on a monthly basis. The sole purpose of the committee is to design proper parent involvement activities that will keep the public, families, and parents actively involved with the students as well as to communicate the needs of the students with such community members. The committee presents its progress to the SBDM council once per quarter and the SBDM approves or questions the activities taking place to better parent involvement.	

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	All staff members were given the opportunity to meet the required district professional development hour quota at the district or school level. Any professional development opportunities which teachers desired to attend outside of those times were fully supported and accepted by the schools administration.	

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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	The CSIP is presented and progress results and changes will be made at after school staff meetings or SBDM council meetings on a monthly basis.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	The needs assessment was conducted during the 2014-15 school year.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	District and school professionals planned and implemented researched-based instructional strategies which support identified student on a daily basis. Teachers are trained on new strategies during PLC's and grade level meetings throughout the school year.	

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	Assistive activities and technologies are provided to identified students which coordinate with federal, state, and or local programs.	

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		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The FRYSC planed activities that coordinated and integrated other federal, state, and local programs. The activities that coordinated with and supported the regular education program were planned by the FRYSC, related arts teachers, and regular classroom teachers.	

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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	These assistive activities are evaluated through daily tracking data sheets, AIMSweb progress monitoring, RTA data monitoring. These evaluations are tracked on a daily basis.	

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	All assigned paraprofessionals meet the requirements of Highly Qualified.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school and the parent involvement committee planned strategies to increase parental involvement which included the implementation of a parent compact as well as a parent involvement policy. These items were presented to the parents at the beginning of the school year as well as remain available to parents throughout the school year upon request.	

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	All professional development activities for staff members identified areas of growth for the Title 1 population of students.	

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	The school will review the implementation of the comprehensive plan as well as student achievement results which will provide important data toward the changes needed.	

KDE Comprehensive School Improvement Plan

Western Elementary School

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	The CSIP is posted on the school and district website as well as available in hard copy upon request. http://www.ohio.kyschools.us/docs/CSIP%202015-2016.pdf	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	There has been no reason for this type of communication, however, if the need arises the parents will be notified in a timely manner.	

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	Professional development is provided to the staff covering everything from program reviews to new technologies and technological assessments utilized to better student achievement.	

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	This is completed by the administration with support from district personnel.	

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	Our para-educators work under direct supervision from a certified highly qualified educator at all times.	

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	All para-educators with instructional duties are under the direct supervision of a highly qualified certified teacher.	

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	Non-instructional duties for para educators are documented in their daily schedule and occur on a limited basis only.	

KDE Comprehensive School Improvement PlanWestern Elementary School

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	Title I funds were used in order for cap size to be met. Two regular-classroom teachers were retained this year in two different grade levels to ensure cap size was met in those grade levels.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	One teachers salary was paid out of Title II funds this year to ensure cap size was met.	

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?

Parents of all students, certified teachers and administrators at Western Elementary were engaged for the purpose of providing proper stakeholder feedback to the administration and district. These stakeholders were able to respond to surveys in the form of a parent involvement survey for the parents and the TELLKY and VALED survey for all certified teachers.

Relationship Building

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE 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: 2.57

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.83

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

	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 council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

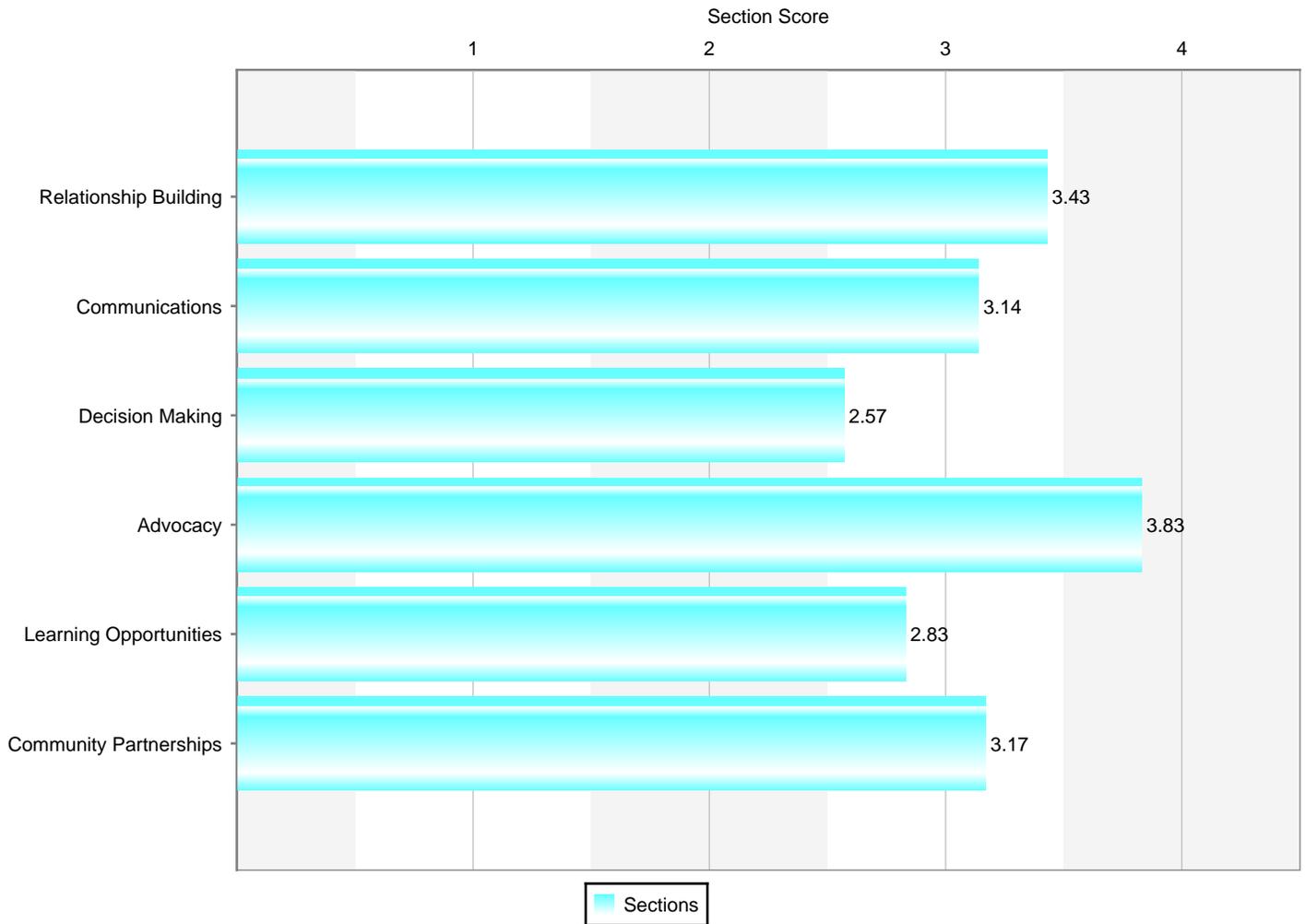
Reflect upon your responses to each of the Missing Piece objectives.

Parent communication from teachers, staff members and the administration is a current strength of Western Elementary. Parents are invited to be a part of their students classroom and academic progress. Academic progress is reported to parents four times per year at minimum. We will continue to invite parents to be involved in the classroom as well as use many different forms of communication for parents to say involved.

Areas of improvement include involving parents in decision making twice per year. The administration will increase the opportunities parents have to have dialogue about student performance 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. 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 the stakeholder group 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.

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. 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.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	The EMP is review and voted upon by the SBDM council in the June meeting.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	The council adopts the EMP on a yearly basis.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	The EMP was adopted during the June meeting.	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	June 2015	

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

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

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 2015	

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

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

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

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	The school administration works to identify teachers who are in need of professional development for the purposes of improving teacher effectiveness in the classroom. These individuals are identified using walkthrough, observation, and student data. This type of review is an ongoing process that takes place at the time of the identified teachers post-observation meeting with the principal.	

What are the barriers identified?

The barriers which are affecting teacher classroom effectiveness are self motivation, classroom management, student engagement, and moving grade level to grade level year after year.

What sources of data were used to determine the barriers?

TPGES, Walkthrough observations, Peer-observations, grade level meetings, parent meetings, student work samples, and student data.

What are the root causes of those identified barriers?

The first root cause I would identify to be self-motivation and the lack of a growth mindset. The motivation to grow personally carries over into the classroom and to the students.

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

The effectiveness of the teacher in the classroom has shown that more training on different areas are needed to grow students effectively.

Equitable Access Strategies

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

The SBDM council and administration ensure that all students are in a classroom with a Highly-Qualified teacher. Classes which are not taught by a highly-qualified instructor do not assign a grade to the students. (example: Art & Computers) The teachers in these two areas, however, are experienced and highly effective in their field.

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

All student achievement data is reviewed on a regular basis and the administration ensures that all students are assigned to receive curriculum instruction from a Highly-qualified instructor.

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

The administration collects and reviews data from all certified teacher using the TPGES evaluation system. Student achievement is monitored through CIITS and if a necessary change is needed in a certain area, the administration and SBDM council will review the area in which a new teacher is need. The district has a thorough recruitment and application process which helps narrow down specifics in certification for each applicant.

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

The district provides each applicant with a thorough application which helps narrow down the qualifications of the applicants, their experiences and references.

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

The teachers at Western Elementary are effective teachers. The teachers remain at Western because the culture at Western is a positive one. Even though things are busy and stressful at times, the teachers collaborate, support, and share with each other on a consistent basis. The teachers are allowed to teach the content to the students. Teachers are not forced to teach content outside of what would be effective for students and the administration and SBDM council supports them financially with professional development opportunities and

supplemental materials when needed.

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

Teachers who are first year teachers or teachers moving to a grade level for the first time are highly encouraged to work with another teacher from that grade level. This builds confidence in understanding the content, strategies for learning and the day-in/day-out happenings of the schedule.

First year teachers have a teacher mentor that meets with them on a consistent basis throughout the school year. The K-TIP system works well to provide many different supports for the teacher as well.

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

The ratings below accomplished are addressed first with dialogue about the specific domain area. Communication between the teacher and administrator is used to line out strategies that can be used to improve personal and student performance. A teacher leader is also then assigned to that teacher to help provide strategies to be used in the classroom. Finally, professional development is provided in the area of improvement for that individual teacher.

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

The TELL survey is gone through systematically first with the SBDM council and then with the staff to address any concerns identified. A plan is then put into place and carried out to improve those concerns and to improve the needs of the staff.

Questions

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

The objective of the administration is to retain the current teachers on staff each year. The staff is dedicated to their practice and the students and their success. They are helping the students improve and grow each day and retaining them as a part of the Western family is vital to the continued success of the school.