



Comprehensive School Improvement Plan

Westside Elementary School
Harrison County

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Cynthiana, KY 41031

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Westside has a diverse staff of experienced educators. Low staff turnover has enabled a stable, consistent work environment, which should aid in vertical and horizontal collaboration. At no grade level is there a team with fewer than 12 years of combined experience (between 2 teachers), and most grade levels have better than 20 years.

Nearly 2/3 of our students qualify for F/R meals. It is essential that basic needs be met before academics can be addressed. This number is on the rise.

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

All teachers are teaching in the area of their certification and are highly qualified.

High poverty- higher than average unemployment rate, coupled with a shortage of skilled job opportunities

Larger class sizes- With declining enrollment, we have only 13 classrooms, compared with the 18 we once had. This causes larger class sizes, presenting additional instructional challenges for teachers.

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

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

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

OR

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

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

Goal 1:

All teachers at Westside will become Effective Teachers by 2020

Measurable Objective 1:

demonstrate a proficiency Data is currently unavailable. It will be set after the 2014-15 schoolyear. by 06/15/2015 as measured by teacher evaluations under TPGES.

Strategy1:

Professional Growth and Effectiveness System, Professional Learning and Support, Collection and Use of Data: KY Tell Survey; Human Capital Management and Development - Teachers will be evaluated using the TPGES. Determinations of instructional improvement areas will be made with this data.

Category: Teacher PGES

Research Cited:

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Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Utilize the District Leadership Team to develop and refine training procedures for implementation:</p> <ul style="list-style-type: none"> • Principals, Instructional Supervisor and Coaches will train and take the Teachscape Modules on the Danielson Frame work • Team developed for District Pilot • Training Dates Set in August for PGES team in Harrison County Schools • Prepare for professional development needs relative to strengths/weaknesses identified by school level staff during pilot year 2013-14 • District and school level analysis of plan <p>Provide yearlong training for all certified staff within the pilot school broken down by each component—teachers work together to identify current levels, professional growth needs for development:</p> <ul style="list-style-type: none"> • Kentucky Framework for Teaching (provide all teachers with framework • Evaluation process • Student Growth Goals • Student Voice • Feedback <p>Provide three training sessions for peer evaluators and all participants in Pilot:</p> <ul style="list-style-type: none"> • Overview training, set up online training for peer evaluators • Show staff how to use EDS • Follow-up to online training for questions, EDS training and Q&A 	Professional Learning	08/11/2014	05/22/2015	\$0 - District Funding	Principal

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?

Meghan Boland- SBDMC parent representative

Beth DeLong- SBDMC parent representative

Jennifer Hartzel- Teacher

Relationship Building

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

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

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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

Advocacy

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

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

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

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

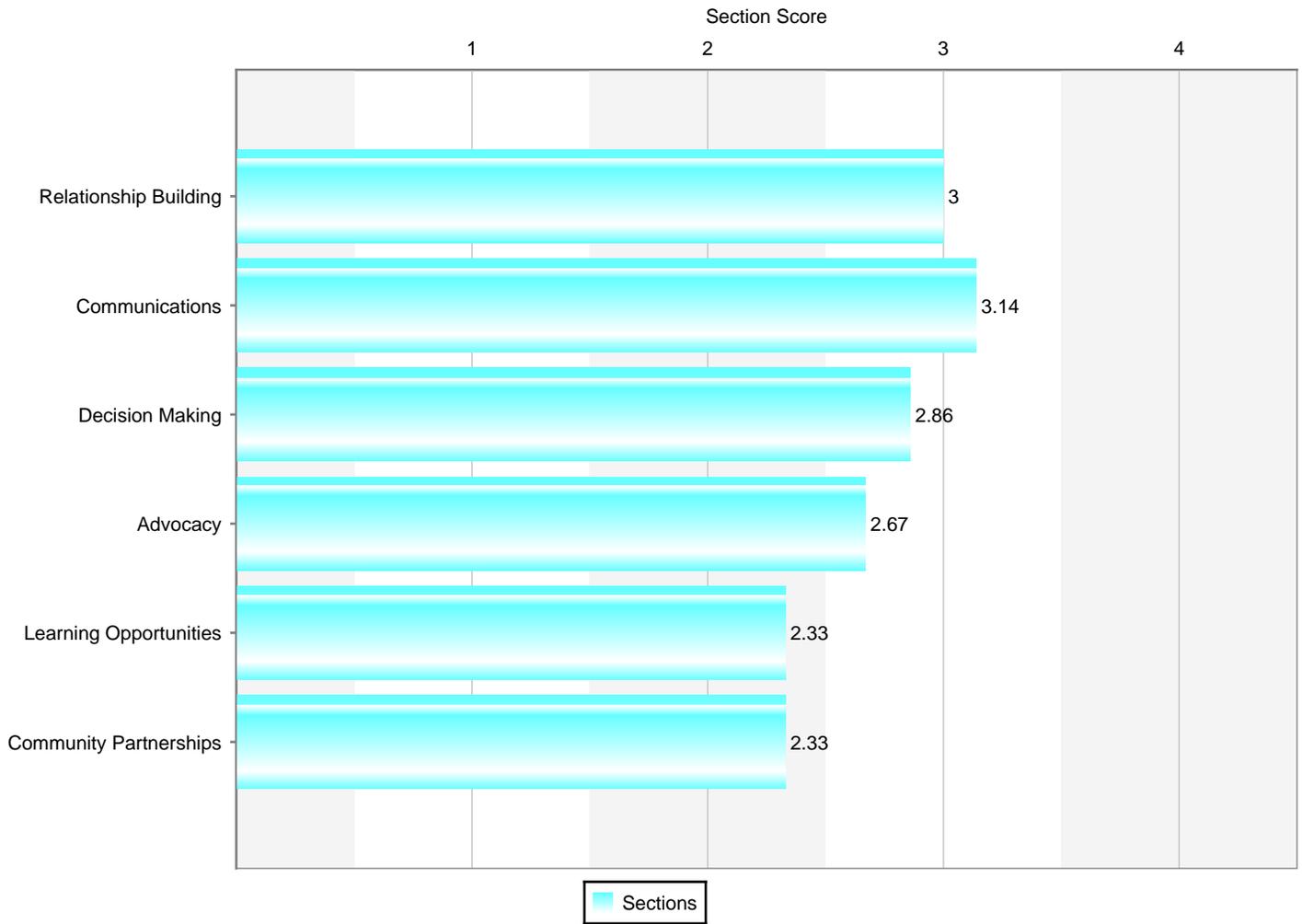
Reflection

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

More intentional development of parent and community partnerships needs to happen school-wide.

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.

Our Comprehensive School Improvement Plan is a living document that is discussed, debated, and reformulated throughout the year. We publish our plan on the district website (linked through school website) we also make the entire plan available to the Cynthiana/Harrison County Public Library for public review. Our district does monthly checks with the board of education and our school reports on our goals, vision, mission, and growth to the board on a minimum of a yearly basis. Meetings run in tandem with SBDMC and occur after school.

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

Since this is a living document and a year-long process, this plan is developed with Westside, SBDMC members, staff at Westside, the school's curriculum coach along with the principal. The principal is the final author of the plan. The plan is formulated with the SBDMC in the summer and further developed/reformulated in the fall when the scores come out. Teacher data teams discuss results and goals. All stakeholders come together to prepare the outline of the improvement plan. The principal writes the details and reviews with the council overall goals.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Again since the plan is living - it is essentially reviewed monthly with faculty and SBDMC.

The final plan is sent to all stakeholders via electronic mail and reviewed with SBDMC council for final comments and reviews.

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?

How do we raise the number of students scoring at or above Proficiency in the areas of Reading and Math?

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?

Experienced teachers, varied resources, excellent support staff. Additional resources, including technology are being implemented to sustain and promote student achievement. We are currently a Proficient/Progressing school.

Opportunities for Improvement

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

Increase the number of students performing at or above Proficiency.

Identification of students in need of additional support/ encouragement

Use of technology resources (Google Classroom, Study Island)

Providing mentors for students who lack direction/connection- intentionality of relationships

Stronger instruction in areas of phonemic awareness, phonics, more small group instruction

Conclusion

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

Continue monitoring for effectiveness, use assessment data to determine next steps

CSIP 2016-17

Overview

Plan Name

CSIP 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019	Objectives: 2 Strategies: 9 Activities: 12	Organizational	\$266600
2	Students will become College and Career Ready	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$3500
3	demonstrate a proficiency level of 36.5 for students with disabilities in the area of ELA. .	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All teachers at Westside will become Effective Teachers by 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	GAP Reduction	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1200
6	Novice Reduction	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
7	Principal will administer student discipline in a consistent manner.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	K readiness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300
9	Improved School Performance in A&H, PLCS, and Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019

Measurable Objective 1:

demonstrate a proficiency rate for all students of 75.2% in the area of Reading by 09/30/2016 as measured by 2016 KPREP results .

Strategy 1:

Rtl/ Success Time - By identifying struggling and at-risk students, we are better able to provide interventions and differentiate their instruction. Using targeted instructional strategies and activities, they will show accelerated growth.

Category: Continuous Improvement

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessment will be given 3 times annually in order to determine students' current performance levels. The lowest-scoring 10% will be identified as at-risk and placed into the Rtl process.	Academic Support Program	08/11/2014	05/22/2015	\$40000	District Funding	Ashley Farmer Jon Hoskins Susan Dickey
Activity - On-level small group/individual instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000	District Funding	Ashley Farmer Jon Hoskins Melissa Miles

Strategy 2:

Increased Rigor - Increasing rigor, or "raising the bar" on the reading expectations of our students, will provide for them opportunities to read on higher levels, build vocabulary, and increase their capacity to stretch their comprehension skills.

Category:

Activity - Grade level/ Lexile Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing new ELA texts, we will more consistently provide appropriate-leveled texts to students at every grade level. Use of these texts will enable us to maintain consistent, high expectations for students and instruction, as well as training teachers to recognize appropriate texts from other sources.	Direct Instruction	01/05/2015	05/27/2016	\$25000	District Funding, Text Books	Jon Hoskins Teachers Curriculum Coach

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Strategy 3:

Early Interventions in Reading - A full-time reading interventionist will be hired to work with struggling (below level) students in a small group setting. Groups should be flexible, allowing students to move in and out as needed. Any students in grades K-3 may be eligible for services.

Category: Early Learning

Activity - EIR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Reading intervention program for struggling students in grades K-3. Students will work with Reading Intervention Teacher daily. Group size 3-5	Academic Support Program	08/11/2014	06/15/2017	\$92000	Read to Achieve	Jon Hoskins Nancy Power Ashley Farmer

Strategy 4:

Reading Program Adoption - Our school will adopt a research-based KCAS aligned Reading program, in order to ensure sufficient text complexity and seamless instruction between grade levels. Differentiation and intervention will occur through this program during core reading instruction. All classrooms, K-5, will utilize the resources provided in order to promote a vertically aligned program of study in this area.

Category: Learning Systems

Research Cited: Journeys is a research-based, KCAS aligned program.

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core instruction will be scheduled and paced in accordance with the Journeys Reading program, taking into account specific learning needs of students. Teachers will utilize these resources with fidelity, and identify and address instructional gaps students may have in this first year of the program.	Academic Support Program	08/10/2015	05/27/2016	\$50000	Text Books	Jon Hoskins Debbie Kendall Melissa Miles

Strategy 5:

BREDS - Each teacher will have a BREDS goal, set and monitored by the principal. The goal will be fluency-based (K-2) or comprehension-based (3-5). All teachers will be expected to have 80% of their students at or above set levels of academic expectation. Progress will be monitored at least monthly, discussed with teachers and Central Office personnel.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will check progress toward BREDS goals weekly.	Other - assessment	08/10/2015	05/27/2016	\$300	District Funding	Jon Hoskins Melissa Miles Classroom teachers

Comprehensive School Improvement Plan

Westside Elementary School

Measurable Objective 2:

demonstrate a proficiency level in the area of Mathematics of 71.6 by 05/31/2019 as measured by on the 2019 KPREP.

Strategy 1:

Vertical Data Teams - During weekly vertical team meetings, teachers will share formative/summative student data, instructional needs of students and next steps for the classroom.

Category: Professional Learning & Support

Activity - Monitor Implementation of Student-Centered Math and Numeracy project ideals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0	No Funding Required	Principal, Curriculum Coach, and Teachers

Activity - Additional Resources- Review and Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using information from professional publications, the KY Numeracy Project and Math Network Meetings, we will review our current inventory of instructional resources, manipulatives, and tools. Where necessary, additional resources will be purchased and integrated into classroom instruction.	Other	09/10/2012	03/01/2013	\$6000	Title I Part A	Rtl Team

Strategy 2:

Rtl - Monthly Rtl meetings will be held by grade level with the Rtl team. During this time, student needs will be discussed. At this time, we are focusing on our Tier 1 Core Instruction.

Category:

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the MAP growth measure 3 times annually. Teachers will use information provided in the DesCartes continuum to address specific student needs.	Academic Support Program	10/01/2012	05/25/2017	\$0	No Funding Required	Rtl Team-Principal, Curriculum Coach, Counselor

Activity - Success Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group instruction in their area of need at least 3 times/ weekly. Instruction will come from either a certified teacher or classified interventionist.	Academic Support Program	09/03/2012	05/17/2013	\$0	No Funding Required	Rtl team and teachers

Strategy 3:

Math Program Adoption - Our school will adopt Pearson Envision 2.0 as our research-based, KCAS aligned Math program. This program will be implemented K-5 and SY 2016-2017

Comprehensive School Improvement Plan

Westside Elementary School

used with fidelity. Additional concrete and semi-concrete strategies will be used, as needed, to bridge student understanding to the content.

Category: Learning Systems

Activity - Pearson Envision- Core Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiation and intervention will occur during core Math instruction, using Envision resources.	Academic Support Program	08/10/2015	05/27/2016	\$50000	Text Books	Jon Hoskins Melissa Miles

Strategy 4:

BREDS- MATH - All teachers will have a number/fact fluency goal, set by the principal.

Category: Continuous Improvement

Activity - BREDS MATH Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress checks will occur weekly and will be discussed monthly to determine whether adequate progress is being made towards goals. The goals are set so that 80% of students scoring in proficient range is adequate progress.	Other - Assessment	08/10/2015	05/25/2017	\$300	District Funding	Jon Hoskins Melissa Miles Classroom Teachers

Goal 2: Students will become College and Career Ready

Measurable Objective 1:

demonstrate a behavior of personal responsibility in their decision-making, set and work toward personal and academic goals, and learn to work effectively as members of a group by 05/27/2016 as measured by data reflecting the meeting of goals, their conduct, and cooperation in academic and leadership opportunities..

Strategy 1:

"Leader in Me" - Beginning in Kindergarten, and continuing through 5th grade, students will be educated in the "Seven Habits of Highly Effective People". The first three goals deal with intrapersonal pursuits: personal responsibility, establishing priorities, and setting goals/ creating plans. Goals four-six address interpersonal pursuits, namely working together, effective communication, and understanding other perspectives.

Category: Continuous Improvement

Activity - Leadership opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given important roles in their classroom and/ or school. These roles will teach them responsibility, the importance of working together, problem-solving, and that society requires a variety of roles, all being completed simultaneously, in order to thrive.	Career Preparation/Orientation	08/10/2015	05/27/2016	\$3000	Title I Part A	All Staff

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Westside Elementary School

Activity - Junior Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, once annually, teach age-appropriate economics lessons to students, K-5. This content covers everything from needs/wants and personal finance to supply/demand and opportunity cost.	Community Engagement	11/20/2015	11/20/2015	\$0	No Funding Required	Junior Achievement Coordinator, Principal, Teachers, Community Volunteers

Strategy 2:

Practical Living/ Career Studies Instruction - Students will learn about the practical aspects of adulthood: staying safe, how to make decisions, how to stay healthy (physically, emotionally, mentally).

Category: Integrated Methods for Learning

Activity - Safety Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students learn from police, firefighters, EMS, utility workers, and medical personnel about avoiding dangers that may be encountered during the course of daily living.	Field Trip	09/25/2015	09/25/2015	\$500	District Funding	FRYSC, Teachers

Goal 3: demonstrate a proficiency level of 36.5 for students with disabilities in the area of ELA. .

Measurable Objective 1:

A 100% increase of Students with Disabilities students will demonstrate a proficiency of 36.5 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy 1:

Collaborative Instruction - Collaborative/ Team Teaching - Students will have increased support while receiving instruction on grade level. Differentiation will be improved with the addition of another teacher and the expertise of our special needs faculty.

Category:

Activity - Collaborative/ Team Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity could fall under "Class Size Reduction" or "Academic Support". With the addition of a Special Needs teacher in the 4/5 ELA classes, more support is given to struggling learners because two certified teachers are present. Lessons are designed with all students' needs in mind, as always, with twice the support.	Academic Support Program	09/02/2013	05/31/2016	\$0	IDEA	Alyssa Canupp, Kari Mitts

Goal 4: All teachers at Westside will become Effective Teachers by 2020

Measurable Objective 1:

demonstrate a proficiency Data is currently unavailable. It will be set after the 2014-15 schoolyear. by 06/15/2015 as measured by teacher evaluations under TPGES.

Strategy 1:

Professional Growth and Effectiveness System, Professional Learning and Support, Collection and Use of Data: KY Tell Survey; Human Capital Management and Development - Teachers will be evaluated using the TPGES. Determinations of instructional improvement areas will be made with this data.

Category: Teacher PGES

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the District Leadership Team to develop and refine training procedures for implementation: <ul style="list-style-type: none"> • Principals, Instructional Supervisor and Coaches will train and take the Teachscape Modules on the Danielson Frame work • Team developed for District Pilot • Training Dates Set in August for PGES team in Harrison County Schools • Prepare for professional development needs relative to strengths/weaknesses identified by school level staff during pilot year 2013-14 • District and school level analysis of plan Provide yearlong training for all certified staff within the pilot school broken down by each component—teachers work together to identify current levels, professional growth needs for development: <ul style="list-style-type: none"> • Kentucky Framework for Teaching (provide all teachers with framework • Evaluation process • Student Growth Goals • Student Voice • Feedback Provide three training sessions for peer evaluators and all participants in Pilot: <ul style="list-style-type: none"> • Overview training, set up online training for peer evaluators • Show staff how to use EDS • Follow-up to online training for questions, EDS training and Q&A 	Professional Learning	08/11/2014	05/22/2015	\$0	District Funding	Principal

Goal 5: GAP Reduction

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency of 32.1 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Comprehensive School Improvement Plan

Westside Elementary School

Strategy 1:

BREDS Reading - All teachers will have goals specific to their subjects and students. Special needs teachers will be responsible for helping students grow in accordance with their IEPs.

Category: Continuous Improvement

Activity - BREDS Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the area Reading will work toward proficiency goals in the areas of reading and listening comprehension, along with fluency and vocabulary acquisition. This will be monitored weekly and discussed with the principal monthly to determine effectiveness of instruction and next steps.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Kinsey Howard Kari Mitts Laura Winkle Jon Hoskins

Strategy 2:

Increased use of instructional technology - Students will participate in interactive online instruction tailored to their particular learning needs. Programs and activities will be adaptive, so as they learn, they will be given new skills to master. The obvious hope is that this will help them to make faster-than-average growth in their areas of need.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the classroom and the computer lab, students will participate in Study Island activities in order to strengthen their reading skills.	Academic Support Program	11/14/2016	05/25/2017	\$1200	District Funding	Jon Hoskins Susan Dickey Kari Mitts Kinsey Howard

Strategy 3:

Collaborative Instruction - Special Needs instructors will collaborate in the classroom.

Category: Integrated Methods for Learning

Activity - Reading Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to provide additional support to Special Needs students in the regular classroom, Special Needs faculty will collaborate during core instruction, in order to provide additional support, as well as be well-versed in the areas of instruction and academic need their students must master.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Kari Mitts Kinsey Howard Laura Winkle

Goal 6: Novice Reduction

Measurable Objective 1:

A 50% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading above Novice level in Reading by 09/27/2019 as measured by KPREP.

Strategy 1:

BREDS Reading - Students will receive on-level and more challenging instruction in order to promote catch-up growth in this area.

Category: Learning Systems

Activity - Reading Instruction Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive on-level instruction, in addition to their core instruction, in order to reduce gaps and foster higher academic performance in the area of Reading.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	Jon Hoskins Classroom Teachers

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP data will be used, along with other data, to determine which students are in need of additional support.	Technology	08/10/2015	05/27/2016	\$0	Grant Funds	Susan Dickey Classroom teachers Jon Hoskins

Strategy 2:

Journeys Reading - Seamless instruction in the area of reading from K-5. Vertically aligned instruction will better prepare students and will eliminate instructional gaps between grade levels.

Category: Learning Systems

Activity - Journeys PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on implementation of Journeys Program as a whole and RtI/Intervention resources	Professional Learning	06/15/2015	08/20/2015	\$0	No Funding Required	All reading teachers Melissa Miles Debbie Kendall

Goal 7: Principal will administer student discipline in a consistent manner.

Comprehensive School Improvement Plan

Westside Elementary School

Measurable Objective 1:

100% of All Students will demonstrate a behavior receive consistent consequences for inappropriate/noncompliant behavior/violation of school policy. in Practical Living by 05/25/2017 as measured by student behavioral data, incident reports.

Strategy 1:

Improved record-keeping - Principal will keep clear, consistent records of all office referrals, major or minor, in order to make sure that all discipline is meted out in a fair and consistent manner.

Category: Continuous Improvement

Activity - Student discipline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With an increase in student misbehavior (specifically, aggressive play), student discipline must be quickly and consistently meted out.	Behavioral Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Jon Hoskins

Goal 8: K readiness

Measurable Objective 1:

demonstrate student proficiency (pass rate) of Kindergarten readiness by 09/28/2018 as measured by Brigance.

Strategy 1:

Pre-K/K transition - Increase student readiness for K actively recruiting students to our Pre-K program. Students receiving Pre-K services are better prepared for Kindergarten the following year. This year, we were able to add a morning class, though there is still room for more students.

Category: Early Learning

Activity - Early learning days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On select Fridays, during the Spring semester, community members (preschool-age) will be invited to come to school for special sessions, in order to introduce them to our Pre-K program.	Parent Involvement, Community Engagement, Recruitment and Retention	02/15/2017	05/26/2017	\$300	Title I Schoolwide	Jon Hoskins Tiffany Tubbs Daisy Thompson Whitney Fowler

Goal 9: Improved School Performance in A&H, PLCS, and Writing

Comprehensive School Improvement Plan

Westside Elementary School

Measurable Objective 1:

collaborate to improve performance on program reviews by 09/15/2017 as measured by Annual performance on program reviews.

Strategy 1:

PR Data analysis - PR data will be reviewed, areas of need identified, by committees of stakeholders.

Category: Continuous Improvement

Activity - PR improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on analysis of PR data, needs will be identified and committees will make recommendations so that school personnel make build in integrated activities to improve instruction in the areas of PLCS, A&H, and Writing.	Policy and Process, Professional Learning	09/15/2016	05/25/2017	\$0	No Funding Required	all certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP	MAP data will be used, along with other data, to determine which students are in need of additional support.	Technology	08/10/2015	05/27/2016	\$0	Susan Dickey Classroom teachers Jon Hoskins
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pearson Envision- Core Math	Differentiation and intervention will occur during core Math instruction, using Envision resources.	Academic Support Program	08/10/2015	05/27/2016	\$50000	Jon Hoskins Melissa Miles
Core Reading Instruction	Core instruction will be scheduled and paced in accordance with the Journeys Reading program, taking into account specific learning needs of students. Teachers will utilize these resources with fidelity, and identify and address instructional gaps students may have in this first year of the program.	Academic Support Program	08/10/2015	05/27/2016	\$50000	Jon Hoskins Debbie Kendall Melissa Miles
Grade level/ Lexile Alignment	Utilizing new ELA texts, we will more consistently provide appropriate-leveled texts to students at every grade level. Use of these texts will enable us to maintain consistent, high expectations for students and instruction, as well as training teachers to recognize appropriate texts from other sources.	Direct Instruction	01/05/2015	05/27/2016	\$20000	Jon Hoskins Teachers Curriculum Coach
Total					\$120000	

Title I Schoolwide

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

Westside Elementary School

Early learning days	On select Fridays, during the Spring semester, community members (preschool-age) will be invited to come to school for special sessions, in order to introduce them to our Pre-K program.	Parent Involvement, Community Engagement, Recruitment and Retention	02/15/2017	05/26/2017	\$300	Jon Hoskins Tiffany Tubbbs Daisy Thompson Whitney Fowler
Total					\$300	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EIR	Early Reading intervention program for struggling students in grades K-3. Students will work with Reading Intervention Teacher daily. Group size 3-5	Academic Support Program	08/11/2014	06/15/2017	\$92000	Jon Hoskins Nancy Power Ashley Farmer
Total					\$92000	

District Funding

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

Westside Elementary School

District Leadership Team	<p>Utilize the District Leadership Team to develop and refine training procedures for implementation:</p> <ul style="list-style-type: none"> • Principals, Instructional Supervisor and Coaches will train and take the Teachscape Modules on the Danielson Frame work • Team developed for District Pilot • Training Dates Set in August for PGES team in Harrison County Schools • Prepare for professional development needs relative to strengths/weaknesses identified by school level staff during pilot year 2013-14 • District and school level analysis of plan <p>Provide yearlong training for all certified staff within the pilot school broken down by each component—teachers work together to identify current levels, professional growth needs for development:</p> <ul style="list-style-type: none"> • Kentucky Framework for Teaching (provide all teachers with framework • Evaluation process • Student Growth Goals • Student Voice • Feedback <p>Provide three training sessions for peer evaluators and all participants in Pilot:</p> <ul style="list-style-type: none"> • Overview training, set up online training for peer evaluators • Show staff how to use EDS • Follow-up to online training for questions, EDS training and Q&A 	Professional Learning	08/11/2014	05/22/2015	\$0	Principal
On-level small group/individual instruction	Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000	Ashley Farmer Jon Hoskins Melissa Miles
Safety Day	Students learn from police, firefighters, EMS, utility workers, and medical personnel about avoiding dangers that may be encountered during the course of daily living.	Field Trip	09/25/2015	09/25/2015	\$500	FRYSC, Teachers
Grade level/ Lexile Alignment	Utilizing new ELA texts, we will more consistently provide appropriate-leveled texts to students at every grade level. Use of these texts will enable us to maintain consistent, high expectations for students and instruction, as well as training teachers to recognize appropriate texts from other sources.	Direct Instruction	01/05/2015	05/27/2016	\$5000	Jon Hoskins Teachers Curriculum Coach
Study Island	In the classroom and the computer lab, students will participate in Study Island activities in order to strengthen their reading skills.	Academic Support Program	11/14/2016	05/25/2017	\$1200	Jon Hoskins Susan Dickey Kari Mitts Kinsey Howard
BREDS MATH Progress	Progress checks will occur weekly and will be discussed monthly to determine whether adequate progress is being made towards goals. The goals are set so that 80% of students scoring in proficient range is adequate progress.	Other - Assessment	08/10/2015	05/25/2017	\$300	Jon Hoskins Melissa Miles Classroom Teachers

Comprehensive School Improvement Plan

Westside Elementary School

Formative Assessment	Teachers will check progress toward BREDS goals weekly.	Other - assessment	08/10/2015	05/27/2016	\$300	Jon Hoskins Melissa Miles Classroom teachers
MAP	MAP assessment will be given 3 times annually in order to determine students' current performance levels. The lowest-scoring 10% will be identified as at-risk and placed into the Rtl process.	Academic Support Program	08/11/2014	05/22/2015	\$40000	Ashley Farmer Jon Hoskins Susan Dickey
Total					\$50300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BREDS Activity	Students identified in the area Reading will work toward proficiency goals in the areas of reading and listening comprehension, along with fluency and vocabulary acquisition. This will be monitored weekly and discussed with the principal monthly to determine effectiveness of instruction and next steps.	Academic Support Program	08/10/2015	05/25/2017	\$0	Kinsey Howard Kari Mitts Laura Winkle Jon Hoskins
Reading Collaboration	In order to provide additional support to Special Needs students in the regular classroom, Special Needs faculty will collaborate during core instruction, in order to provide additional support, as well as be well-versed in the areas of instruction and academic need their students must master.	Academic Support Program	08/10/2015	05/25/2017	\$0	Kari Mitts Kinsey Howard Laura Winkle
PR improvement	Based on analysis of PR data, needs will be identified and committees will make recommendations so that school personnel make build in integrated activities to improve instruction in the areas of PLCS, A&H, and Writing.	Policy and Process, Professional Learning	09/15/2016	05/25/2017	\$0	all certified staff
Reading Instruction Intervention	Students will receive on-level instruction, in addition to their core instruction, in order to reduce gaps and foster higher academic performance in the area of Reading.	Academic Support Program	08/10/2015	05/27/2016	\$0	Jon Hoskins Classroom Teachers
MAP	Students will take the MAP growth measure 3 times annually. Teachers will use information provided in the DesCartes continuum to address specific student needs.	Academic Support Program	10/01/2012	05/25/2017	\$0	Rtl Team-Principal, Curriculum Coach, Counselor
Journeys PD	Professional development on implementation of Journeys Program as a whole and Rtl/Intervention resources	Professional Learning	06/15/2015	08/20/2015	\$0	All reading teachers Melissa Miles Debbie Kendall
Student discipline	With an increase in student misbehavior (specifically, aggressive play), student discipline must be quickly and consistently meted out.	Behavioral Support Program	08/10/2016	05/25/2017	\$0	Jon Hoskins

Comprehensive School Improvement Plan

Westside Elementary School

Success Time	Students will receive small group instruction in their area of need at least 3 times/ weekly. Instruction will come from either a certified teacher or classified interventionist.	Academic Support Program	09/03/2012	05/17/2013	\$0	Rtl team and teachers
Junior Achievement	Community members, once annually, teach age-appropriate economics lessons to students, K-5. This content covers everything from needs/ wants and personal finance to supply/demand and opportunity cost.	Community Engagement	11/20/2015	11/20/2015	\$0	Junior Achievement Coordinator, Principal, Teachers, Community Volunteers
Monitor Implementation of Student-Centered Math and Numeracy project ideals	Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0	Principal, Curriculum Coach, and Teachers
Total					\$0	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative/ Team Teaching	This activity could fall under "Class Size Reduction" or "Academic Support". With the addition of a Special Needs teacher in the 4/5 ELA classes, more support is given to struggling learners because two certified teachers are present. Lessons are designed with all students' needs in mind, as always, with twice the support.	Academic Support Program	09/02/2013	05/31/2016	\$0	Alyssa Canupp, Kari Mitts
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Resources-Review and Integration	Using information from professional publications, the KY Numeracy Project and Math Network Meetings, we will review our current inventory of instructional resources, manipulatives, and tools. Where necessary, additional resources will be purchased and integrated into classroom instruction.	Other	09/10/2012	03/01/2013	\$6000	Rtl Team
Leadership opportunities	Students will be given important roles in their classroom and/ or school. These roles will teach them responsibility, the importance of working together, problem-solving, and that society requires a variety of roles, all being completed simultaneously, in order to thrive.	Career Preparation/Orientation	08/10/2015	05/27/2016	\$3000	All Staff
Total					\$9000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Westside Elementary School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

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

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

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

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.	N/A	School-wide Title I program	

Comprehensive School Improvement Plan

Westside Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	School-wide Title I program	

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.	N/A	School-wide Title I program All paraprofessionals do, however, meet HQ requirements.	

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	All true, though not targeted assistance	

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

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

Comprehensive School Improvement Plan

Westside Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.harrison.kyschools.us/district/comprehensiveimprovement/plan.htm	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Comprehensive School Improvement Plan

Westside Elementary School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Principal will administer student discipline in a consistent manner.

Measurable Objective 1:

100% of All Students will demonstrate a behavior receive consistent consequences for inappropriate/noncompliant behavior/violation of school policy. in Practical Living by 05/25/2017 as measured by student behavioral data, incident reports.

Strategy1:

Improved record-keeping - Principal will keep clear, consistent records of all office referrals, major or minor, in order to make sure that all discipline is meted out in a fair and consistent manner.

Category: Continuous Improvement

Research Cited:

Activity - Student discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With an increase in student misbehavior (specifically, aggressive play), student discipline must be quickly and consistently meted out.	Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Jon Hoskins

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

Goal 1:

Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019

Measurable Objective 1:

demonstrate a proficiency level in the area of Mathematics of 71.6 by 05/31/2019 as measured by on the 2019 KPREP.

Strategy1:

Vertical Data Teams - During weekly vertical team meetings, teachers will share formative/summative student data, instructional needs of students and next steps for the classroom.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Westside Elementary School

Activity - Monitor Implementation of Student-Centered Math and Numeracy project ideals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Coach, and Teachers

Activity - Additional Resources- Review and Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using information from professional publications, the KY Numeracy Project and Math Network Meetings, we will review our current inventory of instructional resources, manipulatives, and tools. Where necessary, additional resources will be purchased and integrated into classroom instruction.	Other	09/10/2012	03/01/2013	\$6000 - Title I Part A	Rtl Team

Strategy2:

Rtl - Monthly Rtl meetings will be held by grade level with the Rtl team. During this time, student needs will be discussed. At this time, we are focusing on our Tier 1 Core Instruction.

Category:

Research Cited:

Activity - Success Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction in their area of need at least 3 times/ weekly. Instruction will come from either a certified teacher or classified interventionist.	Academic Support Program	09/03/2012	05/17/2013	\$0 - No Funding Required	Rtl team and teachers

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP growth measure 3 times annually. Teachers will use information provided in the DesCartes continuum to address specific student needs.	Academic Support Program	10/01/2012	05/25/2017	\$0 - No Funding Required	Rtl Team-Principal, Curriculum Coach, Counselor

Strategy3:

Math Program Adoption - Our school will adopt Pearson Envision 2.0 as our research-based, KCAS aligned Math program. This program will be implemented K-5 and used with fidelity. Additional concrete and semi-concrete strategies will be used, as needed, to bridge student understanding to the content.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Westside Elementary School

Activity - Pearson Envision- Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation and intervention will occur during core Math instruction, using Envision resources.	Academic Support Program	08/10/2015	05/27/2016	\$50000 - Text Books	Jon Hoskins Melissa Miles

Strategy4:

BREDS- MATH - All teachers will have a number/fact fluency goal, set by the principal.

Category: Continuous Improvement

Research Cited:

Activity - BREDS MATH Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress checks will occur weekly and will be discussed monthly to determine whether adequate progress is being made towards goals. The goals are set so that 80% of students scoring in proficient range is adequate progress.	Other - Assessment	08/10/2015	05/25/2017	\$300 - District Funding	Jon Hoskins Melissa Miles Classroom Teachers

Measurable Objective 2:

demonstrate a proficiency rate for all students of 75.2% in the area of Reading by 09/30/2016 as measured by 2016 KPREP results .

Strategy1:

Increased Rigor - Increasing rigor, or "raising the bar" on the reading expectations of our students, will provide for them opportunities to read on higher levels, build vocabulary, and increase their capacity to stretch their comprehension skills.

Category:

Research Cited:

Activity - Grade level/ Lexile Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing new ELA texts, we will more consistently provide appropriate-leveled texts to students at every grade level. Use of these texts will enable us to maintain consistent, high expectations for students and instruction, as well as training teachers to recognize appropriate texts from other sources.	Direct Instruction	01/05/2015	05/27/2016	\$5000 - District Funding \$20000 - Text Books	Jon Hoskins Teachers Curriculum Coach

Strategy2:

BREDS - Each teacher will have a BREDS goal, set and monitored by the principal. The goal will be fluency-based (K-2) or comprehension-based (3-5). All teachers will be expected to have 80% of their students at or above set levels of academic expectation. Progress will be monitored at least monthly, discussed with teachers and Central Office personnel.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Westside Elementary School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check progress toward BREDS goals weekly.	Other - assessment	08/10/2015	05/27/2016	\$300 - District Funding	Jon Hoskins Melissa Miles Classroom teachers

Strategy3:

Early Interventions in Reading - A full-time reading interventionist will be hired to work with struggling (below level) students in a small group setting. Groups should be flexible, allowing students to move in and out as needed. Any students in grades K-3 may be eligible for services.

Category: Early Learning

Research Cited:

Activity - EIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Reading intervention program for struggling students in grades K-3. Students will work with Reading Intervention Teacher daily. Group size 3-5	Academic Support Program	08/11/2014	06/15/2017	\$92000 - Read to Achieve	Jon Hoskins Nancy Power Ashley Farmer

Strategy4:

Reading Program Adoption - Our school will adopt a research-based KCAS aligned Reading program, in order to ensure sufficient text complexity and seamless instruction between grade levels. Differentiation and intervention will occur through this program during core reading instruction. All classrooms, K-5, will utilize the resources provided in order to promote a vertically aligned program of study in this area.

Category: Learning Systems

Research Cited: Journeys is a research-based, KCAS aligned program.

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core instruction will be scheduled and paced in accordance with the Journeys Reading program, taking into account specific learning needs of students. Teachers will utilize these resources with fidelity, and identify and address instructional gaps students may have in this first year of the program.	Academic Support Program	08/10/2015	05/27/2016	\$50000 - Text Books	Jon Hoskins Debbie Kendall Melissa Miles

Strategy5:

Rtl/ Success Time - By identifying struggling and at-risk students, we are better able to provide interventions and differentiate their instruction. Using targeted instructional strategies and activities, they will show accelerated growth.

Category: Continuous Improvement

Research Cited:

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given 3 times annually in order to determine students' current performance levels. The lowest-scoring 10% will be identified as at-risk and placed into the Rtl process.	Academic Support Program	08/11/2014	05/22/2015	\$40000 - District Funding	Ashley Farmer Jon Hoskins Susan Dickey

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Westside Elementary School

Activity - On-level small group/individual instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000 - District Funding	Ashley Farmer Jon Hoskins Melissa Miles

Goal 2:

demonstrate a proficiency level of 36.5 for students with disabilities in the area of ELA. .

Measurable Objective 1:

A 100% increase of Students with Disabilities students will demonstrate a proficiency of 36.5 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy1:

Collaborative Instruction - Collaborative/ Team Teaching - Students will have increased support while receiving instruction on grade level. Differentiation will be improved with the addition of another teacher and the expertise of our special needs faculty.

Category:

Research Cited:

Activity - Collaborative/ Team Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity could fall under "Class Size Reduction" or "Academic Support". With the addition of a Special Needs teacher in the 4/5 ELA classes, more support is given to struggling learners because two certified teachers are present. Lessons are designed with all students' needs in mind, as always, with twice the support.	Academic Support Program	09/02/2013	05/31/2016	\$0 - IDEA	Alyssa Canupp, Kari Mitts

Goal 3:

GAP Reduction

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency of 32.1 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy1:

BREDS Reading - All teachers will have goals specific to their subjects and students. Special needs teachers will be responsible for helping students grow in accordance with their IEPs.

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Category: Continuous Improvement

Research Cited:

Activity - BREDS Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the area Reading will work toward proficiency goals in the areas of reading and listening comprehension, along with fluency and vocabulary acquisition. This will be monitored weekly and discussed with the principal monthly to determine effectiveness of instruction and next steps.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	Kinsey Howard Kari Mitts Laura Winkle Jon Hoskins

Strategy2:

Collaborative Instruction - Special Needs instructors will collaborate in the classroom.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to provide additional support to Special Needs students in the regular classroom, Special Needs faculty will collaborate during core instruction, in order to provide additional support, as well as be well-versed in the areas of instruction and academic need their students must master.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	Kari Mitts Kinsey Howard Laura Winkle

Strategy3:

Increased use of instructional technology - Students will participate in interactive online instruction tailored to their particular learning needs. Programs and activities will be adaptive, so as they learn, they will be given new skills to master. The obvious hope is that this will help them to make faster-than-average growth in their areas of need.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the classroom and the computer lab, students will participate in Study Island activities in order to strengthen their reading skills.	Academic Support Program	11/14/2016	05/25/2017	\$1200 - District Funding	Jon Hoskins Susan Dickey Kari Mitts Kinsey Howard

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

Goal 1:

Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019

Comprehensive School Improvement Plan

Westside Elementary School

Measurable Objective 1:

demonstrate a proficiency rate for all students of 75.2% in the area of Reading by 09/30/2016 as measured by 2016 KPREP results .

Strategy1:

BREDS - Each teacher will have a BREDS goal, set and monitored by the principal. The goal will be fluency-based (K-2) or comprehension-based (3-5). All teachers will be expected to have 80% of their students at or above set levels of academic expectation. Progress will be monitored at least monthly, discussed with teachers and Central Office personnel.

Category: Continuous Improvement

Research Cited:

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will check progress toward BREDS goals weekly.	Other - assessment	08/10/2015	05/27/2016	\$300 - District Funding	Jon Hoskins Melissa Miles Classroom teachers

Strategy2:

RtI/ Success Time - By identifying struggling and at-risk students, we are better able to provide interventions and differentiate their instruction. Using targeted instructional strategies and activities, they will show accelerated growth.

Category: Continuous Improvement

Research Cited:

Activity - On-level small group/individual instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000 - District Funding	Ashley Farmer Jon Hoskins Melissa Miles

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given 3 times annually in order to determine students' current performance levels. The lowest-scoring 10% will be identified as at-risk and placed into the RtI process.	Academic Support Program	08/11/2014	05/22/2015	\$40000 - District Funding	Ashley Farmer Jon Hoskins Susan Dickey

Strategy3:

Reading Program Adoption - Our school will adopt a research-based KCAS aligned Reading program, in order to ensure sufficient text complexity and seamless instruction between grade levels. Differentiation and intervention will occur through this program during core reading instruction. All classrooms, K-5, will utilize the resources provided in order to promote a vertically aligned program of study in this area.

Category: Learning Systems

Research Cited: Journeys is a research-based, KCAS aligned program.

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Westside Elementary School

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core instruction will be scheduled and paced in accordance with the Journeys Reading program, taking into account specific learning needs of students. Teachers will utilize these resources with fidelity, and identify and address instructional gaps students may have in this first year of the program.	Academic Support Program	08/10/2015	05/27/2016	\$50000 - Text Books	Jon Hoskins Debbie Kendall Melissa Miles

Strategy4:

Early Interventions in Reading - A full-time reading interventionist will be hired to work with struggling (below level) students in a small group setting. Groups should be flexible, allowing students to move in and out as needed. Any students in grades K-3 may be eligible for services.

Category: Early Learning

Research Cited:

Activity - EIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Reading intervention program for struggling students in grades K-3. Students will work with Reading Intervention Teacher daily. Group size 3-5	Academic Support Program	08/11/2014	06/15/2017	\$92000 - Read to Achieve	Jon Hoskins Nancy Power Ashley Farmer

Strategy5:

Increased Rigor - Increasing rigor, or "raising the bar" on the reading expectations of our students, will provide for them opportunities to read on higher levels, build vocabulary, and increase their capacity to stretch their comprehension skills.

Category:

Research Cited:

Activity - Grade level/ Lexile Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing new ELA texts, we will more consistently provide appropriate-leveled texts to students at every grade level. Use of these texts will enable us to maintain consistent, high expectations for students and instruction, as well as training teachers to recognize appropriate texts from other sources.	Direct Instruction	01/05/2015	05/27/2016	\$5000 - District Funding \$20000 - Text Books	Jon Hoskins Teachers Curriculum Coach

Measurable Objective 2:

demonstrate a proficiency level in the area of Mathematics of 71.6 by 05/31/2019 as measured by on the 2019 KPREP.

Strategy1:

BREDS- MATH - All teachers will have a number/fact fluency goal, set by the principal.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Westside Elementary School

Activity - BREDS MATH Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress checks will occur weekly and will be discussed monthly to determine whether adequate progress is being made towards goals. The goals are set so that 80% of students scoring in proficient range is adequate progress.	Other - Assessment	08/10/2015	05/25/2017	\$300 - District Funding	Jon Hoskins Melissa Miles Classroom Teachers

Strategy2:

Vertical Data Teams - During weekly vertical team meetings, teachers will share formative/summative student data, instructional needs of students and next steps for the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Monitor Implementation of Student-Centered Math and Numeracy project ideals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Coach, and Teachers

Activity - Additional Resources- Review and Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using information from professional publications, the KY Numeracy Project and Math Network Meetings, we will review our current inventory of instructional resources, manipulatives, and tools. Where necessary, additional resources will be purchased and integrated into classroom instruction.	Other	09/10/2012	03/01/2013	\$6000 - Title I Part A	Rtl Team

Strategy3:

Rtl - Monthly Rtl meetings will be held by grade level with the Rtl team. During this time, student needs will be discussed. At this time, we are focusing on our Tier 1 Core Instruction.

Category:

Research Cited:

Activity - Success Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction in their area of need at least 3 times/ weekly. Instruction will come from either a certified teacher or classified interventionist.	Academic Support Program	09/03/2012	05/17/2013	\$0 - No Funding Required	Rtl team and teachers

Comprehensive School Improvement Plan

Westside Elementary School

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP growth measure 3 times annually. Teachers will use information provided in the DesCartes continuum to address specific student needs.	Academic Support Program	10/01/2012	05/25/2017	\$0 - No Funding Required	Rtl Team-Principal, Curriculum Coach, Counselor

Strategy4:

Math Program Adoption - Our school will adopt Pearson Envision 2.0 as our research-based, KCAS aligned Math program. This program will be implemented K-5 and used with fidelity. Additional concrete and semi-concrete strategies will be used, as needed, to bridge student understanding to the content.

Category: Learning Systems

Research Cited:

Activity - Pearson Envision- Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation and intervention will occur during core Math instruction, using Envision resources.	Academic Support Program	08/10/2015	05/27/2016	\$50000 - Text Books	Jon Hoskins Melissa Miles

Goal 2:

Novice Reduction

Measurable Objective 1:

A 50% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading above Novice level in Reading by 09/27/2019 as measured by KPREP.

Strategy1:

Journeys Reading - Seamless instruction in the area of reading from K-5. Vertically aligned instruction will better prepare students and will eliminate instructional gaps between grade levels.

Category: Learning Systems

Research Cited:

Activity - Journeys PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on implementation of Journeys Program as a whole and Rtl/Intervention resources	Professional Learning	06/15/2015	08/20/2015	\$0 - No Funding Required	All reading teachers Melissa Miles Debbie Kendall

Narrative:

Brigance is administered to all K students.

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

Goal 1:

SY 2016-2017

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Comprehensive School Improvement Plan

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K readiness

Measurable Objective 1:

demonstrate student proficiency (pass rate) of Kindergarten readiness by 09/28/2018 as measured by Brigance.

Strategy1:

Pre-K/K transition - Increase student readiness for K actively recruiting students to our Pre-K program. Students receiving Pre-K services are better prepared for Kindergarten the following year. This year, we were able to add a morning class, though there is still room for more students.

Category: Early Learning

Research Cited:

Activity - Early learning days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On select Fridays, during the Spring semester, community members (preschool-age) will be invited to come to school for special sessions, in order to introduce them to our Pre-K program.	Community Engagement Recruitment and Retention Parent Involvement	02/15/2017	05/26/2017	\$300 - Title I Schoolwide	Jon Hoskins Tiffany Tubbbs Daisy Thompson Whitney Fowler

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

Goal 1:

Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019

Measurable Objective 1:

demonstrate a proficiency rate for all students of 75.2% in the area of Reading by 09/30/2016 as measured by 2016 KPREP results .

Strategy1:

Rtl/ Success Time - By identifying struggling and at-risk students, we are better able to provide interventions and differentiate their instruction. Using targeted instructional strategies and activities, they will show accelerated growth.

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Activity - On-level small group/individual instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000 - District Funding	Ashley Farmer Jon Hoskins Melissa Miles

Strategy2:

Reading Program Adoption - Our school will adopt a research-based KCAS aligned Reading program, in order to ensure sufficient text complexity and seamless instruction between grade levels. Differentiation and intervention will occur through this program during core reading instruction. All classrooms, K-5, will utilize the resources provided in order to promote a vertically aligned program of study in this area.

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Category:

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Activity - Grade level/ Lexile Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy4:

Early Interventions in Reading - A full-time reading interventionist will be hired to work with struggling (below level) students in a small group setting. Groups should be flexible, allowing students to move in and out as needed. Any students in grades K-3 may be eligible for services.

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Category: Early Learning

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Strategy1:

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Comprehensive School Improvement Plan

Westside Elementary School

Strategy2:

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Category: Continuous Improvement

Research Cited:

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Strategy4:

Vertical Data Teams - During weekly vertical team meetings, teachers will share formative/summative student data, instructional needs of students and next steps for the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Additional Resources- Review and Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Comprehensive School Improvement Plan

Westside Elementary School

Activity - Monitor Implementation of Student-Centered Math and Numeracy project ideals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Coach, and Teachers

Goal 2:

All teachers at Westside will become Effective Teachers by 2020

Measurable Objective 1:

demonstrate a proficiency Data is currently unavailable. It will be set after the 2014-15 schoolyear. by 06/15/2015 as measured by teacher evaluations under TPGES.

Strategy1:

Professional Growth and Effectiveness System, Professional Learning and Support, Collection and Use of Data: KY Tell Survey; Human Capital Management and Development - Teachers will be evaluated using the TPGES. Determinations of instructional improvement areas will be made with this data.

Category: Teacher PGES

Research Cited:

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the District Leadership Team to develop and refine training procedures for implementation: <ul style="list-style-type: none"> • Principals, Instructional Supervisor and Coaches will train and take the Teachscape Modules on the Danielson Frame work • Team developed for District Pilot • Training Dates Set in August for PGES team in Harrison County Schools • Prepare for professional development needs relative to strengths/weaknesses identified by school level staff during pilot year 2013-14 • District and school level analysis of plan Provide yearlong training for all certified staff within the pilot school broken down by each component—teachers work together to identify current levels, professional growth needs for development: <ul style="list-style-type: none"> • Kentucky Framework for Teaching (provide all teachers with framework • Evaluation process • Student Growth Goals • Student Voice • Feedback Provide three training sessions for peer evaluators and all participants in Pilot: <ul style="list-style-type: none"> • Overview training, set up online training for peer evaluators • Show staff how to use EDS • Follow-up to online training for questions, EDS training and Q&A 	Professional Learning	08/11/2014	05/22/2015	\$0 - District Funding	Principal

Comprehensive School Improvement Plan

Westside Elementary School

Goal 3:

GAP Reduction

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency of 32.1 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy1:

Increased use of instructional technology - Students will participate in interactive online instruction tailored to their particular learning needs. Programs and activities will be adaptive, so as they learn, they will be given new skills to master. The obvious hope is that this will help them to make faster-than-average growth in their areas of need.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the classroom and the computer lab, students will participate in Study Island activities in order to strengthen their reading skills.	Academic Support Program	11/14/2016	05/25/2017	\$1200 - District Funding	Jon Hoskins Susan Dickey Kari Mitts Kinsey Howard

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase Student Achievement in ELA and Math to a Proficiency Level of 73.4% on KPREP by 2019

Measurable Objective 1:

demonstrate a proficiency level in the area of Mathematics of 71.6 by 05/31/2019 as measured by on the 2019 KPREP.

Strategy1:

BREDS- MATH - All teachers will have a number/fact fluency goal, set by the principal.

Category: Continuous Improvement

Research Cited:

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Activity - BREDS MATH Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress checks will occur weekly and will be discussed monthly to determine whether adequate progress is being made towards goals. The goals are set so that 80% of students scoring in proficient range is adequate progress.	Other - Assessment	08/10/2015	05/25/2017	\$300 - District Funding	Jon Hoskins Melissa Miles Classroom Teachers

Strategy2:

Math Program Adoption - Our school will adopt Pearson Envision 2.0 as our research-based, KCAS aligned Math program. This program will be implemented K-5 and used with fidelity. Additional concrete and semi-concrete strategies will be used, as needed, to bridge student understanding to the content.

Category: Learning Systems

Research Cited:

Activity - Pearson Envision- Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation and intervention will occur during core Math instruction, using Envision resources.	Academic Support Program	08/10/2015	05/27/2016	\$50000 - Text Books	Jon Hoskins Melissa Miles

Strategy3:

Vertical Data Teams - During weekly vertical team meetings, teachers will share formative/summative student data, instructional needs of students and next steps for the classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Monitor Implementation of Student-Centered Math and Numeracy project ideals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Curriculum coach will monitor math instruction to confirm application of professional learning. Monitoring will take place via walk-throughs, lesson plans, vertical team meetings, and teacher observations.	Professional Learning	08/11/2014	05/22/2015	\$0 - No Funding Required	Principal, Curriculum Coach, and Teachers

Activity - Additional Resources- Review and Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using information from professional publications, the KY Numeracy Project and Math Network Meetings, we will review our current inventory of instructional resources, manipulatives, and tools. Where necessary, additional resources will be purchased and integrated into classroom instruction.	Other	09/10/2012	03/01/2013	\$6000 - Title I Part A	Rtl Team

Strategy4:

Rtl - Monthly Rtl meetings will be held by grade level with the Rtl team. During this time, student needs will be discussed. At this time, we are focusing on our Tier 1 Core Instruction.

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Research Cited:

Activity - Success Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group instruction in their area of need at least 3 times/ weekly. Instruction will come from either a certified teacher or classified interventionist.	Academic Support Program	09/03/2012	05/17/2013	\$0 - No Funding Required	Rtl team and teachers

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP growth measure 3 times annually. Teachers will use information provided in the DesCartes continuum to address specific student needs.	Academic Support Program	10/01/2012	05/25/2017	\$0 - No Funding Required	Rtl Team-Principal, Curriculum Coach, Counselor

Measurable Objective 2:

demonstrate a proficiency rate for all students of 75.2% in the area of Reading by 09/30/2016 as measured by 2016 KPREP results .

Strategy1:

Early Interventions in Reading - A full-time reading interventionist will be hired to work with struggling (below level) students in a small group setting. Groups should be flexible, allowing students to move in and out as needed. Any students in grades K-3 may be eligible for services.

Category: Early Learning

Research Cited:

Activity - EIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Reading intervention program for struggling students in grades K-3. Students will work with Reading Intervention Teacher daily. Group size 3-5	Academic Support Program	08/11/2014	06/15/2017	\$92000 - Read to Achieve	Jon Hoskins Nancy Power Ashley Farmer

Strategy2:

Rtl/ Success Time - By identifying struggling and at-risk students, we are better able to provide interventions and differentiate their instruction. Using targeted instructional strategies and activities, they will show accelerated growth.

Category: Continuous Improvement

Research Cited:

Activity - On-level small group/individual instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive small group or individual instruction, as needed, to provide academic support in their area of need.	Academic Support Program	09/08/2015	05/27/2016	\$3000 - District Funding	Ashley Farmer Jon Hoskins Melissa Miles

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Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given 3 times annually in order to determine students' current performance levels. The lowest-scoring 10% will be identified as at-risk and placed into the RtI process.	Academic Support Program	08/11/2014	05/22/2015	\$40000 - District Funding	Ashley Farmer Jon Hoskins Susan Dickey

Goal 2:

demonstrate a proficiency level of 36.5 for students with disabilities in the area of ELA. .

Measurable Objective 1:

A 100% increase of Students with Disabilities students will demonstrate a proficiency of 36.5 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy1:

Collaborative Instruction - Collaborative/ Team Teaching - Students will have increased support while receiving instruction on grade level. Differentiation will be improved with the addition of another teacher and the expertise of our special needs faculty.

Category:

Research Cited:

Activity - Collaborative/ Team Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity could fall under "Class Size Reduction" or "Academic Support". With the addition of a Special Needs teacher in the 4/5 ELA classes, more support is given to struggling learners because two certified teachers are present. Lessons are designed with all students' needs in mind, as always, with twice the support.	Academic Support Program	09/02/2013	05/31/2016	\$0 - IDEA	Alyssa Canupp, Kari Mitts

Goal 3:

GAP Reduction

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency of 32.1 in English Language Arts by 09/30/2016 as measured by 2016 KPREP.

Strategy1:

Collaborative Instruction - Special Needs instructors will collaborate in the classroom.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Reading Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to provide additional support to Special Needs students in the regular classroom, Special Needs faculty will collaborate during core instruction, in order to provide additional support, as well as be well-versed in the areas of instruction and academic need their students must master.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	Kari Mitts Kinsey Howard Laura Winkle

Strategy2:

Increased use of instructional technology - Students will participate in interactive online instruction tailored to their particular learning needs. Programs and activities will be adaptive, so as they learn, they will be given new skills to master. The obvious hope is that this will help them to make faster-than-average growth in their areas of need.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the classroom and the computer lab, students will participate in Study Island activities in order to strengthen their reading skills.	Academic Support Program	11/14/2016	05/25/2017	\$1200 - District Funding	Jon Hoskins Susan Dickey Kari Mitts Kinsey Howard

Strategy3:

BREDS Reading - All teachers will have goals specific to their subjects and students. Special needs teachers will be responsible for helping students grow in accordance with their IEPs.

Category: Continuous Improvement

Research Cited:

Activity - BREDS Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the area Reading will work toward proficiency goals in the areas of reading and listening comprehension, along with fluency and vocabulary acquisition. This will be monitored weekly and discussed with the principal monthly to determine effectiveness of instruction and next steps.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	Kinsey Howard Kari Mitts Laura Winkle Jon Hoskins

Goal 4:

Novice Reduction

Measurable Objective 1:

A 50% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading above Novice level in Reading by 09/27/2019 as measured by KPREP.

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Strategy1:

Journeys Reading - Seamless instruction in the area of reading from K-5. Vertically aligned instruction will better prepare students and will eliminate instructional gaps between grade levels.

Category: Learning Systems

Research Cited:

Activity - Journeys PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on implementation of Journeys Program as a whole and RtI/Intervention resources	Professional Learning	06/15/2015	08/20/2015	\$0 - No Funding Required	All reading teachers Melissa Miles Debbie Kendall

Strategy2:

BREDS Reading - Students will receive on-level and more challenging instruction in order to promote catch-up growth in this area.

Category: Learning Systems

Research Cited:

Activity - Reading Instruction Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive on-level instruction, in addition to their core instruction, in order to reduce gaps and foster higher academic performance in the area of Reading.	Academic Support Program	08/10/2015	05/27/2016	\$0 - No Funding Required	Jon Hoskins Classroom Teachers

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data will be used, along with other data, to determine which students are in need of additional support.	Technology	08/10/2015	05/27/2016	\$0 - Grant Funds	Susan Dickey Classroom teachers Jon Hoskins

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.

Goal 1:

Students will become College and Career Ready

Measurable Objective 1:

demonstrate a behavior of personal responsibility in their decision-making, set and work toward personal and academic goals, and learn to work effectively as members of a group by 05/27/2016 as measured by data reflecting the meeting of goals, their conduct, and cooperation in SY 2016-2017

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academic and leadership opportunities..

Strategy1:

"Leader in Me" - Beginning in Kindergarten, and continuing through 5th grade, students will be educated in the "Seven Habits of Highly Effective People". The first three goals deal with intrapersonal pursuits: personal responsibility, establishing priorities, and setting goals/creating plans. Goals four-six address interpersonal pursuits, namely working together, effective communication, and understanding other perspectives.

Category: Continuous Improvement

Research Cited:

Activity - Leadership opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given important roles in their classroom and/ or school. These roles will teach them responsibility, the importance of working together, problem-solving, and that society requires a variety of roles, all being completed simultaneously, in order to thrive.	Career Preparation/ Orientation	08/10/2015	05/27/2016	\$3000 - Title I Part A	All Staff

Activity - Junior Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members, once annually, teach age-appropriate economics lessons to students, K-5. This content covers everything from needs/ wants and personal finance to supply/demand and opportunity cost.	Community Engagement	11/20/2015	11/20/2015	\$0 - No Funding Required	Junior Achievement Coordinator, Principal, Teachers, Community Volunteers

Strategy2:

Practical Living/ Career Studies Instruction - Students will learn about the practical aspects of adulthood: staying safe, how to make decisions, how to stay healthy (physically, emotionally, mentally).

Category: Integrated Methods for Learning

Research Cited:

Activity - Safety Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students learn from police, firefighters, EMS, utility workers, and medical personnel about avoiding dangers that may be encountered during the course of daily living.	Field Trip	09/25/2015	09/25/2015	\$500 - District Funding	FRYSC, Teachers

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

Goal 1:

Students will become College and Career Ready

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Measurable Objective 1:

demonstrate a behavior of personal responsibility in their decision-making, set and work toward personal and academic goals, and learn to work effectively as members of a group by 05/27/2016 as measured by data reflecting the meeting of goals, their conduct, and cooperation in academic and leadership opportunities..

Strategy1:

Practical Living/ Career Studies Instruction - Students will learn about the practical aspects of adulthood: staying safe, how to make decisions, how to stay healthy (physically, emotionally, mentally).

Category: Integrated Methods for Learning

Research Cited:

Activity - Safety Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students learn from police, firefighters, EMS, utility workers, and medical personnel about avoiding dangers that may be encountered during the course of daily living.	Field Trip	09/25/2015	09/25/2015	\$500 - District Funding	FRYSC, Teachers

Goal 2:

All teachers at Westside will become Effective Teachers by 2020

Measurable Objective 1:

demonstrate a proficiency Data is currently unavailable. It will be set after the 2014-15 schoolyear. by 06/15/2015 as measured by teacher evaluations under TPGES.

Strategy1:

Professional Growth and Effectiveness System, Professional Learning and Support, Collection and Use of Data: KY Tell Survey; Human Capital Management and Development - Teachers will be evaluated using the TPGES. Determinations of instructional improvement areas will be made with this data.

Category: Teacher PGES

Research Cited:

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Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Utilize the District Leadership Team to develop and refine training procedures for implementation:</p> <ul style="list-style-type: none"> • Principals, Instructional Supervisor and Coaches will train and take the Teachscape Modules on the Danielson Frame work • Team developed for District Pilot • Training Dates Set in August for PGES team in Harrison County Schools • Prepare for professional development needs relative to strengths/weaknesses identified by school level staff during pilot year 2013-14 • District and school level analysis of plan <p>Provide yearlong training for all certified staff within the pilot school broken down by each component—teachers work together to identify current levels, professional growth needs for development:</p> <ul style="list-style-type: none"> • Kentucky Framework for Teaching (provide all teachers with framework • Evaluation process • Student Growth Goals • Student Voice • Feedback <p>Provide three training sessions for peer evaluators and all participants in Pilot:</p> <ul style="list-style-type: none"> • Overview training, set up online training for peer evaluators • Show staff how to use EDS • Follow-up to online training for questions, EDS training and Q&A 	Professional Learning	08/11/2014	05/22/2015	\$0 - District Funding	Principal

Goal 3:

Improved School Performance in A&H, PLCS, and Writing

Measurable Objective 1:

collaborate to improve performance on program reviews by 09/15/2017 as measured by Annual performance on program reviews.

Strategy1:

PR Data analysis - PR data will be reviewed, areas of need identified, by committees of stakeholders.

Category: Continuous Improvement

Research Cited:

Activity - PR improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on analysis of PR data, needs will be identified and committees will make recommendations so that school personnel make build in integrated activities to improve instruction in the areas of PLCS, A&H, and Writing.	Policy and Process Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	all certified staff

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?

Westside Elementary serves approximately 330 students and is located in Cynthiana, KY. While still a rural community, we have experienced an increase in the number of students living within the city limits. Cynthiana, located in Harrison County, is home to two main industrial workplaces: Bullard and 3M. The local hospital and school system are the only other large employers in our community. As a rural community, Harrison County still maintains a close, tight-knit feeling. It is common to see large crowds gathering for community events, local benefits, and high school athletics.

In the last three years, we have seen a decline in enrollment district-wide. In the last ten years, we have seen a steady increase in students receiving free or reduced meals. 58% of Westside students currently qualify for this assistance. Our staff has changed by 14%, primarily due to retirement. The majority of the faculty has between ten and twenty years of teaching experience.

Harrison County as a whole has a highly transient population. Approximately 15% of our students have attended at least two of our elementary school, and it is not uncommon to meet a student who has attended all four.

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.

Westside's purpose is to prepare all students for success. Through high-level instruction, parent involvement, and a variety of educational experiences, Westside students will be prepared to succeed in their chosen field of work or study. Our students are taught to expect greatness from themselves, to support each other, and to work effectively with others. All learning experiences, be they field trips or clubs, are offered free of charge to all students. Finances are never a barrier to involvement. We also work very closely with our 4H agent, providing additional opportunities for our students.

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.

Westside Elementary is a Proficient/ Progressing school, with particular strengths in Science, Social Studies, and Writing. In 2014, our school achieved a ranking in the 85%ile. This was due to a more than 50%ile jump from the year before. We work hard to educate the whole child. Academics are important, but so are character, leadership, and service.

Additional Information

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

Westside teachers work tirelessly to provide the best education possible for our students. Often this means making changes to instruction to meet the needs of students, changing curricula, and finding new approaches or instructional strategies. Our teachers earnestly believe that all children have tremendous potential, and it is our job to see that potential fulfilled.