



# **KDE Comprehensive School Improvement Plan**

**Eastern Elementary School**  
**Barren County**

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## **Introduction**

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

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# Executive Summary

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## **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.

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## **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?**

-Eastern Elementary is a public school with an enrollment of 401 students, preschool through sixth grade. There are approximately 5,000 students in our entire district. School demographics: 94.3% Caucasian; 3.09% Hispanic; .77% African American; 22.42% ECE-including speech; 61.5% free or reduced lunch identification.

-We have 50 staff members which include both certified and classified.

-Our school is located just outside the city limits of Glasgow, Kentucky, a rural city with a population of approximately 14,000. The median age is 41.

### Unique Features:

-The original Eastern Elementary School was built in 1962. In 2005-2006, our school underwent a 9 million dollar renovation and is still located in the exact spot of the building that was erected 50 years ago. Today, the school looks brand new and has the latest technology in regards to safety and energy efficiency.

-Eastern Elementary School offers a wide variety of clubs and activities for all students. These include: Beta Club, Music and Drama Club, The Running Club, STLP and Academic Team.

-We have a walking track and greenhouse on our campus. The walking track has allowed the school to pilot several fitness programs. Our greenhouse is utilized on a regular basis to teach science in a hands-on approach.

-We have an after school 21st Century Program that offers academic assistance and enrichment activities such as: archery, cooking classes, Chess Club, Zumba, basketball and STEM activities.

### Special Challenges of community over the last 3 years:

-Like most public schools in our area, we are faced with the challenge of meeting the needs of an ever-changing student population. At this time, our free/reduced student population has grown to 61.5%.

## **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.**

Our School Mission: "Each child, Every day, will be Successful"

Our School Vision: "Developing a tradition of excellence, one leader at a time."

These were developed by our SBDM Council in collaboration with the Eastern Staff. Both the mission and vision have had an impact on the decision to implement STAR testing after each nine weeks. They are also closely related to our "Leader in Me" program, which helps drive our daily decision-making.

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## 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.**

- Our school moved from "Needs Improvement" status on the KPREP assessment to a "Distinguished" rating.
- Eastern students performed in the 91st percentile on the latest KPREP state assessment.
- Our school is fortunate to have received grants to fund our Literacy Lab and Math Lab.
- Our STLP (Student Technology Leadership Program) students have had projects presented at the district, regional and state level, each of the last five years.
- Our school received a 21st Century Learning Grant for after-school programs.
- A Smartboard can be found in every classroom.
- Eastern has much available technology for students: iPod Touch cart which is available to every classroom through a checkout process as well as 3 chromebook carts.
- Our Beta club follows the state and national Jr. Beta guidelines and has received recognition at honors at the state level.

Through implementation of our CSIP plan, we hope to achieve:

- improvement in our students' ability to problem solve
- increase in student achievement as measured by the KPREP assessment
- on-going student academic achievement as measured by newly implemented STAR testing for grades K-6
- better address the diverse needs of students by focusing on learning styles, socioeconomic barriers and activating prior knowledge
- create a partnership between teachers, parents and students that will lead to Eastern Elementary accomplishing its vision and mission statements

## **Additional Information**

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

Collaborative work of stakeholders: Close examination of our KPRP data has helped us to identify areas of achievement as well as areas of needed improvement.

Representative Groups who served on the planning and needs assessment committees:

- Teachers
- Parents
- Family Resource Center Personnel
- Administrator

How was achievement obtained? Improvements in our achievement are due to a mentality of "no lost minutes" in the schedule. The master schedule was adjusted to increase instructional minutes. We also implemented STAR testing for K-6 after each nine weeks of instruction. The KPREP correlation let us know who was on target for proficiency and which students needed extra help to move to the next performance level.

Focus areas for improvement: We will focus on making improvements in 4th and 6th grade reading and 4th grade math. In addition to increasing the percentage of proficient and distinguished, we will also target students to reduce the percentage of students performing at the novice level in all areas. We will also focus on writing in all grade levels.

# 2015-16 Plan for KDE Comprehensive School Improvement Plan

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## Overview

### Plan Name

2015-16 Plan for KDE Comprehensive School Improvement Plan

### Plan Description

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## 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	Gap Goal--Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 58.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$31700
2	Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 64% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
3	LEARNING ENVIRONMENT GOAL: increase the percentage of students who feel safe and a part of Eastern Elementary School as measured on student surveys by 2017 (GALLOP, ADVANC-ED and PBIS data).	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$32000
4	Next Generation Professionals-Eastern Elementary School will continue to implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$8500
5	Program Review Goal-The Program Reviews will show a 10% increase in overall score at Eastern Elementary.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
6	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0

## Goal 1: Gap Goal--Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 58.1% in 2017.

### Measurable Objective 1:

collaborate to decrease the overall achievement gap at Eastern Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 52.2% by 05/27/2016 as measured by KPREP results.

### Strategy 1:

Professional Development Best Practice - Teachers will attend professional development opportunities that will address our GAP areas as identified in the K-Prep results.

Category:

Activity - Professional Learning to Address GAP Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive training in co-teaching, collaboration and differentiation strategies to address the instructional needs of students in identified GAP areas.	Professional Learning	10/12/2015	06/01/2016	\$3000	School Council Funds	School and District Staff and Administration

### Strategy 2:

Progress Monitoring - Progress monitoring will be utilized to track individual student progress throughout the school year. Students will be assessed two to three times a year using MAP testing in the areas of math, reading and language arts, and a minimum of five times a year with STAR Reading, Math and Early Literacy.

Category: Continuous Improvement

Activity - STAR and MAP Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR and MAP testing will be used to monitor student growth and will be an indicator for identifying students who need interventions. SNAP assessment for K-1 and AVMR for grades 2-3 will be given by our math lab teacher to all students in grades K-3rd and will also serve as an indicator for students that should receive math lab services and interventions. Staff will administer the STAR Early Literacy assessment in grades K/1 and the MAP and STAR assessments in grades 2-6. These assessments will be used as indicators for students who should receive literacy lab services in the primary and other targeted interventions for grades 4-6. Teachers will continue utilizing formative assessments at the completion of each lesson taught. Summative assessments will be incorporated to measure student progress and learning in grades K-6.	Academic Support Program	08/06/2015	05/31/2017	\$0	District Funding	Certified and Classified Staff

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Activity - AIMS Web & STAR Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified from MAP and STAR data as falling into Tier II interventions will be progress monitored using the STAR assessment in math and reading for grades K-6. Tier III students in grades K-6 will be progress monitored using Aims Web.	Academic Support Program	08/06/2015	05/31/2017	\$700	Title I School Improvement (ISI)	Guidance Counselor, RTI Manager and Certified Staff
Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to work at the school and district level to align our curriculum in order to eliminate any missed instructional opportunities that may exist for students in the GAP group.	Academic Support Program	09/25/2015	06/01/2016	\$0	No Funding Required	Administration and Certified Staff
Activity - Interventions for GAP Population	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math intervention teacher will service students performing below grade level in grades K-3. Flexible grouping within each grade level occurs during math blocks, and will occur at the primary and intermediate level. The reading intervention teacher will service students performing below grade level in K-3. Flexible grouping within each grade level occurs during reading blocks in primary and intermediate.	Academic Support Program	08/06/2015	05/13/2016	\$3000	School Council Funds	Staff and Administration
Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students' progress will be monitored weekly using STAR benchmarks in grades K-6. Progress will be discussed monthly as this is one of our identified GAP groups.	Academic Support Program	09/25/2015	06/01/2016	\$0	No Funding Required	School Staff involved in progress monitoring.

### Strategy 3:

Identification of Gap Population - Staff members will disaggregate assessment data and identify students in any or all gap groups that are performing below the expected proficiency rating.

Category: Continuous Improvement

Activity - 21st Century Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the proficiency standards will be identified at each grade level and targeted for additional academic support through our 21st Century After-School Academic Program. Students receiving free or reduced lunch, ECE, or other identified gap populations will be offered the opportunity to participate without charge to the parents. Parents of the identified students will be contacted by the 21st Century Coordinator at Eastern Elementary to explain and encourage student participation in this academic support program.	Academic Support Program	10/07/2013	05/31/2017	\$25000	Grant Funds	Administration, teachers and 21st Century Coordinator

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Activity - RTI-Like Services for ECE Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI-like services will be provided to all ECE students in areas of identified need.	Academic Support Program	09/25/2015	06/01/2016	\$0	No Funding Required	School Staff and Administration
Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarteners will participate in the Brigance K Screener each year. The school will support activities to prepare incoming kindergarteners and inform their parents of kindergarten readiness skills.	Other	08/04/2015	06/01/2017	\$0	No Funding Required	Kindergarten teachers, Guidance Counselor

## Goal 2: Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 64% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 58.8% at Eastern Elementary School by 05/27/2016 as measured by K-Prep scores.

**Strategy 1:**

Posting Objectives - Teachers will post learning objectives in Kindergarten through 6th grade for reading, math, science and social studies.

Multiple forms of assessments will be utilized and must be aligned with grade level expectations and designed to assess a diverse population with varying needs.

Category:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posted objectives in grades K-6 will be tied to our Kentucky Core Academic Standards (KCAS) and formatively assessed at the end of each lesson.	Academic Support Program	08/10/2012	05/31/2017	\$500	School Council Funds	All school level staff members and administration
Activity - Assessment Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet quarterly with principal to review and discuss individual student growth based on data collection binders: fluency checks, growth on MAP and STAR assessments, etc. During data review sessions, teachers will bring lessons plans and summative assessment binders for discussion and review. Lesson plans will be reviewed for implementation of differentiation.	Professional Learning	01/01/2015	06/01/2017	\$0	No Funding Required	All staff members and administration

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Activity - KPREP-Like Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to design KRPEP-like assessments that assess our Kentucky Academic Standards. These assessments will be specifically designed to provide meaningful feedback on student learning and instructional practices. Teachers will collect and analyze student work at PLC meetings in order to monitor student progress towards proficiency and make necessary adjustments to instruction.	Academic Support Program	08/01/2013	06/30/2016	\$0	No Funding Required	All staff members and administration

**Goal 3: LEARNING ENVIRONMENT GOAL: increase the percentage of students who feel safe and a part of Eastern Elementary School as measured on student surveys by 2017 (GALLOP, ADVANC-ED and PBIS data).**

**Measurable Objective 1:**

collaborate to have 90% of students feeling a higher level of connectedness and safety by 06/30/2017 as measured by the Gallup student survey results..

**Strategy 1:**

Survey Data - Survey data from students, staff and parents will be used for improvement in communication and discipline procedures.

## Category:

Activity - Increase in Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/teacher conferences will be held in the fall of each school year. Teachers will also send notes, postcards, emails or other forms of communication regarding student progress and informing parents about positive student work and behavior. Eastern Elementary will continue to utilize our One Call Communication system as well as school-wide newsletters. Our Family Resource Coordinator will continue to make home visits when necessary and will send home a newsletter each semester.	Parent Involvement	06/01/2012	06/01/2016	\$1000	School Council Funds	All staff members and Administration

Activity - School-wide Discipline Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our school-wide discipline program will continue to be utilized. Our Target Behavior Team will continue to look for effective ways to teach classroom and school-wide procedures. The Target Behavior Team will meet regularly to discuss any problematic behaviors that are reoccurring. Office referrals will continue to be tracked in the SWISS program. The Target Behavior Team will review office referrals and make recommendations for students with an inordinate number of office visits due to misbehaviors that occur at school or while on the school bus. After students are identified for a high number of office referrals, the Check &amp; Connect model will be implemented on a daily basis to set behavior goals and award points for meeting those goals. Designated teachers will be assigned to meet with students qualifying for the Check &amp; Connect Program. If students are observed being a bully, there is a box outside the counselor's office for the anonymous observer to report the offense to the administration who will take action to provide any necessary consequences.</p>	Behavioral Support Program	12/01/2014	06/01/2016	\$1000	School Council Funds	All staff and Administration
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Activity - Increase Student Support and Recognition Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Faculty and staff will offer a variety of ways to recognize students on a daily, weekly and monthly basis that are exceeding expectations academically and in regard to behavior. Programs utilized consistently to recognize positive student behavior include: Honor Roll Assemblies, Top Cat, Wild-Mart, CATS Cash, Effort Student Award, Bully Box, Leaders of the Month, etc. One student per classroom is identified weekly for the Top Cat Award based on positive behavior. Students earn CATS cash for following procedures and can use the funds to purchase items from the Wild Mart store at Eastern. One student per class each week is recognized for their effort and receives the Effort Award. Leaders of the Month serve as student Ambassadors for the school.</p>	Behavioral Support Program	08/01/2014	06/01/2017	\$0	No Funding Required	All staff members and Administration at Eastern Elementary

## Strategy 2:

Differentiated Learning Opportunities - Through differentiated learning opportunities offered during our 21st Century After School Program, students at all ability levels and with various learning styles will have the opportunity to expand their knowledge.

Category:

Activity - Intermediate Magnet Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As part of our district's expansion of the magnet concept, our 21st Century After School Program will offer enrichment opportunities for an identified population of "Magnet" students. Our program will focus around the four pillars outlined in our district program which include Leadership, Academics, Community Involvement and The Arts.</p>	Academic Support Program	10/07/2013	06/01/2016	\$5000	Grant Funds	21st Century School and District Coordinator and other staff members

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Leader in Me is an innovative, school-wide model that enables educators to unleash each child's full potential by developing leaders with 21st century skills. Within the next two years, Eastern Elementary faculty and staff will develop a new mission statement for the school as well as classroom mission statements. Teachers will also create their own professional mission statement. In order to apply the Leader in Me philosophy, students will be given the opportunity to apply for classroom and school level jobs and also serve in various leadership roles throughout our school and community. In the spring of 2016, four teachers from Eastern will be trained on how to teach the 7 Habits to other teachers. This will enable Eastern to sustain the 7 Habits focus as new staff are hired in the future.</p>	Other	08/12/2013	06/01/2016	\$25000	Grant Funds	All staff and administration
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**Goal 4: Next Generation Professionals-Eastern Elementary School will continue to implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.**

**Measurable Objective 1:**

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by as measured by the new statewide Professional Growth and Evaluation System (PGES).

**Strategy 1:**

PGG and SGG - Awareness training for all staff on setting Professional Growth Goals and Student Growth Goals.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional training for teachers based on PGES and our District CEP will be conducted as needed.	Professional Learning	07/01/2013	06/01/2016	\$500	Other	District CRTs, Instructional Supervisor, GRREC PGES Consultants

**Measurable Objective 2:**

collaborate to increase the overall effectiveness of our principals by 06/01/2017 as measured by as measured by the new statewide Principal's Professional Growth and Evaluation System (PPGES).

**Strategy 1:**

EDS Module - Principals will increase their professional practice by completing the EDS module

Category: Continuous Improvement

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Activity - EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES, PPGES and District CEP.	Professional Learning	03/15/2013	06/01/2017	\$8000	Other	Assistant Supt. and Principals

### Goal 5: Program Review Goal-The Program Reviews will show a 10% increase in overall score at Eastern Elementary.

#### Measurable Objective 1:

collaborate to increase the Program Review score by 10% by 06/01/2016 as measured by Program Review Unbridled Learning.

#### Strategy 1:

Program Review Initiative - Program Review work continues yearly as PLC teams review the results of previous years and make corrections/adjustments as needed.

Category: Professional Learning & Support

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year as a part of KPREP data disaggregation, grade level teachers worked to identify gaps in practical living/vocational studies within each grade level curriculum. Arts & Humanities and PE teachers work together across the district to align curriculum to meet standards and also identified areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	08/12/2013	05/31/2016	\$500	School Council Funds	All staff and administration

### Goal 6: Novice Reduction Goal

#### Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/30/2020 as measured by Spring KPREP data.

#### Strategy 1:

School Data Leadership Team - Following the district trainings, our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goal.

Category: Management Systems

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Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor
Activity - Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	01/04/2016	11/30/2020	\$0	No Funding Required	School Data Leadership Team, District trainer
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.	Professional Learning	01/04/2016	11/30/2020	\$0	No Funding Required	PLC Chairpersons, Teachers
Activity - Data Walls/Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can access easily.	Policy and Process	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
Activity - Student Ownership of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will schedule student-led conferences.	Other - Student Ownership	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor, Teachers, Students
Activity - Data Dives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will provide all school staff with a yearly Data Dive including data review, research questioning, root cause analysis and CSIP training.	Other - Data Analysis	01/04/2016	11/30/2020	\$0	No Funding Required	School Data Leadership Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Dives	The School Data Leadership Team will provide all school staff with a yearly Data Dive including data review, research questioning, root cause analysis and CSIP training.	Other - Data Analysis	01/04/2016	11/30/2020	\$0	School Data Leadership Team
ECE Monitoring	ECE students' progress will be monitored weekly using STAR benchmarks in grades K-6. Progress will be discussed monthly as this is one of our identified GAP groups.	Academic Support Program	09/25/2015	06/01/2016	\$0	School Staff involved in progress monitoring.
Kindergarten Readiness	All incoming kindergarteners will participate in the Brigance K Screener each year. The school will support activities to prepare incoming kindergarteners and inform their parents of kindergarten readiness skills.	Other	08/04/2015	06/01/2017	\$0	Kindergarten teachers, Guidance Counselor
RTI-Like Services for ECE Students	RTI-like services will be provided to all ECE students in areas of identified need.	Academic Support Program	09/25/2015	06/01/2016	\$0	School Staff and Administration
PLCs	Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.	Professional Learning	01/04/2016	11/30/2020	\$0	PLC Chairpersons, Teachers
Student Ownership of Data	Our school will schedule student-led conferences.	Other - Student Ownership	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor, Teachers, Students
KPREP-Like Assessments	Teachers will collaborate to design KRPEP-like assessments that assess our Kentucky Academic Standards. These assessments will be specifically designed to provide meaningful feedback on student learning and instructional practices. Teachers will collect and analyze student work at PLC meetings in order to monitor student progress towards proficiency and make necessary adjustments to instruction.	Academic Support Program	08/01/2013	06/30/2016	\$0	All staff members and administration
Assessment Data Collection	Teachers will meet quarterly with principal to review and discuss individual student growth based on data collection binders: fluency checks, growth on MAP and STAR assessments, etc. During data review sessions, teachers will bring lessons plans and summative assessment binders for discussion and review. Lesson plans will be reviewed for implementation of differentiation.	Professional Learning	01/01/2015	06/01/2017	\$0	All staff members and administration

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Curriculum Alignment	Continue to work at the school and district level to align our curriculum in order to eliminate any missed instructional opportunities that may exist for students in the GAP group.	Academic Support Program	09/25/2015	06/01/2016	\$0	Administration and Certified Staff
Data Walls/Charts	Our school will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can access easily.	Policy and Process	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor, Teachers
School Data Leadership Team	Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor
Increase Student Support and Recognition Offerings	Faculty and staff will offer a variety of ways to recognize students on a daily, weekly and monthly basis that are exceeding expectations academically and in regard to behavior. Programs utilized consistently to recognize positive student behavior include: Honor Roll Assemblies, Top Cat, Wild-Mart, CATS Cash, Effort Student Award, Bully Box, Leaders of the Month, etc. One student per classroom is identified weekly for the Top Cat Award based on positive behavior. Students earn CATS cash for following procedures and can use the funds to purchase items from the Wild Mart store at Eastern. One student per class each week is recognized for their effort and receives the Effort Award. Leaders of the Month serve as student Ambassadors for the school.	Behavioral Support Program	08/01/2014	06/01/2017	\$0	All staff members and Administration at Eastern Elementary
Team Training	The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	01/04/2016	11/30/2020	\$0	School Data Leadership Team, District trainer
<b>Total</b>					<b>\$0</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Additional training for teachers based on PGES and our District CEP will be conducted as needed.	Professional Learning	07/01/2013	06/01/2016	\$500	District CRTs, Instructional Supervisor, GRREC PGES Consultants
EDS Module	Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES, PPGES and District CEP.	Professional Learning	03/15/2013	06/01/2017	\$8000	Assistant Supt. and Principals
<b>Total</b>					<b>\$8500</b>	

### District Funding

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR and MAP Assessments	STAR and MAP testing will be used to monitor student growth and will be an indicator for identifying students who need interventions. SNAP assessment for K-1 and AVMR for grades 2-3 will be given by our math lab teacher to all students in grades K-3rd and will also serve as an indicator for students that should receive math lab services and interventions. Staff will administer the STAR Early Literacy assessment in grades K/1 and the MAP and STAR assessments in grades 2-6. These assessments will be used as indicators for students who should receive literacy lab services in the primary and other targeted interventions for grades 4-6. Teachers will continue utilizing formative assessments at the completion of each lesson taught. Summative assessments will be incorporated to measure student progress and learning in grades K-6.	Academic Support Program	08/06/2015	05/31/2017	\$0	Certified and Classified Staff
<b>Total</b>					\$0	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Program Implementation	Students performing below the proficiency standards will be identified at each grade level and targeted for additional academic support through our 21st Century After-School Academic Program. Students receiving free or reduced lunch, ECE, or other identified gap populations will be offered the opportunity to participate without charge to the parents. Parents of the identified students will be contacted by the 21st Century Coordinator at Eastern Elementary to explain and encourage student participation in this academic support program.	Academic Support Program	10/07/2013	05/31/2017	\$25000	Administration, teachers and 21st Century Coordinator
Intermediate Magnet Program	As part of our district's expansion of the magnet concept, our 21st Century After School Program will offer enrichment opportunities for an identified population of "Magnet" students. Our program will focus around the four pillars outlined in our district program which include Leadership, Academics, Community Involvement and The Arts.	Academic Support Program	10/07/2013	06/01/2016	\$5000	21st Century School and District Coordinator and other staff members

## KDE Comprehensive School Improvement Plan

Eastern Elementary School

Leader in Me	The Leader in Me is an innovative, school-wide model that enables educators to unleash each child's full potential by developing leaders with 21st century skills. Within the next two years, Eastern Elementary faculty and staff will develop a new mission statement for the school as well as classroom mission statements. Teachers will also create their own professional mission statement. In order to apply the Leader in Me philosophy, students will be given the opportunity to apply for classroom and school level jobs and also serve in various leadership roles throughout our school and community. In the spring of 2016, four teachers from Eastern will be trained on how to teach the 7 Habits to other teachers. This will enable Eastern to sustain the 7 Habits focus as new staff are hired in the future.	Other	08/12/2013	06/01/2016	\$25000	All staff and administration
<b>Total</b>					\$55000	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMS Web & STAR Monitoring	Students identified from MAP and STAR data as falling into Tier II interventions will be progress monitored using the STAR assessment in math and reading for grades K-6. Tier III students in grades K-6 will be progress monitored using Aims Web.	Academic Support Program	08/06/2015	05/31/2017	\$700	Guidance Counselor, RTI Manager and Certified Staff
<b>Total</b>					\$700	

### School Council Funds

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

Eastern Elementary School

School-wide Discipline Procedures	Our school-wide discipline program will continue to be utilized. Our Target Behavior Team will continue to look for effective ways to teach classroom and school-wide procedures. The Target Behavior Team will meet regularly to discuss any problematic behaviors that are reoccurring. Office referrals will continue to be tracked in the SWISS program. The Target Behavior Team will review office referrals and make recommendations for students with an inordinate number of office visits due to misbehaviors that occur at school or while on the school bus. After students are identified for a high number of office referrals, the Check & Connect model will be implemented on a daily basis to set behavior goals and award points for meeting those goals. Designated teachers will be assigned to meet with students qualifying for the Check & Connect Program. If students are observed being a bully, there is a box outside the counselor's office for the anonymous observer to report the offense to the administration who will take action to provide any necessary consequences.	Behavioral Support Program	12/01/2014	06/01/2016	\$1000	All staff and Administration
Increase in Communication	Parent/teacher conferences will be held in the fall of each school year. Teachers will also send notes, postcards, emails or other forms of communication regarding student progress and informing parents about positive student work and behavior. Eastern Elementary will continue to utilize our One Call Communication system as well as school-wide newsletters. Our Family Resource Coordinator will continue to make home visits when necessary and will send home a newsletter each semester.	Parent Involvement	06/01/2012	06/01/2016	\$1000	All staff members and Administration
Program Review Curriculum Alignment	Each year as a part of KPREP data disaggregation, grade level teachers worked to identify gaps in practical living/vocational studies within each grade level curriculum. Arts & Humanities and PE teachers work together across the district to align curriculum to meet standards and also identified areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	08/12/2013	05/31/2016	\$500	All staff and administration
Formative Assessments	Posted objectives in grades K-6 will be tied to our Kentucky Core Academic Standards (KCAS) and formatively assessed at the end of each lesson.	Academic Support Program	08/10/2012	05/31/2017	\$500	All school level staff members and administration

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

Interventions for GAP Population	The math intervention teacher will service students performing below grade level in grades K-3. Flexible grouping within each grade level occurs during math blocks, and will occur at the primary and intermediate level. The reading intervention teacher will service students performing below grade level in K-3. Flexible grouping within each grade level occurs during reading blocks in primary and intermediate.	Academic Support Program	08/06/2015	05/13/2016	\$3000	Staff and Administration
Professional Learning to Address GAP Needs	All teachers will receive training in co-teaching, collaboration and differentiation strategies to address the instructional needs of students in identified GAP areas.	Professional Learning	10/12/2015	06/01/2016	\$3000	School and District Staff and Administration
<b>Total</b>					\$9000	

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## **KDE Needs Assessment**

## **Introduction**

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

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## **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?**

In analyzing the most recent sources of data (KPREP, TELL survey data, non-academic data, parent-engagement data) we were trying to identify areas of improvement and pinpoint why this growth occurred as well as identifying areas of needed growth and what can be done to improve in these targeted areas.

We learned that:

The TELL data survey indicated teachers felt that the discipline plan could be implemented more consistently. To improve in this area, all teachers in grades K-2 and in 3-6 are using the same classroom discipline systems. Our office referrals have been reduced from 38 to 16 in the first 4 months of school, so our plan is working.

On the KPREP, we moved from "Needs Improvement" to "Distinguished" in one year. Identified areas to improve in are writing in all grades, reading in 4th and 6th and math in 4th.

We feel the reason for our growth is the implementation of STAR testing in all grades K-6 on a quarterly basis. The KPREP correlation allows teachers to identify who is on track for proficiency and which students are needing targeted assistance to move to the next proficiency level.

## 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?**

Areas of noted strength are:

Last year's fourth grade students had significant growth in reading and math on the KPREP as compared to their scores from third grade. We also noted strength across the board in sixth grade. This speaks highly of the skills of the teachers in those grade levels and their use of individualized instruction.

We intend to sustain this growth because our grade levels with the greatest identified gaps are being targeted. We have strong teachers in those grade levels who will continue to meet the needs of both high-achieving and low-achieving students.

We have much cause for celebration as we moved from a "Needs Improvement" school to a "Distinguished" school in one year.

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## Opportunities for Improvement

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

Areas in need of improvement are with our current fourth grade and current sixth grade students scored significantly lower in reading on the KPREP.

We plan to continue to encourage our students to read a variety of both fiction and non-fiction to meet our Wildly Important Goal of 60 minutes of additional reading time outside of school per week.

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## **Conclusion**

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

Next steps for areas of concern: Eastern Elementary School students and staff are continually monitoring the needs of our students through the use of STAR testing, MAP and KPREP data to keep our "finger on the pulse" of our students. In doing this, we will collaborate--both staff and students--to meet the needs of all students.

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# **KDE Compliance and Accountability - Schools**

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## **Introduction**

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

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

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## Planning and Accountability Requirements

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

**Goal 1:**

LEARNING ENVIRONMENT GOAL: increase the percentage of students who feel safe and a part of Eastern Elementary School as measured on student surveys by 2017 (GALLOP, ADVANC-ED and PBIS data).

**Measurable Objective 1:**

collaborate to have 90% of students feeling a higher level of connectedness and safety by 06/30/2017 as measured by the Gallup student survey results..

**Strategy1:**

Differentiated Learning Opportunities - Through differentiated learning opportunities offered during our 21st Century After School Program, students at all ability levels and with various learning styles will have the opportunity to expand their knowledge.

Category:

Research Cited:

Activity - Intermediate Magnet Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of our district's expansion of the magnet concept, our 21st Century After School Program will offer enrichment opportunities for an identified population of "Magnet" students. Our program will focus around the four pillars outlined in our district program which include Leadership, Academics, Community Involvement and The Arts.	Academic Support Program	10/07/2013	06/01/2016	\$5000 - Grant Funds	21st Century School and District Coordinator and other staff members

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leader in Me is an innovative, school-wide model that enables educators to unleash each child's full potential by developing leaders with 21st century skills. Within the next two years, Eastern Elementary faculty and staff will develop a new mission statement for the school as well as classroom mission statements. Teachers will also create their own professional mission statement. In order to apply the Leader in Me philosophy, students will be given the opportunity to apply for classroom and school level jobs and also serve in various leadership roles throughout our school and community. In the spring of 2016, four teachers from Eastern will be trained on how to teach the 7 Habits to other teachers. This will enable Eastern to sustain the 7 Habits focus as new staff are hired in the future.	Other	08/12/2013	06/01/2016	\$25000 - Grant Funds	All staff and administration

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

## Strategy2:

Survey Data - Survey data from students, staff and parents will be used for improvement in communication and discipline procedures.

Category:

Research Cited:

Activity - Increase in Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent/teacher conferences will be held in the fall of each school year. Teachers will also send notes, postcards, emails or other forms of communication regarding student progress and informing parents about positive student work and behavior. Eastern Elementary will continue to utilize our One Call Communication system as well as school-wide newsletters. Our Family Resource Coordinator will continue to make home visits when necessary and will send home a newsletter each semester.	Parent Involvement	06/01/2012	06/01/2016	\$1000 - School Council Funds	All staff members and Administration

Activity - School-wide Discipline Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school-wide discipline program will continue to be utilized. Our Target Behavior Team will continue to look for effective ways to teach classroom and school-wide procedures. The Target Behavior Team will meet regularly to discuss any problematic behaviors that are reoccurring. Office referrals will continue to be tracked in the SWISS program. The Target Behavior Team will review office referrals and make recommendations for students with an inordinate number of office visits due to misbehaviors that occur at school or while on the school bus. After students are identified for a high number of office referrals, the Check & Connect model will be implemented on a daily basis to set behavior goals and award points for meeting those goals. Designated teachers will be assigned to meet with students qualifying for the Check & Connect Program. If students are observed being a bully, there is a box outside the counselor's office for the anonymous observer to report the offense to the administration who will take action to provide any necessary consequences.	Behavioral Support Program	12/01/2014	06/01/2016	\$1000 - School Council Funds	All staff and Administration

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

Activity - Increase Student Support and Recognition Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will offer a variety of ways to recognize students on a daily, weekly and monthly basis that are exceeding expectations academically and in regard to behavior. Programs utilized consistently to recognize positive student behavior include: Honor Roll Assemblies, Top Cat, Wild-Mart, CATS Cash, Effort Student Award, Bully Box, Leaders of the Month, etc. One student per classroom is identified weekly for the Top Cat Award based on positive behavior. Students earn CATS cash for following procedures and can use the funds to purchase items from the Wild Mart store at Eastern. One student per class each week is recognized for their effort and receives the Effort Award. Leaders of the Month serve as student Ambassadors for the school.	Behavioral Support Program	08/01/2014	06/01/2017	\$0 - No Funding Required	All staff members and Administration at Eastern Elementary

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

**Goal 1:**

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 64% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 58.8% at Eastern Elementary School by 05/27/2016 as measured by K-Prep scores.

**Strategy1:**

Posting Objectives - Teachers will post learning objectives in Kindergarten through 6th grade for reading, math, science and social studies. Multiple forms of assessments will be utilized and must be aligned with grade level expectations and designed to assess a diverse population with varying needs.

Category:

Research Cited:

Activity - Assessment Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet quarterly with principal to review and discuss individual student growth based on data collection binders: fluency checks, growth on MAP and STAR assessments, etc.	Professional Learning	01/01/2015	06/01/2017	\$0 - No Funding Required	All staff members and administration

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Posted objectives in grades K-6 will be tied to our Kentucky Core Academic Standards (KCAS) and formatively assessed at the end of each lesson.	Academic Support Program	08/10/2012	05/31/2017	\$500 - School Council Funds	All school level staff members and administration

Activity - KPREP-Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design KRPEP-like assessments that assess our Kentucky Academic Standards. These assessments will be specifically designed to provide meaningful feedback on student learning and instructional practices. Teachers will collect and analyze student work at PLC meetings in order to monitor student progress towards proficiency and make necessary adjustments to instruction.	Academic Support Program	08/01/2013	06/30/2016	\$0 - No Funding Required	All staff members and administration

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

### Goal 1:

Gap Goal--Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 58.1% in 2017.

### Measurable Objective 1:

collaborate to decrease the overall achievement gap at Eastern Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 52.2% by 05/27/2016 as measured by KPREP results.

### Strategy1:

Identification of Gap Population - Staff members will disaggregate assessment data and identify students in any or all gap groups that are performing below the expected proficiency rating.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarteners will participate in the Brigance K Screener each year. The school will support activities to prepare incoming kindergarteners and inform their parents of kindergarten readiness skills.	Other	08/04/2015	06/01/2017	\$0 - No Funding Required	Kindergarten teachers, Guidance Counselor

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

**Goal 1:**

Gap Goal--Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 58.1% in 2017.

**Measurable Objective 1:**

collaborate to decrease the overall achievement gap at Eastern Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 52.2% by 05/27/2016 as measured by KPREP results.

**Strategy1:**

Identification of Gap Population - Staff members will disaggregate assessment data and identify students in any or all gap groups that are performing below the expected proficiency rating.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarteners will participate in the Brigance K Screener each year. The school will support activities to prepare incoming kindergarteners and inform their parents of kindergarten readiness skills.	Other	08/04/2015	06/01/2017	\$0 - No Funding Required	Kindergarten teachers, Guidance Counselor

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

**Goal 1:**

Proficiency Goal: Increase the average combined reading and math K-Prep scores for elementary school students to 64% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 58.8% at Eastern Elementary School by 05/27/2016 as measured by K-Prep scores.

**Strategy1:**

Posting Objectives - Teachers will post learning objectives in Kindergarten through 6th grade for reading, math, science and social studies.

Multiple forms of assessments will be utilized and must be aligned with grade level expectations and designed to assess a diverse population with varying needs.

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Posted objectives in grades K-6 will be tied to our Kentucky Core Academic Standards (KCAS) and formatively assessed at the end of each lesson.	Academic Support Program	08/10/2012	05/31/2017	\$500 - School Council Funds	All school level staff members and administration

Activity - KPREP-Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design KRPEP-like assessments that assess our Kentucky Academic Standards. These assessments will be specifically designed to provide meaningful feedback on student learning and instructional practices. Teachers will collect and analyze student work at PLC meetings in order to monitor student progress towards proficiency and make necessary adjustments to instruction.	Academic Support Program	08/01/2013	06/30/2016	\$0 - No Funding Required	All staff members and administration

Activity - Assessment Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet quarterly with principal to review and discuss individual student growth based on data collection binders: fluency checks, growth on MAP and STAR assessments, etc.	Professional Learning	01/01/2015	06/01/2017	\$0 - No Funding Required	All staff members and administration

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Gap Goal--Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 58.1% in 2017.

## Measurable Objective 1:

collaborate to decrease the overall achievement gap at Eastern Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 52.2% by 05/27/2016 as measured by KPREP results.

## Strategy1:

Identification of Gap Population - Staff members will disaggregate assessment data and identify students in any or all gap groups that are performing below the expected proficiency rating.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

Activity - 21st Century Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficiency standards will be identified at each grade level and targeted for additional academic support through our 21st Century After-School Academic Program. Students receiving free or reduced lunch, ECE, or other identified gap populations will be offered the opportunity to participate without charge to the parents. Parents of the identified students will be contacted by the 21st Century Coordinator at Eastern Elementary to explain and encourage student participation in this academic support program.	Academic Support Program	10/07/2013	05/31/2017	\$25000 - Grant Funds	Administration, teachers and 21st Century Coordinator

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarteners will participate in the Brigance K Screener each year. The school will support activities to prepare incoming kindergarteners and inform their parents of kindergarten readiness skills.	Other	08/04/2015	06/01/2017	\$0 - No Funding Required	Kindergarten teachers, Guidance Counselor

Activity - RTI-Like Services for ECE Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI-like services will be provided to all ECE students in areas of identified need.	Academic Support Program	09/25/2015	06/01/2016	\$0 - No Funding Required	School Staff and Administration

### Strategy2:

Professional Development Best Practice - Teachers will attend professional development opportunities that will address our GAP areas as identified in the K-Prep results.

Category:

Research Cited:

Activity - Professional Learning to Address GAP Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive training in co-teaching, collaboration and differentiation strategies to address the instructional needs of students in identified GAP areas.	Professional Learning	10/12/2015	06/01/2016	\$3000 - School Council Funds	School and District Staff and Administration

### Strategy3:

Progress Monitoring - Progress monitoring will be utilized to track individual student progress throughout the school year. Students will be assessed two to three times a year using MAP testing in the areas of math, reading and language arts, and a minimum of five times a year with STAR Reading, Math and Early Literacy.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work at the school and district level to align our curriculum in order to eliminate any missed instructional opportunities that may exist for students in the GAP group.	Academic Support Program	09/25/2015	06/01/2016	\$0 - No Funding Required	Administration and Certified Staff

Activity - ECE Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students' progress will be monitored weekly using STAR benchmarks in grades K-6. Progress will be discussed monthly as this is one of our identified GAP groups.	Academic Support Program	09/25/2015	06/01/2016	\$0 - No Funding Required	School Staff involved in progress monitoring.

Activity - STAR and MAP Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR and MAP testing will be used to monitor student growth and will be an indicator for identifying students who need interventions. SNAP assessment for K-1 and AVMR for grades 2-3 will be given by our math lab teacher to all students in grades K-3rd and will also serve as an indicator for students that should receive math lab services and interventions. Staff will administer the STAR Early Literacy assessment in grades K/1 and the MAP and STAR assessments in grades 2-6. These assessments will be used as indicators for students who should receive literacy lab services in the primary and other targeted interventions for grades 4-6. Teachers will continue utilizing formative assessments at the completion of each lesson taught. Summative assessments will be incorporated to measure student progress and learning in grades K-6.	Academic Support Program	08/06/2015	05/31/2017	\$0 - District Funding	Certified and Classified Staff

Activity - AIMS Web & STAR Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified from MAP and STAR data as falling into Tier II interventions will be progress monitored using the STAR assessment in math and reading for grades K-6. Tier III students in grades K-6 will be progress monitored using Aims Web.	Academic Support Program	08/06/2015	05/31/2017	\$700 - Title I School Improvement (ISI)	Guidance Counselor, RTI Manager and Certified Staff

Activity - Interventions for GAP Population	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math intervention teacher will service students performing below grade level in grades K-3. Flexible grouping within each grade level occurs during math blocks, and will occur at the primary and intermediate level. The reading intervention teacher will service students performing below grade level in K-3. Flexible grouping within each grade level occurs during reading blocks in primary and intermediate.	Academic Support Program	08/06/2015	05/13/2016	\$3000 - School Council Funds	Staff and Administration

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Program Review Goal-The Program Reviews will show a 10% increase in overall score at Eastern Elementary.

**Measurable Objective 1:**

collaborate to increase the Program Review score by 10% by 06/01/2016 as measured by Program Review Unbridled Learning.

**Strategy1:**

Program Review Initiative - Program Review work continues yearly as PLC teams review the results of previous years and make corrections/adjustments as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year as a part of KPREP data disaggregation, grade level teachers worked to identify gaps in practical living/vocational studies within each grade level curriculum. Arts & Humanities and PE teachers work together across the district to align curriculum to meet standards and also identified areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	08/12/2013	05/31/2016	\$500 - School Council Funds	All staff and administration

## KDE Assurances - School

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**Introduction**

KDE Assurances - School

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### 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	Our comprehensive needs assessment included a review of academic achievement data (KPREP, MAP and STAR) for all students, examining each of the schoolwide program components.	

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	Each year, our school refines our Schoolwide researchbased instructional strategies to strengthen the core academic program (Tier 1 instruction), increase the amount and quality of learning time (this year we are focusing on designated English/Language Mechanics time), and provide additional support to all students, whether they are in RTI or not, based on STAR Instructional Planning reports.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Our district provided a Kindergarten Jumpstart program for students served in our preschool program.	

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	By examining the STAR Instructional Planning reports, teachers are able to provide additional targeted instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. All teachers are using the STAR State Standards Class report to monitor student mastery of standards and many have used this data to set Student Growth Goals.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Since Eastern has a very low teacher turnover, we can be very selective when hiring new teachers. The average years of teaching experience is 9.4.	

# KDE Comprehensive School Improvement Plan

Eastern Elementary School

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		

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	Parents of children receiving RTI services receive a progress report on a monthly basis. Student STAR testing results are shared at fall and spring parent-teacher conferences. Teachers send home weekly newsletters as well as the monthly school-wide newsletters.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	All professional development is centered around student needs defined by multiple forms of data.	

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	Our school evaluates our comprehensive plan annually, adjusting goals, strategies and activities to meet the changing needs of students.	

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.	N/A	N/A We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We have a detailed RTI identification process as well as a plan of action for providing specific services for students receiving Tier 2 and Tier 3 interventions.	

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

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

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	We are a school-wide Title I program.	

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	We are 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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parents of children receiving RTI services receive a progress report on a monthly basis and have input in their child's targeted assistance activities. We also have a Parent University at the beginning of school and at Open House night. Our students share their Leadership binders with parents during this time.	

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	We are a school-wide Title I program.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	We are a school-wide Title I program.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	<a href="http://www.barren.kyschools.us/5/Forms">http://www.barren.kyschools.us/5/Forms</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

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

# The Missing Piece

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## **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.

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## **Stakeholders**

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

Eastern Elementary parents, principal, guidance counselor and the assigned district CRT completed the Missing Piece diagnostic.

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## Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

## Communications

Overall Rating: 3.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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

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## Decision Making

Overall Rating: 3.86

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

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**Advocacy**

Overall Rating: 3.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

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

## Learning Opportunities

Overall Rating: 3.83

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

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

## Community Partnerships

Overall Rating: 3.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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

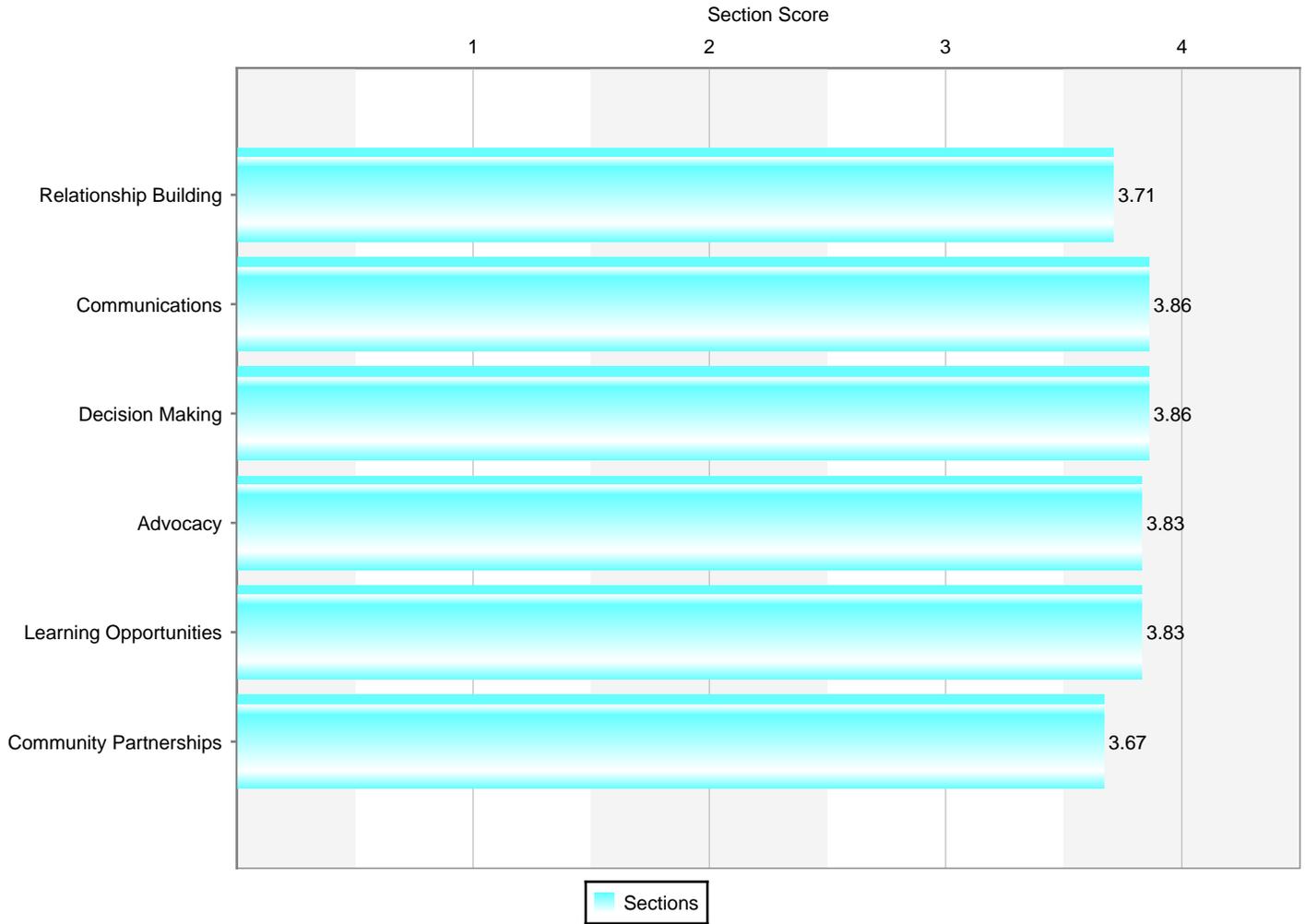
**Reflect upon your responses to each of the Missing Piece objectives.**

Eastern Elementary School works continuously to create a triangular connection between staff, students and parents to form a bond that will support students' individual achievement in all areas of their education. Through this bond, parents are encouraged to participate in all areas of their child's education.

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## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

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## **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.

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## **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.**

Administrators, certified and classified school level staff, parents, business and community partners as well as our district CRT were involved in the development of our improvement plan. Through the utilization of needs assessment data gathered from our TELL results as well as student performance data from our KPREP, STAR, MAP, Brigance K, AIMS WEb and common assessments, committees and team members compiled results to inform and drive the decision making process.

Based on those findings and the previous needs identified from our CSIP, our new plan began to form. As a school, our data indicated a need to increase student performance in reading at all grade levels. Once this was identified, strategies for this to occur were designed and implemented. This is just one example of how we targeted the needs for improvement for our school and community.

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

- Parents serving on our SBDM council, committees and PTO shared ideas and suggestions regarding ways to continue to improve.
- TELL survey results were also analyzed to determine strengths and target weaknesses in order to improve performance.
- Teacher and administrator PLC groups reviewed program review results to determine areas of focus in order for growth to occur.
- Student assessment results from KPrep, MAP, Brigance K, STAR, AIMS Web, and common assessments, etc. have been analyzed using the information from summer professional development training on data analysis provided by GRREC.
- Community partners share ideas and suggestions during their time working with students in our 21st century after school program.

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

CSIP is included on our monthly SBDM agenda and reviewed accordingly. Stakeholders provided input into the development and updates necessary for our plan. Eastern Elementary Site Based Council will approve the 2015-16 CSIP during their monthly meeting in December and Barren County Board of Education will also review and adopt our plan during their December meeting. Staff members will receive an updated copy of the newly adopted CSIP and it will also be posted for the public on our school web site.

# School Safety Report

DRAFT

## **Introduction**

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

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### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	9-30-2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9-30-2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Originally occurred on Feb. 7, 2013; In August 2014, a second meeting for sharing updated plans was held; Oct. 2015--additional meeting held to review plans. Copies are maintained in Central Office.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Date of review: 9-22-15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Date: Aug. 4-5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local sherriff and fire chief (and staff) have reviewed the EMP; Local first responders participate in annual updates.	

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

**KDE Comprehensive School Improvement Plan**

Eastern Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	It is our understanding that fire marshals across the state have declined to do this due to liability issues. The local fire chief has worked with school officials to review the safe zones. Review completed in Oct. 2013.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	The district participates in the Great Central US Shakeout in collaboration with local Emergency Management Director. We participated on Oct. 15, 2015.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	The KY Center for School Safety has completed site visits at all Barren County Schools and we are now starting a second round for analysis and safety planning. The district team also meets for two additional days with KY Center for School Safety for additional training and review of the district plan in Oct. 2015.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	We have a file documenting this. In addition, the district office has a file and compiles the progress of each school in completing the drills.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	District and School Leadership are reminded of the requirement and files are kept at the district office.	

# Equitable Access Diagnostic

DRAFT

## **Introduction**

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

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**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	A review of data was conducted to determine any barriers which exist regarding equitable access for all students in working with the most effective teachers. Results were extremely positive.	

**What are the barriers identified?**

There were no glaring barriers identified based on school report card data. All classes are taught by highly qualified educators at Eastern Elementary. There was an average of 9.4 years of teaching experience. New teachers are supported by cohorts who can provide guidance as needed. There were no teachers who are currently working with a provisional certificate only.

In order to ensure that all new staff has access to a support system within the school and district, our district and schools have identified the need to indoctrinate our newly hired teachers with the philosophy and background knowledge necessary to be successful within our schools. This process has been identified as our New Teacher Induction, which provides on-going professional learning as well as district and school level mentors who offer support for each new teacher.

**What sources of data were used to determine the barriers?**

- Principal Interview
- School and District Report Card Data (multiple years)
- Parent and student surveys, including FRYSC
- TELL survey

**What are the root causes of those identified barriers?**

Younger staff members haven't had the opportunity to be involved in the same level and amount of professional learning as veteran teachers; therefore, designated times and mentors needed to be assigned to these individuals in order to ensure their understanding and provide additional support beyond their KTIP evaluation process.

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

Since last year was the first year of full implementation of PGES, all teachers in their summative cycle met their PGG and SGG goals and the majority of our teachers are accomplished with exemplar tendencies. However, not every teacher has gone through a complete cycle of the PGES summative evaluation. Therefore, it will be 2 more years before we truly have accurate data. With greater understanding and improvements in the PGES process, we expect to be able to better utilize this data as a reliable resource for evaluating teacher effectiveness and as a tool for providing additional support for those new to the profession.

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## Equitable Access Strategies

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

All of our students have an equitable education. According to the most recent School Report Card, no teachers are teaching outside his/her field of expertise. All students have access to related arts teachers on a weekly basis. Flexible grouping is utilized in the primary program, which means that all students are exposed to each teacher at each grade level based on the learning needs of the child. Intermediate grades are departmentalized in teams, so all students rotate through each teacher assigned to that grade level. Students are randomly assigned to homerooms unless there is an identified issue which requires a specific teacher (i.e., ECE collaboration, ELL needs, behavior issues, etc.) to serve a student.

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

According to our most recent School Report Card, all teachers are teaching in their field; therefore, this is not an issue. Students are assigned randomly to classrooms unless there is a specific reason to place a student with a specific teacher (ECE, ELL, etc.) at which time school and district leadership meet to determine the best placement for the child based on the services necessary. All teachers are involved in data disaggregation process to determine students who are low-achieving. All teachers closely monitor and track all student performance, but specifically focus on those from less fortunate situations who often need additional opportunities to grasp concepts or to build on background knowledge.

Our data indicates that we continue to decrease the gap for these students.

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

Our district and school level administration participate in the job fairs hosted by WKU at the Glasgow and BG campuses. We welcome student-teachers and work closely with the leadership at the university level. We are fortunate to hire some of the best and brightest coming from the local college. Also, the job fair held at WKU in Bowling Green provides the opportunity to meet other new teachers eager to be hired. During this time, the school level leadership can ask questions to get a better understanding of the strengths and possible weaknesses of those desiring a position.

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

Leading to Learn Grant in partnership with GRREC

District involvement with GRREC on analyzing data

District and school level teams utilize data to identify teachers best suited to the overall needs of the school's students compared to the strengths found from the pool of applicants.

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

We provide district support with Curriculum Resource Teachers serving as district-level mentors. Side-by-side coaching and modeling from district CRTs is available.

On-going induction support and professional learning for new hires (New Teacher Induction Program) Technology integration support

New teachers are paired with other teachers in the same school or elsewhere in our district to immerse them in examples and models of excellent teaching in our schools.

We specifically look at weaknesses of new teachers and find veteran teachers to serve as resources/mentors who have a marked strength in that area of concern.

Teachers feel they are valued members of a team.

Teachers are praised and rewarded for excellence (district awards) via: emails of gratitude, school spirit t-shirts and jean days.

Teachers have input into their schedules and class loads.

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

For the strategy of pairing a veteran teacher with a new teacher having difficulty in a specific area, new teachers are able to go and visit the veteran teacher during a time when he/she can directly observe the skill set needed to improve. After observation, the two teachers are able to meet and discuss to provide better insight and understanding for the new hire.

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

PGES data is on forefront and PGP is reviewed and reflected upon throughout the year. Teachers that may be performing below accomplished are paired with a mentor teacher. Opportunities are provided to visit accomplished/exemplar teachers within and outside the district. District support through CRTs can provide observation, coaching and mentoring to teachers needing improvement. Continuous conversation through PLCs and grade level teams occur on a bi-weekly basis to assist and provide support for the teacher.

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

Our TELL survey results are reviewed as a faulty. We have very positive TELL survey results each year. After reviewing results, we share and analyze any areas of weakness. We then come up with an action plan focused on continuous improvement and utilize findings in planning for the professional learning needs of our staff.

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## Questions

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

Next Generation Professionals Goal--Activities include: Professional development for support of PGES

Built-in common planning time for teachers. Peer-Observer training for teachers.

Proficiency Goal--Activities:

Analyzation of data to ensure students are receiving the individualized instruction they need. Vertical and horizontal alignment of curriculum to provide access for all students.

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