KDE Comprehensive School Improvement Plan

West Hopkins School

Hopkins County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

In a district of almost seven thousand students, West Hopkins is located in a rural area in the far western part of Hopkins County. The school population itself consists of less than 500 students from preschool to eighth grade. This configuration encourages a family atmosphere and allows for comfortable student transitions. In the past three years, the school has been under new administration and many positive changes have occurred. Our fifty-four member faculty and staff work together to promote a consistent, cooperative, and positive environment for the West Hopkins community.

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.

West Hopkins Purpose Statement: Our purpose is to educate, equip, and inspire students to achieve excellence in all they do.

West Hopkins Mission Statement: Our mission is to promote a consistent, cooperative, and positive environment for the West Hopkins community.

West Hopkins Expectations for all Students:

Cardinals will:

Act Responsibility

Respect Self and Others

Display a Positive Attitude

Strive to be an Active Learner

Programs:

Vertical and Horizontal Alignment Teams

Response to Interventions

Student Self-Assessments

Principal Advisory Committee

Student and Teacher Mentoring

Individual Goal Setting and Learning Plans

Professional Learning Communities

Positive Behavioral Intervention Systems

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.

West Hopkins School Notable Achievements and Areas of Improvement 2011-2014

2011-2012 -
State Contest Results: KMEA Solo and Ensembles, All- District Band, MSU Quad State Band, Large Ensemble Assessment Event
Awards & Recognitions: Morning assemblies and announcements, perfect attendance, honor roll, eighth grade night, assessment recognition, Governor's Cup, All District Band, Quad State Band, Duke University Talent Identification, Young Authors Festival, Talent Shows, Jr. Leadership, Glema Mahr Elementary Art Show

2012-2013 - State Contest Results: KMEA Solo and Ensembles, All- District Band, MSU Quad State Band, Large Ensemble Assessment Event ,Awards & Recognitions: Perfect attendance, honor roll, Two students advanced to the State Academic Meet, eighth grade night, assessment recognition, Governor's Cup, All District Band, Quad State Band, Duke University Talent Identification, Young Authors Festival, Talent Shows, Jr. Leadership, Glema Mahr Elementary Art Show

2013-2014 - State Contest Results: KMEA Solo and Ensembles, All- District Band, MSU Quad State Band, Large Ensemble Assessment Event ,Awards & Recognitions: Perfect attendance, honor roll, eighth grade night, assessment recognition, Governor's Cup, One student placed at the state level academic team meet, All District Band, Quad State Band, Duke University Talent Identification, Young Authors Festival, Talent Shows, Jr. Leadership, Glema Mahr Elementary Art Show, Proficient Elementary School, and Distinguished Middle School.

The school is striving to achieve the title, School of Distinction, consistent and rigorous instruction, continued student progress at all levels, and to reduce curriculum gaps due to time constraints and new standards across grade levels.

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Additional Information

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

We strive to ensure equity, community involvement, and college/career readiness through a variety of programs: School Wide Title I, Migrant Services, Career Education, Extended School Services, Trio Talent Search, Free and Reduced Lunch Program, In-School Health Clinic, Guidance Services, Family Resource Youth Service Center, Gifted and Talented Services, Community Oriented Activities, and Extracurricular and Co-Curricular Activities.

2014-2015 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficieny ratings for students in the nonduplicated gap group from - elementary 54.6% to 67.6% and middle school 45.3% to 61%.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
2	Students at West Hopkins Middle School will increase the percentage of students who are college and career ready from 59.1% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
3	West Hopkins School will increase the effectivness of teachers as measured by TPGES.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	West Hopkins School will be led by an effective principal and assisant principal.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	West Hopkins School will create a positive learning environment in order to increase academic achievment and instructional time through the implementation of PBIS.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
6	West Hopkins will maintain proficiency ratings in all program review areas.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
7	All students at West Hopkins School will increase their combined reading and math proficient-distinguished scores: in elementary from 52.2% to 70.1% and in middle school from 51.1% to 63%.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
8	West Hopkins Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 47.5 to 60 as measured by the spring 2015, Map Assessment	Objectives: 2 Strategies: 5 Activities: 5	Organizational	$0

Goal 1: Increase the average combined reading and math proficieny ratings for students in the nonduplicated gap group from - elementary 54.6% to 67.6% and middle school 45.3% to 61%.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all elementary stduents in the nonduplicaated gap from 54.6% to 67.6% by 05/29/2015 as measured by K-PREP test data.

(shared) Strategy 1:

Improvement Planning and Consolidated Monitoring - Teachers will receive training that directly supports student outcomes through highly effective engagement and learning.

Classroom teachers are assigned reading or math teams. They attend bi-weekly vertical meetings to identify gaps in instruction between grade levels.

Category: Professional Learning & Support

Research Cited: KDE Achievement Gap Delivery Plan

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend bi-weekly vertical team meetings for an assigned content - ELA or math - to address gaps in instruction between grade levels. Monitor through vertical team meeting agendas and minutes, lesson plan documentation, and walk-throughs.	Professional Learning	08/27/2014	05/29/2015	$0	No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

Strategy 2:

Data Analysis - Teachers will analyze a variety of data and create Impact and Implementation (I & I) plans to modify instruction.

Category: Continuous Improvement

Research Cited: KDE Delivery Targets

Activity - Impact & Implementation Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect on teaching strategies, analyze a variety of assessment data, and create I & I plans to modify instruction. I & I plans will be visited frequently by teacher with administration to adjust instruction as needed. Teachers will also use data to reduce novice, move apprentice to proficient, increase proficient & distinguished.	Professional Learning	09/22/2014	05/29/2015	$0	No Funding Required	Classroom Teachers Curriculum Coordinator Adminstration

Measurable Objective 2:

collaborate to to increase the average combined reading and math proficiency ratings for all middle school students in the nonduplicated gap group from 45.3% to 61% by 05/29/2015 as measured by K-PREP test data.

(shared) Strategy 1:

Improvement Planning and Consolidated Monitoring - Teachers will receive training that directly supports student outcomes through highly effective engagement and learning.

Classroom teachers are assigned reading or math teams. They attend bi-weekly vertical meetings to identify gaps in instruction between grade levels.

Category: Professional Learning & Support

Research Cited: KDE Achievement Gap Delivery Plan

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend bi-weekly vertical team meetings for an assigned content - ELA or math - to address gaps in instruction between grade levels. Monitor through vertical team meeting agendas and minutes, lesson plan documentation, and walk-throughs.	Professional Learning	08/27/2014	05/29/2015	$0	No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

Goal 2: Students at West Hopkins Middle School will increase the percentage of students who are college and career ready from 59.1% to 68% by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 59.1% to 68% by 05/29/2015 as measured by Unbridled Learning CCR formula.

Strategy 1:

Targeted Interventions - Teachers and students will receive goal setting training, will set goals, and will receive intensive instruction based on their critical skill areas.

Category: Continuous Improvement

Research Cited: KDE College and Career Readiness Delivery Plan

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Identify and implement remediation strategies for students not meeting EXPLORE benchmarks or identified in the early intervention rosters. Teachers and students will complete ILP components to gain a better understanding of the students' college/career interests and goals. Community members will mentor eighth grade students through the Operation Preparation program. | Career Preparation/Orientation | 08/11/2014 | 05/29/2015 | $0 | No Funding Required | Guidance Counselor Community Members Classroom teachers Curriculum Consultant |

Activity - School to Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in a variety of school to career activities throughout the school year. Some examples include: 4th grade participates in MAPS program, 7th grade participates in LIFE, 7th grade participates in REAL, 8th grade special education students have the opportunity to participate in Creating Futures, students in grades 3-8 have the opportunity to participate in a Job Shadow Day, students in grades K-5 have the opportunity to participate in career dress up day, 5th grade students participate in Junior Achievement activities, a select 5th & 8th grade student participate in Junior Leadership, targeted middle school students work with TRIO talent search to work with ILPs and discuss college/careers	Academic Support Program	09/17/2014	05/29/2015	$0	Other	TRIO talent search staff classroom teachers community members district personnel administration

Strategy 2:

Elementary ILP - K-5 students will work with an early ILP program, CC spark, to develop an understanding for a variety of ILP components including career exploration,

Category: Early Learning

Research Cited: CC Spark (Career Cruising)

Activity - Career Cruising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive weekly instruction in career exploration using Career Cruising. This program is an early ILP which will transition elementary students to ILP components when they reach middle school.	Academic Support Program	11/10/2014	05/29/2015	$0	No Funding Required	Curriculum Coordinator Computer Teacher

Goal 3: West Hopkins School will increase the effectivness of teachers as measured by TPGES.

Measurable Objective 1:

demonstrate a proficiency of effective teachers by 05/29/2015 as measured by TPGES, TELL survey, assessment data.

Strategy 1:

Teacher Effectiveness System - Administration will conduct mini, formative and summative evaluations on classroom teachers based on the TPGES and provide

feedback and peers will perform peer observations and provide feedback.

Category: Teacher PGES

Research Cited: TeachScape

Activity - TPGES implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct a variety of evaluations for effective classroom teachers using TPGES tools and district walk-through tools.	Policy and Process	08/11/2014	05/29/2015	$0	No Funding Required	Principal Assistant Principal

Strategy 2:

Certified Evaluation Plan - Faculty and staff were provided the district certified evaluation planning document. Professional development was provided by district personnel on the certified evaluation plan and Professional Growth Effective System (PGES) demonstrators.

Category: Professional Learning & Support

Research Cited: TPGES

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff was provided with a copy of the new district certified evaluation plan. Professional development was provided by the district on the CEP as well as TPGES demonstrators.	Policy and Process	08/04/2014	05/29/2015	$0	Race to the Top	District Personnel Faculty Adminstration

Goal 4: West Hopkins School will be led by an effective principal and assisant principal.

Measurable Objective 1:

demonstrate a proficiency of effective leadership by 05/29/2015 as measured by PPGES .

Strategy 1:

Principal Effectivness System - District personnel will evaluate administration using PPGES.

Category: Principal PGES

Research Cited: TeachScape

Activity - PPGES implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will measure the effectiveness of the administration using PPGES. All principals underwent intensive training through the summer to prepare for the new evaluation systems.	Policy and Process	08/11/2014	05/29/2015	$0	No Funding Required	District Personnel

Goal 5: West Hopkins School will create a positive learning environment in order to increase academic achievment and instructional time through the implementation of PBIS.

Measurable Objective 1:

collaborate to maintain fidelity of implementation of tier I PBIS by 05/29/2015 as measured by SWIS data and benchmarks of quality.

Strategy 1:

Tier I implementation - teach and review expectations

monthly meetings

assessment components

reward systems

Category: Management Systems

Research Cited: PBIS evidence based research

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly & monthly rewards instruction of school wide expectations after breaks completion of assessments by deadlines District PBIS coach provided professional development to all teachers to transition from common area only to classroom and common area Classroom management strategies	Behavioral Support Program	08/11/2014	05/29/2015	$0	No Funding Required	district personnel classroom teachers administration PBIS coach

Measurable Objective 2:

collaborate to continue development of tier II team by 05/29/2015 as measured by SWIS data.

Strategy 1:

Tier II implementation - support for students that demonstrate tier II/III behavior needs

Category: Management Systems

Research Cited: PBIS evidence based research

Activity - Tier II Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
monthly meeting, tier II strategies for students	Behavioral Support Program	08/11/2014	05/29/2015	$0	No Funding Required	PBIS coach classroom teachers adminstration

Goal 6: West Hopkins will maintain proficiency ratings in all program review areas.

Measurable Objective 1:

demonstrate a proficiency in all program review areas by 05/29/2015 as measured by program review scoring rubrics provided by KDE.

Strategy 1:

Program Reviews - All teachers will upload evidence for each program review area demonstrators and indicators.

Category: Continuous Improvement

Research Cited: KDE program review documentation and rubrics

Activity - Program Review Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been provided a list of possible evidence for each demonstrator and indicator for all program review areas. All teachers have been placed into a specific program review team. Program review teams attend scheduled meetings to ensure documentation is being provided by all teachers and to score the programs using KDE rubrics. The program review team leaders have scheduled meetings to discuss a variety of aspects of program review.	Policy and Process	08/11/2014	05/29/2015	$0	No Funding Required	classroom teachers curriculum coordinator program review team leaders adminstration

Strategy 2:

Arts & Humanities Program Review - Arts & Humanities program review team will review the next steps from the 2013-14 school year to improve in this area.

Category: Continuous Improvement

Research Cited: Program Review - KDE scoring rubrics and resources

Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities will review the "Next Steps" and create a plan of action to improve these scores. Plan of action will be shared with all faculty and staff for implementation. Evidence will be uploaded onto the school's x-drive and reviewed each trimester by the program review team. A program review toolkit for Arts & Humanities has been purchased by the district to assist with implementation.	Direct Instruction	08/11/2014	05/29/2015	$0	No Funding Required	Classroom teachers Arts & Humanities program review team Curriculum coordinator Adminstration

Goal 7: All students at West Hopkins School will increase their combined reading and math proficient-distinguished scores: in elementary from 52.2% to 70.1% and in middle school from

51.1% to 63%.

Measurable Objective 1:

collaborate to increase the overall combined reading and math proficent/distinguished for West Hopkins Elementary by 05/26/2017 as measured by K-PREP test data.

Strategy 1:

Literacy Initiative - Teachers will receive training that will allow them to differentiate reading instruction in an effort to increase the rigor and relevance of classroom activities. Teachers will work with grade level teams with NWEA learning continuum to create student groups and work stations based on MAPS data.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Learning Continuum from NWEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program	10/21/2014	05/29/2015	$0	No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom Teachers

Strategy 2:

Math Initiative - Teachers will receive training that will allow them to differentiate math instruction in an effort to increase the rigor and relevance of classroom activities.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program	10/21/2014	05/29/2015	$0	No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

Strategy 3:

Tipping the Scales - Teachers will continuously analyze assessment data on a regular, on-going basis.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on a variety of assessment data, MAPS, common assessments, classroom assessments, and KPREP data, teachers will reduce the number of novice students, move apprentice to proficient, and increase proficient and distinguished students.	Direct Instruction	10/20/2014	05/29/2015	$0	No Funding Required	Classroom Teachers Administration

Goal 8: West Hopkins Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 47.5 to 60 as measured by the spring 2015, Map Assessment

Measurable Objective 1:

demonstrate a proficiency   of 65% in the Common Core Standards in reading among K-3 students by 05/26/2015 as measured by the Spring Map assessment.

Strategy 1:

Literacy Initiative - Teachers will plan program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Research Cited: The Kentucky Literacy Partnership and NWEA

Activity - The Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will engage in Literacy Centers based on student needs as identified by the NWEA Learning Continuum.	Direct Instruction	10/13/2014	05/26/2015	$0	No Funding Required	Classroom teachers, curriculum, and administration

(shared) Strategy 2:

School Readiness - All Kindergarten students will complete a school readiness screener to identify needs and or enrichment. Teachers will create learning centers and develop plans based on individual needs to ensure students are ready for the school experience.

Category: Early Learning

Research Cited: Brigance

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will complete Brigance screener and all Kindergarten teachers are provided with resources and training.	Other	08/18/2014	05/26/2015	$0	Other	Curriculum and Kindergarten teachers

(shared) Strategy 3:

Curriculum Alignment - Through common assessments, learning checks, and vertical team meetings teachers will address gaps in instruction.

Category: Continuous Improvement

Research Cited: Journeys/ Envisions curriculum and NWEA activities

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will address gaps in instruction and share strategies for improvement.	Professional Learning	09/08/2014	05/26/2015	$0	No Funding Required	Classroom teachers, administration, and curriculum person

(shared) Strategy 4:

Program Review - All K-3 teachers are responsible for providing evidence for all program review areas.

Category: Integrated Methods for Learning

Research Cited: KDE Program Review Rubrics

Activity - Program Review Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers submit evidence of classroom program review instruction to the school x drive. The program review team leader meets with the K-3 team a minimum of two times per trimester to review x drive evidence, score the current documentation, and provide next steps.	Academic Support Program	08/18/2014	05/26/2015	$0	No Funding Required	All teachers, curriculum, and administration

Measurable Objective 2:

demonstrate a proficiency of 55% in the Common Core Standards in Math among K-3 students by 05/26/2015 as measured by Spring MAP assessment.

(shared) Strategy 1:

School Readiness - All Kindergarten students will complete a school readiness screener to identify needs and or enrichment. Teachers will create learning centers and develop plans based on individual needs to ensure students are ready for the school experience.

Category: Early Learning

Research Cited: Brigance

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will complete Brigance screener and all Kindergarten teachers are provided with resources and training.	Other	08/18/2014	05/26/2015	$0	Other	Curriculum and Kindergarten teachers

(shared) Strategy 2:

Curriculum Alignment - Through common assessments, learning checks, and vertical team meetings teachers will address gaps in instruction.

Category: Continuous Improvement

Research Cited: Journeys/ Envisions curriculum and NWEA activities

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will address gaps in instruction and share strategies for improvement.	Professional Learning	09/08/2014	05/26/2015	$0	No Funding Required	Classroom teachers, administration, and curriculum person

(shared) Strategy 3:

Program Review - All K-3 teachers are responsible for providing evidence for all program review areas.

Category: Integrated Methods for Learning

Research Cited: KDE Program Review Rubrics

Activity - Program Review Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers submit evidence of classroom program review instruction to the school x drive. The program review team leader meets with the K-3 team a minimum of two times per trimester to review x drive evidence, score the current documentation, and provide next steps.	Academic Support Program	08/18/2014	05/26/2015	$0	No Funding Required	All teachers, curriculum, and administration

Strategy 4:

Mathematics Initiative - Teachers will plan program for students to be more proficient in mathematics and the Math Common Core.

Category: Continuous Improvement

Research Cited: NWEA activities

Activity - The Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students and teachers will engage in Math Centers based on student needs as identified by the NWEA Learning Continuum.	Direct Instruction	10/13/2014	05/26/2015	$0	No Funding Required	teachers, curriculum, and administration

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
College and Career Exploration	Identify and implement remediation strategies for students not meeting EXPLORE benchmarks or identified in the early intervention rosters. Teachers and students will complete ILP components to gain a better understanding of the students' college/career interests and goals. Community members will mentor eighth grade students through the Operation Preparation program.	Career Preparation/Orientation	08/11/2014	05/29/2015	$0	Guidance Counselor Community Members Classroom teachers Curriculum Consultant
Name & Claim	Based on a variety of assessment data, MAPS, common assessments, classroom assessments, and KPREP data, teachers will reduce the number of novice students, move apprentice to proficient, and increase proficient and distinguished students.	Direct Instruction	10/20/2014	05/29/2015	$0	Classroom Teachers Administration
Program Review Implementation	All teachers have been provided a list of possible evidence for each demonstrator and indicator for all program review areas. All teachers have been placed into a specific program review team. Program review teams attend scheduled meetings to ensure documentation is being provided by all teachers and to score the programs using KDE rubrics. The program review team leaders have scheduled meetings to discuss a variety of aspects of program review.	Policy and Process	08/11/2014	05/29/2015	$0	classroom teachers curriculum coordinator program review team leaders adminstration
TPGES implementation	Administrators will conduct a variety of evaluations for effective classroom teachers using TPGES tools and district walk-through tools.	Policy and Process	08/11/2014	05/29/2015	$0	Principal Assistant Principal
Learning Continuum	Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program	10/21/2014	05/29/2015	$0	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers
Career Cruising	All K-5 students will receive weekly instruction in career exploration using Career Cruising. This program is an early ILP which will transition elementary students to ILP components when they reach middle school.	Academic Support Program	11/10/2014	05/29/2015	$0	Curriculum Coordinator Computer Teacher

Vertical Team Meetings	Teachers attend bi-weekly vertical team meetings for an assigned content - ELA or math - to address gaps in instruction between grade levels. Monitor through vertical team meeting agendas and minutes, lesson plan documentation, and walk-throughs.	Professional Learning	08/27/2014	05/29/2015	$0	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers
Learning Continuum from NWEA	Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program	10/21/2014	05/29/2015	$0	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom Teachers
Program Review Tracking	Teachers submit evidence of classroom program review instruction to the school x drive. The program review team leader meets with the K-3 team a minimum of two times per trimester to review x drive evidence, score the current documentation, and provide next steps.	Academic Support Program	08/18/2014	05/26/2015	$0	All teachers, curriculum, and administration
PPGES implementation	District personnel will measure the effectiveness of the administration using PPGES. All principals underwent intensive training through the summer to prepare for the new evaluation systems.	Policy and Process	08/11/2014	05/29/2015	$0	District Personnel
PBIS Implementation	Weekly & monthly rewards instruction of school wide expectations after breaks completion of assessments by deadlines District PBIS coach provided professional development to all teachers to transition from common area only to classroom and common area Classroom management strategies	Behavioral Support Program	08/11/2014	05/29/2015	$0	district personnel classroom teachers administration PBIS coach
Vertical Team Meetings	Teachers will address gaps in instruction and share strategies for improvement.	Professional Learning	09/08/2014	05/26/2015	$0	Classroom teachers, administration, and curriculum person
Arts & Humanities	Arts and Humanities will review the "Next Steps" and create a plan of action to improve these scores. Plan of action will be shared with all faculty and staff for implementation. Evidence will be uploaded onto the school's x-drive and reviewed each trimester by the program review team. A program review toolkit for Arts & Humanities has been purchased by the district to assist with implementation.	Direct Instruction	08/11/2014	05/29/2015	$0	Classroom teachers Arts & Humanities program review team Curriculum coordinator Adminstration

Impact & Implementation Plans	Teachers will reflect on teaching strategies, analyze a variety of assessment data, and create I & I plans to modify instruction. I & I plans will be visited frequently by teacher with administration to adjust instruction as needed. Teachers will also use data to reduce novice, move apprentice to proficient, increase proficient & distinguished.	Professional Learning	09/22/2014	05/29/2015	$0	Classroom Teachers Curriculum Coordinator Adminstration
Tier II Implementation	monthly meeting, tier II strategies for students	Behavioral Support Program	08/11/2014	05/29/2015	$0	PBIS coach classroom teachers adminstration
The Learning Continuum	Students and teachers will engage in Math Centers based on student needs as identified by the NWEA Learning Continuum.	Direct Instruction	10/13/2014	05/26/2015	$0	teachers, curriculum, and administration
The Learning Continuum	Students and teachers will engage in Literacy Centers based on student needs as identified by the NWEA Learning Continuum.	Direct Instruction	10/13/2014	05/26/2015	$0	Classroom teachers, curriculum, and administration
				Total	$0	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certified Evaluation Plan	Staff was provided with a copy of the new district certified evaluation plan. Professional development was provided by the district on the CEP as well as TPGES demonstrators.	Policy and Process	08/04/2014	05/29/2015	$0	District Personnel Faculty Adminstration
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance	All Kindergarten students will complete Brigance screener and all Kindergarten teachers are provided with resources and training.	Other	08/18/2014	05/26/2015	$0	Curriculum and Kindergarten teachers

School to Career Readiness	Students participate in a variety of school to career activities throughout the school year. Some examples include: 4th grade participates in MAPS program, 7th grade participates in LIFE, 7th grade participates in REAL, 8th grade special education students have the opportunity to participate in Creating Futures, students in grades 3-8 have the opportunity to participate in a Job Shadow Day, students in grades K-5 have the opportunity to participate in career dress up day, 5th grade students participate in Junior Achievement activities, a select 5th & 8th grade student participate in Junior Leadership, targeted middle school students work with TRIO talent search to work with ILPs and discuss college/careers	Academic Support Program	09/17/2014	05/29/2015	$0		TRIO talent search staff classroom teachers community members district personnel administration
				Total	$0		

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

We are looking for strengths and weaknesses?

How can we continue to grow as well as improve the weak areas?

What percentage of students met Explore benchmarks? How can we increase those? How does that compare to the previous year?

What are our percent novice compared to our percent proficient/distinguished?

What is the comparison of Gap to Non-Gap group?

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?

Elementary:

Areas of Strength: On-Demand scores improved significantly (25.7 points). Teachers will continue to use the tools and strategies implemented last year and they will continue to receive writing training.

Celebrations: The elementary school is categorized as a proficient progressing school.

Middle:

Areas of Strength: The percentage of novice scores in reading decreased by 12.4 points. The gap group decreased 13 points. Teachers will continue to identify novice students through vertical team meetings and use strategies to move students to proficiency.

Celebrations: The middle school is categorized as a distinguished progressing school.

Opportunities for Improvement

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

Elementary: Continue to increase the number of students scoring proficient/distinguished using Abel and Atherton strategies.

Middle: Overall writing scores are in need of improvement. Teachers will use the district Big Buttons initiative, Closing the Literacy Gap, to analyze writing curriculum and create an improvement plan.

Conclusion

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

Continuous monitoring will be used to ensure that teachers are using best practices, effective teaching and learning strategies, and progress monitoring for all students.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Steve Eakins, principal

Melissa Lipe, guidance counselor

Jenny Long, curriculum coordinator

Parents completing IC survey

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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
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 stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

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

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

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

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

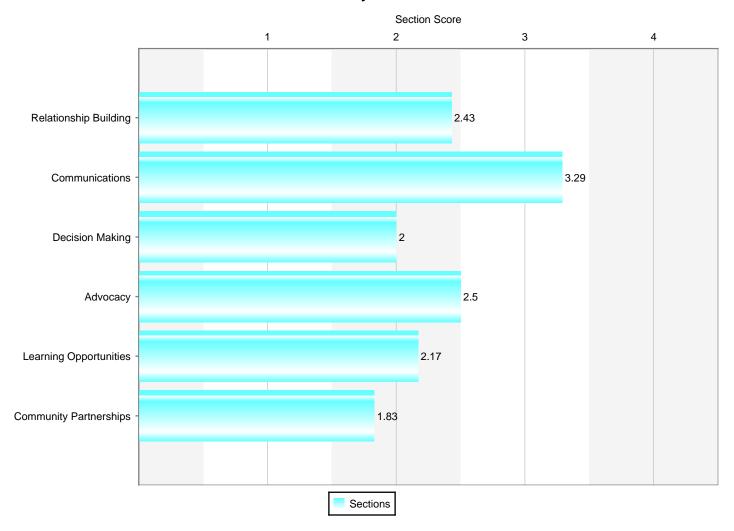|	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

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

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

At the district level, we have a strong community, career readiness program in place with the School to Career grade level opportunities offered. At our school, we have an active parent volunteer program that are provided orientation before engaging with students. Also, our PTO consist of parent leaders that communicate with all stakeholders needs, celebrations, and any pertinent information.

Report Summary

Scores By Section

Section Score

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

SBDM meetings

PTO meetings

Parent Teacher Conferences

Open House

TELL Survey

Professional Learning Communities

Principal's Advisory Committee

Title I Survey

PBIS Climate Suggestion Box

STOP Tip Line

504 and IEP Conferences

ILP invitations

There is flexibility in all scheduling to meet the needs of the variety stakeholders. Roles are decided and defined at the meetings and agendas are provided when applicable.

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

SBDM council members

PTO members

All parents that complete surveys

Title I Parent Advisory Committee

The responsibility is to help complete the needs assessment and offer suggestions for improvement.

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

The improvement plan is presented at SBDM and posted on school website. For teachers, the plan is uploaded to the X-Drive. Hard copies are available upon request.

As changes are made due to progress, it is communicated to all stakeholders by the same means.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We operate a 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.	Yes		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are a school wide Title I program.	

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

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

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

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

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

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

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

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

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

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

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase academic achievement and instructional time by creating a positive learning environment.

Measurable Objective 1:

collaborate to increase positive and proactive interactions between faculty and students by 05/31/2013 as measured by SWIS data.

Strategy1:

Positive Behavioral Interventions and Support - Teachers will complete professional development in PBIS. The school PBIS team will work together to monitor student progress, problem solve, and disaggregate SWIS data to share with the administration and teachers.

Category:

Research Cited: PBIS Evidence Based Research

Activity - Positive Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create CARDS expectations and procedures for the classroom. Teachers will receive training focusing on positive ways to handle discipline in the classroom and in the common areas. Teachers will receive monthly discipline updates in order to problem solve and address areas of student behavior concerns.	Professional Learning			08/03/2012	05/31/2013	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

Goal 2:

Increase instructional and planning time

Measurable Objective 1:

collaborate to reorganize the school schedule to maximize instructional and planning time by 05/31/2013 as measured by Kentucky Department of Education Schoolwide Program.

Strategy1:

Schoolwide Reform Strategies - Reorganize the school schedule to maximize instructional and planning time.

Category:

Research Cited: Kentucky Department of Education Schoolwide Program

Activity - School Schedule Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reorganize the school schedule to maximize instructional and planning time.	Academic Support Program			07/02/2012	05/31/2013	$0 - No Funding Required	Administrative Staff Teacher Leaders

Goal 3:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 40% to 67% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for West Hopkins School from 40% to 67% by 05/30/2014 as measured by K-PREP.

Strategy1:

Literacy Initative - All elementary teachers and middle school ELA teachers will receive training that will allow them to differentiate reading instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school ELA teachers receive training on how to integrate reading, writing, and grammar/mechanics into units and lesson plans. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

Strategy2:

Math Initiative - All elementary and middle school math teachers will receive training that will allow them to differentiate math instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training on how to integrate manipulatives, technology, and literacy through word problems. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

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

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 40% to 67% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for West Hopkins School from 40% to 67% by 05/30/2014 as measured by K-PREP.

Strategy1:

Literacy Initative - All elementary teachers and middle school ELA teachers will receive training that will allow them to differentiate reading instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school ELA teachers receive training on how to integrate reading, writing, and grammar/mechanics into units and lesson plans. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

Strategy2:

Math Initiative - All elementary and middle school math teachers will receive training that will allow them to differentiate math instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training on how to integrate manipulatives, technology, and literacy through word problems. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

All children were screened for kindergarten readiness.

Goal 1:

All kindergarten students at West Hopkins Elementary School will receive the Brigance screener.

Measurable Objective 1:

collaborate to complete a kindergarten readiness screener by 12/13/2013 as measured by Brigance Screener.

Strategy1:

School Readiness and Early Learning - Each kindergarten student will receive the Brigance screener by September 2012 in order to identify areas of weakness and monitor student progress.

Category:

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Brigance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will receive the Brigance screener.	Academic Support Program			08/08/2012	09/28/2012	$0 - No Funding Required	Kindergarten Teachers Curriculum Coordinator

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

Goal 1:

All kindergarten students at West Hopkins Elementary School will receive the Brigance screener.

Measurable Objective 1:

collaborate to complete a kindergarten readiness screener by 12/13/2013 as measured by Brigance Screener.

Strategy1:

School Readiness and Early Learning - Each kindergarten student will receive the Brigance screener by September 2012 in order to identify areas of weakness and monitor student progress.

Category:

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Brigance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will receive the Brigance screener.	Academic Support Program			08/08/2012	09/28/2012	$0 - No Funding Required	Kindergarten Teachers Curriculum Coordinator

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

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 40% to 67% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for West Hopkins School from 40% to 67% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Initiative - All elementary and middle school math teachers will receive training that will allow them to differentiate math instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training on how to integrate manipulatives, technology, and literacy through word problems. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

Strategy2:

Literacy Initative - All elementary teachers and middle school ELA teachers will receive training that will allow them to differentiate reading instruction in an effort to increase the rigor and relevance of classroom activities.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Unit/Lesson Plan Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school ELA teachers receive training on how to integrate reading, writing, and grammar/mechanics into units and lesson plans. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 35% in 2013 to 64% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all elementary and middle school students in the nonduplicated gap group from 35% to 64% by 05/31/2017 as measured by K-PREP.

Strategy1:

Professional Learning for Closing Gaps - Teachers will receive training that directly supports student outcomes through highly effective engagement and learning strategies as well as goal setting. Teachers will also be given tools to assist them in mentoring students.

Category:

Research Cited: KDE Achievement Gap Delivery Plan

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school teachers receive training on how to differentiate classroom instruction to meet the needs of all students. Monitor the implementation of the units and instructional strategies through walk-throughs and follow-up meetings.	Professional Learning			08/05/2013	05/30/2014	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator

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

Goal 1:

All teachers will participate in Program Review teams.

Measurable Objective 1:

collaborate to create Program Review teams to evaluate the school's implementation of arts/humanities, PL/CS, and writing. by 05/31/2013 as measured by Program Review Rubrics.

Strategy1:

Collection and Use of Data for School Improvement: Program Reviews - Teachers will participate in Program Review Teams to evaluate the school's implementation of arts/humanities, PL/CS, and writing.

Category:

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Program Review Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet at least three times each year to evaluate documented evidence for each of the characteristics and descriptors and create a list of next steps based on missing or incomplete evidence.	Academic Support Program			08/03/2012	05/31/2013	$0 - No Funding Required	Administration and Teacher Teams

Compliance and Accountability - Middle Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

West Hopkins School will create a positive learning environment in order to increase academic achievment and instructional time through the implementation of PBIS.

Measurable Objective 1:

collaborate to maintain fidelity of implementation of tier I PBIS by 05/29/2015 as measured by SWIS data and benchmarks of quality.

Strategy1:

Tier I implementation - teach and review expectations

monthly meetings

assessment components

reward systems

Category: Management Systems

Research Cited: PBIS evidence based research

Activity - PBIS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly & monthly rewards instruction of school wide expectations after breaks completion of assessments by deadlines District PBIS coach provided professional development to all teachers to transition from common area only to classroom and common area Classroom management strategies	Behavioral Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	district personnel classroom teachers administration PBIS coach

Measurable Objective 2:

collaborate to continue development of tier II team by 05/29/2015 as measured by SWIS data.

Strategy1:

Tier II implementation - support for students that demonstrate tier II/III behavior needs

Category: Management Systems

Research Cited: PBIS evidence based research

Activity - Tier II Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
monthly meeting, tier II strategies for students	Behavioral Support Program			08/11/2014	05/29/2015	$0 - No Funding Required	PBIS coach classroom teachers adminstration

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

Goal 1:

All students at West Hopkins School will increase their combined reading and math proficient-distinguished scores: in elementary from 52.2% to 70.1% and in middle school from 51.1% to 63%.

Measurable Objective 1:

collaborate to increase the overall combined reading and math proficent/distinguished for West Hopkins Elementary by 05/26/2017 as measured by K-PREP test data.

Strategy1:

Tipping the Scales - Teachers will continuously analyze assessment data on a regular, on-going basis.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Name & Claim	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on a variety of assessment data, MAPS, common assessments, classroom assessments, and KPREP data, teachers will reduce the number of novice students, move apprentice to proficient, and increase proficient and distinguished students.	Direct Instruction			10/20/2014	05/29/2015	$0 - No Funding Required	Classroom Teachers Administration

Strategy2:

Math Initiative - Teachers will receive training that will allow them to differentiate math instruction in an effort to increase the rigor and relevance of classroom activities.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Learning Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program			10/21/2014	05/29/2015	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

Strategy3:

Literacy Initiative - Teachers will receive training that will allow them to differentiate reading instruction in an effort to increase the rigor and relevance of classroom activities. Teachers will work with grade level teams with NWEA learning continuum to create student groups and work stations based on MAPS data.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Learning Continuum from NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with grade level teams to create leveled groups based on MAPS data. Work stations will be developed from information obtained from NWEA learning continuum. Teachers will update groups and stations after each MAPS testing window. Monitor the implementation through lesson plan documentation, walk-throughs, and follow-up meetings.	Academic Support Program			10/21/2014	05/29/2015	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficieny ratings for students in the nonduplicated gap group from - elementary 54.6% to 67.6% and middle school 45.3% to 61%.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all elementary stduents in the nonduplicaated gap from 54.6% to 67.6% by 05/29/2015 as measured by K-PREP test data.

Strategy1:

Improvement Planning and Consolidated Monitoring - Teachers will receive training that directly supports student outcomes through highly effective engagement and learning.

Classroom teachers are assigned reading or math teams. They attend bi-weekly vertical meetings to identify gaps in instruction between grade levels.

Category: Professional Learning & Support

Research Cited: KDE Achievement Gap Delivery Plan

Activity - Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend bi-weekly vertical team meetings for an assigned content - reading or math - to address gaps in instruction between grade levels. Monitor through vertical team meeting agendas and minutes, lesson plan documentation, and walk-throughs.	Professional Learning			08/27/2014	05/29/2015	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

Strategy2:

Data Analysis - Teachers will analyze a variety of data and create Impact and Implementation (I & I) plans to modify instruction.

Category: Continuous Improvement

Research Cited: KDE Delivery Targets

Activity - Impact & Implementation Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reflect on teaching strategies, analyze a variety of assessment data, and create I & I plans to modify instruction. I & I plans will be visited frequently by teacher with administration to adjust instruction as needed. Teachers will also use data to reduce novice, move apprentice to proficient, increase proficient & distinguished.	Professional Learning			09/22/2014	05/29/2015	$0 - No Funding Required	Classroom Teachers Curriculum Coordinator Adminstration

Measurable Objective 2:

collaborate to to increase the average combined reading and math proficiency ratings for all middle school students in the nonduplicated gap group from 45.3% to 61% by 05/29/2015 as measured by K-PREP test data.

Strategy1:

Improvement Planning and Consolidated Monitoring - Teachers will receive training that directly supports student outcomes through highly effective engagement and learning.

Classroom teachers are assigned reading or math teams. They attend bi-weekly vertical meetings to identify gaps in instruction between grade levels.

Category: Professional Learning & Support

Research Cited: KDE Achievement Gap Delivery Plan

Activity - Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend bi-weekly vertical team meetings for an assigned content - reading or math - to address gaps in instruction between grade levels. Monitor through vertical team meeting agendas and minutes, lesson plan documentation, and walk-throughs.	Professional Learning			08/27/2014	05/29/2015	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Curriculum Coordinator Classroom teachers

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

Goal 1:

West Hopkins will maintain proficiency ratings in all program review areas.

Measurable Objective 1:

demonstrate a proficiency in all program review areas by 05/29/2015 as measured by program review scoring rubrics provided by KDE.

Strategy1:

Program Reviews - All teachers will upload evidence for each program review area demonstrators and indicators.

Category: Continuous Improvement

Research Cited: KDE program review documentation and rubrics

Activity - Program Review Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been provided a list of possible evidence for each demonstrator and indicator for all program review areas. T All teachers have been placed onto a specific program review team. Program review teams attend scheduled meetings to ensure documentation is being provided by all teachers and to score the programs using KDE rubrics. The program review team leaders have scheduled meetings to discuss a variety of aspects of program review.	Policy and Process			08/11/2014	05/29/2015	$0 - No Funding Required	classroom teachers curriculum coordinator program review team leaders adminstration

Strategy2:

Arts & Humanities Program Review - Arts & Humanities program review team will review the next steps from the 2013-14 school year to

improve in this area.

Category: Continuous Improvement

Research Cited: Program Review - KDE scoring rubrics and resources

Activity - Arts & Humanities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities will review the "Next Steps" and create a plan of action to improve these scores. Plan of action will be shared with all faculty and staff for implementation. Evidence will be uploaded onto the school's x-drive and reviewed each trimester by the program review team. A program review toolkit for Arts & Humanities has been purchased by the district to assist with implementation.	Direct Instruction			08/11/2014	05/29/2015	$0 - No Funding Required	Classroom teachers Arts & Humanities program review team Curriculum coordinator Adminstration