



KDE Comprehensive School Improvement Plan

White's Tower Elementary School
Kenton 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?

White's Tower Elementary is a Preschool - 5 school with a population of 526. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our students' families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. To help engage students in meaningful activities outside of the classroom, we offer many extra-curricular activities such as chorus, intramurals, student council, basketball, academic team, future problem solving, archery and several girl scouts and boy scouts groups. The past two summers The United Way offered White's Tower the opportunity to participate in a pilot program for incoming kindergarten students called Me and My School. We partnered with the Kenton County Public Library to provide six weeks of kindergarten readiness activities focused on literacy and numeracy as well as providing opportunities to share effective strategies with parents of our incoming kindergartens. This program was a great success! In addition to this opportunity, White's Tower has also partnered with the YMCA through the 21st Century Learning Grant to provide additional academic assistance and extracurricular opportunities after school. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every child to perform at their highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming college and career ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. All student also receive Junior Achievement lessons in their classroom to make additional connections. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as "Monday Manners" to introduce and reinforce respectful behavior. White's Tower Students' also participate in Service Learning Projects throughout the year. Working to increase students' self-confidence and meet the needs of the whole child, we provide many meaningful activities for students outside of the school day. Students have the opportunities to participate in archery, basketball, intramurals, chorus, academic team, and future problem solving. Our partnership with the YMCA through the 21st Century Learning Grant allows us to provide additional activities and academic assistance to help our students become successful.

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.

Looking at the KPREP scores for the 2014-2015 school year, White's Tower improved in the areas of Achievement, Growth and Overall Score. Our Achievement showed a 14.1 point increase and Growth showed an 11.8 point increase and Gap increased 18.9, moving White's Tower from the 56thile to the 98thile. White's Tower has moved from a Needs Improvement school to a Distinguished/ Progressing School. We are proud of our improvements and focus on continuing to make progress.

Additional Information

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

White's Tower believes that parents are an integral part of the education process and we strive to include them in their child's education. In cooperation with the Family Resource Center we plan various family nights to provide information to parents about the new standards as well as ways they can help their child at home in the areas of reading and math. We recognize outstanding achievements of students and invite parents to attend the assemblies where students are recognized for A honor roll, A/B honor roll, perfect attendance, and Bearcat Achievement (for grades K-3.) We also recognize all students who receive a proficient or distinguished on the KPREP test, providing them with medals for their accomplishment.

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2015-2016

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	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$10000
2	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Proficiency-3rd grade KPREP	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$76000
4	Achievement Gap	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$39000
5	K-PREP Combined Proficiency	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$84000
6	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Program Review	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
8	Novice Reduction - Language Mechanics	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready)for kindergarten from 56% in 2015 to 62% by 10/03/2016 as measured by Brigance (we test 100% of students entering kindergarten using Brigance).

Strategy 1:

Education of families/community - We will provide a Kindergarten Jumpstart to increase parent involvement and education in conjunction with the Family Resource Center.

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Jumpstart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.	Parent Involvement	08/10/2015	05/02/2016	\$0	Other	Administration , FRC, Kindergarten teachers, Preschool teacher and Preschool/Kin dergarten Instructional Assistants

Strategy 2:

Kindergarten Summer Readiness Program - A kindergarten summer readiness program that will increase the percentage of children ready for kindergarten (ready with enrichment and ready).

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Summer Readiness Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the summer, we will invite incoming kindergarteners to participate in a summer program to increase their readiness to be successful. The program will focus on academic and social skills that will communicate the expectations of incoming students.	Academic Support Program	06/06/2016	07/22/2016	\$10000	Title I Schoolwide	Administration , FRC Kindergarten teachers, & Pre-School teachers.

Goal 2: Tell Survey

Measurable Objective 1:

collaborate to create professional development that is differentiated to meet the needs of individual teachers from 66.7% in 2015 to 75% by 06/02/2017 as measured by TELL Survey.

Strategy 1:

Professional Development Survey - During the month of December a survey will be given to the teachers assessing what professional development opportunities they would like to be made available.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Survey Follow Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After analyzing the survey results, staff meetings and PLC's will focus on the areas identified by teachers for professional development opportunities.	Professional Learning	01/04/2016	06/02/2017	\$0	No Funding Required	Administrators, District Coaches, and Teacher Leaders

Goal 3: Proficiency-3rd grade KPREP

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 59% in 2015 to 63% and in math from 70.5% in 2015 to 72% by 10/07/2016 as measured by School Report card next generation learners achievement for 3rd grade.

Strategy 1:

KCAS reading/math instruction - Teachers will be trained in needed areas to help with implementation of the standards.

Category: Professional Learning & Support

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC's with administrators and/or district consultants to plan effective lessons aligned with KCAS.	Professional Learning	09/07/2015	06/03/2016	\$0	No Funding Required	Administrative Staff, Teachers, Title I, District consultants

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Activity - Monitoring Implementation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided effective feedback from learning walks during PLC's or one on one meetings with Administration team or District consultants to ensure that planned lessons are effective.	Professional Learning	09/07/2015	06/03/2016	\$0	No Funding Required	Administrative team, Teachers, Title I and District consultants

Activity - System 44 Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This school year, we will have a certified teacher serve as our Read 180/ System 44 teacher. By utilizing this opportunity, we are able to lessen class sizes to create a more individualized success plan for students.	Academic Support Program	08/31/2015	05/20/2016	\$40000	General Fund	Administrator s, Read 180/System 44 teacher, teachers

Strategy 2:

Differentiated Instruction - Teachers will be trained on types of differentiation for all learners.

Category: Professional Learning & Support

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train Primary teachers (K-3) on different types of differentiation and support instruction of those activities. Teachers will also be given planning days in order to ensure activities are congruent to common core standards.	Professional Learning	09/07/2015	06/03/2016	\$0	District Funding	Admin team, Teacher Leaders, Title I and District consultants

Strategy 3:

Interventions - Early interventions are key to future success of all students. Interventions will be implemented in the master schedule for all grade levels including kindergarten - 3rd grade.

Category: Continuous Improvement

Activity - Master Schedule to include interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers and administrators collaborate to restructure the daily schedule in order to include a protected time for all students not performing at grade level to receive instruction at his/her present level of performance in both reading and math. It is anticipated that this intervention will fill in gaps in the students learning so that students are more successful at the tier I level as well.	Direct Instruction	09/07/2015	06/03/2016	\$0	No Funding Required	Principal Special Education Staff

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Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of ST Math in grades 2nd & 3rd will increase students math skills. The program will be used in combination of teacher direction instruction for students during their 30 minute intervention block.	Academic Support Program	09/28/2015	05/13/2016	\$36000	Grant Funds	Administrators, teachers, math coach, interventionists

Goal 4: Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in reading increases from 29.4% in 2015 to 40% by 10/03/2016 as measured by School Report card delivery targets.

(shared) Strategy 1:

RTI - Small group instruction with research based programs in all grade levels

Category: Learning Systems

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6 weeks to analyze student data and determine next steps.	Academic Support Program	10/19/2015	06/03/2016	\$0	No Funding Required	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

Strategy 2:

Intervention Strategies - Teachers will use researched based intervention strategies to increase reading skills.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Reading Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use research based reading intervention strategies for targeted small group instruction. Some of the strategies will be Read Naturally, Orton Gillingham, Compass Odyssey, READ 180 and SYSTEM 44.	Academic Support Program	08/24/2015	06/01/2016	\$0	Other	Interventionist s, Special Education Teachers and Regular Education Teachers
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Strategy 3:

Tutoring - Target specific students who are not performing at grade level to participate in our 21st Century after school program.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Compass Odyssey Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our 21st Century after school program, specific students will be targeted to participate in using Compass Odyssey computer based program to help build their reading and math skills.	Academic Support Program	01/11/2016	05/13/2016	\$3000	General Fund	Administrators, Tutors,

Measurable Objective 2:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in math increases from 23.5% in 2015 to 30% by 10/03/2016 as measured by School Report card delivery targets.

(shared) Strategy 1:

RTI - Small group instruction with research based programs in all grade levels

Category: Learning Systems

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6 weeks to analyze student data and determine next steps.	Academic Support Program	10/19/2015	06/03/2016	\$0	No Funding Required	Teachers, Special Education Teachers, Interventionist s, Counselor, and Administrator s

Strategy 2:

Math Intervention Strategies - Small group instruction with research based intervention strategies.

Category: Continuous Improvement

Research Cited: Best Practice

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Activity - Research Based Math Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive research based math intervention strategies to address their specific small group deficiencies.	Academic Support Program	08/24/2015	06/01/2016	\$0	Other	Teachers, Special Education Teachers and Interventionists
Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ST Math is a computer based activity where students log on and work at their skill set. The program monitors their accuracy and progress them to next levels. ST Math is implemented in 2nd - 5th grades and used during our 30 minute math intervention time, in combination with small group teacher directed instruction.	Academic Support Program	10/05/2015	05/13/2016	\$36000	Grant Funds	Administrators, Teachers, Math Coach, Interventionists

Goal 5: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scored from 58.1% in 2015 to 60% by 10/03/2016 as measured by School Report delivery targets.

Strategy 1:

Reading and Math Proficiency - All students will receive 60 minutes of core reading and math instruction. Students falling below benchmark will receive 30 minutes of tiered reading and math instruction according to individual student needs and will be progress monitored to measure growth and make adjustments as needed.

Category: Continuous Improvement

Research Cited: National Reading Panel

Activity - Reading & Math Rtl Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Special Education Teachers, Interventionists, and Administration will meet every 6 weeks to analyze data (DIBELS, MAP, SRI, & teacher collected data) and determine next steps for Rtl instruction for each individual students.	Academic Support Program	10/19/2015	06/03/2016	\$8000	Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, and Administration
Activity - Teacher Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be introduced to different instructional strategies each week via the Bearcat Bulletin. The strategies will be described in the bulletin and there will be a full length text provided to the teachers. The strategies will be pulled from the book, "Teach Like A Champion", focusing on student engagement, high expectations, ensuring academic achievement, and classroom culture.	Professional Learning	08/31/2015	05/27/2016	\$0	No Funding Required	Administrator
Activity - Common Core Check Assessments & PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Friday, each grade level will engage in a specific subject area for a common core check of the previous lessons taught to ensure learning. When the assessment is complete, teachers will meet with administration during PLC's and review the data analysis tool. Based on the findings, teachers will develop a plan to revisit the areas of deficiency to ensure learning.	Academic Support Program	09/04/2015	05/06/2016	\$0	No Funding Required	Administration and Teachers
Activity - Read 180/System 44 Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This school year we will have a certified teacher servicing students in our Read 180/System 44 intervention classes. As a result, the class sizes are reduced and students are getting a more individualized learning plan for success.	Class Size Reduction, Academic Support Program, Direct Instruction, Technology	09/28/2015	05/13/2016	\$40000	General Fund	Administrators, Teachers, Interventionists, Read 180/System 44 Teacher
Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ST Math is a computer based program that helps build math skills by using productive struggle and progressing as the students becomes more successful. The program is used in combination with teacher directed instruction during the 30 minute intervention block.	Academic Support Program	08/31/2015	05/13/2016	\$36000	Grant Funds	Administrators, Teachers, Interventionists, Math Coach

Goal 6: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 05/30/2016 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Continuous Improvement

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Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	09/07/2015	06/03/2016	\$0	No Funding Required	Administration , PE teacher and committee

Goal 7: Program Review

Measurable Objective 1:

collaborate to increase White's Tower's Program Review overall average score from 8.7 to 9.0 by 06/03/2016 as measured by the Program Review State Report..

Strategy 1:

Program Review Friday Specials - Friday specials will have an emphasis on specific program review areas.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Program Review Fun Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On Fridays, specials teachers will focus on specific program review areas. One class from each grade level will report to the same specials class for 4 weeks in a row only on Fridays. During that class period, the specials area teachers will focus on specific areas with in specific domains. P.E. will be teaching dance, music will be teaching drama, library will be teaching career studies, and art will be teaching arts and humanities.	Direct Instruction	09/07/2015	06/03/2016	\$0	No Funding Required	Administration & Specials Area Teachers

Strategy 2:

Program Review Lead Work Time - The Program Review Lead Teachers in Art & Humanities and Practical Living & Career Studies will have daily work time built into their schedule.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Program Review Lead Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Lead teachers in Arts & Humanities (Art and Music teachers) and Practical Living & Career Studies (P.E. and Library teachers) have a built in 45 minute block of time in their master schedule to collect and analysis evidence.	Professional Learning	08/31/2015	06/03/2016	\$0	No Funding Required	Administration and Special Area Teachers.

Strategy 3:

Program Review Timelines - Program Review monitoring, analysis and feedback.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will consist of one representative from each grade level when applicable. The committees will meet once a month to analysis the evidence and identify areas of deficiencies that need to be address. They will also give specific feedback to staff members on strategies to improve evidence turn in.	Other	09/07/2015	06/03/2016	\$0	No Funding Required	Administration and All Certified Staff Members

Goal 8: Novice Reduction - Language Mechanics

Measurable Objective 1:

collaborate to decrease the percentage of novice students in language mechanics from 19.9% in 2015 to 17.9% by 10/28/2016 as measured by School Report Card.

Strategy 1:

Entrance Activities - Teachers will design specific activities to address language arts skills.

Category: Continuous Improvement

Research Cited: Best practice

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In October, on Mondays and Wednesdays, the entrance activities will focus on daily oral language skills, which will help build language arts skills.	Academic Support Program	10/05/2015	05/20/2016	\$0	No Funding Required	Administrators and Teachers

Strategy 2:

Friday Assessments - Language mechanics skills will be assessed as part of the rotation of Friday assessments.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Language Mechanics Friday Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Language Mechanics skills will be part of our Friday assessments. There is a rotation of subject area assessments and this year we will include language mechanics. When the assessment is completed, the deficiencies will be addressed by the teacher developing entrance activities.	Academic Support Program	11/20/2015	05/20/2016	\$0	No Funding Required	Administrators and Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Math Intervention Strategies	Students will receive research based math intervention strategies to address their specific small group deficiencies.	Academic Support Program	08/24/2015	06/01/2016	\$0	Teachers, Special Education Teachers and Interventionists
Kindergarten Jumpstart	Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.	Parent Involvement	08/10/2015	05/02/2016	\$0	Administration, FRC, Kindergarten teachers, Preschool teacher and Preschool/Kindergarten Instructional Assistants
Reading Intervention Strategies	Teachers will use research based reading intervention strategies for targeted small group instruction. Some of the strategies will be Read Naturally, Orton Gillingham, Compass Odyssey, READ 180 and SYSTEM 44.	Academic Support Program	08/24/2015	06/01/2016	\$0	Interventionists, Special Education Teachers and Regular Education Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Summer Readiness Program	During the summer, we will invite incoming kindergarteners to participate in a summer program to increase their readiness to be successful. The program will focus on academic and social skills that will communicate the expectations of incoming students.	Academic Support Program	06/06/2016	07/22/2016	\$10000	Administration, FRC Kindergarten teachers, & Pre-School teachers.

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Reading & Math Rtl Meetings	Teachers, Special Education Teachers, Interventionists, and Administration will meet every 6 weeks to analyze data (DIBELS, MAP, SRI, & teacher collected data) and determine next steps for Rtl instruction for each individual students.	Academic Support Program	10/19/2015	06/03/2016	\$8000	Teachers, Special Education Teachers, Interventionists, and Administration
Total					\$18000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ST Math	Implementation of ST Math in grades 2nd & 3rd will increase students math skills. The program will be used in combination of teacher direction instruction for students during their 30 minute intervention block.	Academic Support Program	09/28/2015	05/13/2016	\$36000	Administrators, teachers, math coach, interventionists
ST Math	ST Math is a computer based program that helps build math skills by using productive struggle and progressing as the students becomes more successful. The program is used in combination with teacher directed instruction during the 30 minute intervention block.	Academic Support Program	08/31/2015	05/13/2016	\$36000	Administrators, Teachers, Interventionists, Math Coach
ST Math	ST Math is a computer based activity where students log on and work at their skill set. The program monitors their accuracy and progress them to next levels. ST Math is implemented in 2nd - 5th grades and used during our 30 minute math intervention time, in combination with small group teacher directed instruction.	Academic Support Program	10/05/2015	05/13/2016	\$36000	Administrators, Teachers, Math Coach, Interventionists
Total					\$108000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Odyssey Tutoring	During our 21st Century after school program, specific students will be targeted to participate in using Compass Odyssey computer based program to help build their reading and math skills.	Academic Support Program	01/11/2016	05/13/2016	\$3000	Administrators, Tutors,
System 44 Teacher	This school year, we will have a certified teacher serve as our Read 180/ System 44 teacher. By utilizing this opportunity, we are able to lessen class sizes to create a more individualized success plan for students.	Academic Support Program	08/31/2015	05/20/2016	\$40000	Administrators, Read 180/System 44 teacher, teachers

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Read 180/System 44 Teacher	This school year we will have a certified teacher servicing students in our Read 180/System 44 intervention classes. As a result, the class sizes are reduced and students are getting a more individualized learning plan for success.	Class Size Reduction, Academic Support Program, Direct Instruction, Technology	09/28/2015	05/13/2016	\$40000	Administrator s, Teachers, Interventionist s, Read 180/System 44 Teacher
Total					\$83000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Train Primary teachers (K-3) on different types of differentiation and support instruction of those activities. Teachers will also be given planning days in order to ensure activities are congruent to common core standards.	Professional Learning	09/07/2015	06/03/2016	\$0	Admin team, Teacher Leaders, Title I and District consultants
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Mechanics Friday Assessments	Language Mechanics skills will be part of our Friday assessments. There is a rotation of subject area assessments and this year we will include language mechanics. When the assessment is completed, the deficiencies will be addressed by the teacher developing entrance activities.	Academic Support Program	11/20/2015	05/20/2016	\$0	Administrator s and Teachers
Program Review Lead Time	Program Review Lead teachers in Arts & Humanities (Art and Music teachers) and Practical Living & Career Studies (P.E. and Library teachers) have a built in 45 minute block of time in their master schedule to collect and analysis evidence.	Professional Learning	08/31/2015	06/03/2016	\$0	Administration and Special Area Teachers.
Master Schedule to include interventions	K-3 teachers and administrators collaborate to restructure the daily schedule in order to include a protected time for all students not performing at grade level to receive instruction at his/her present level of performance in both reading and math. It is anticipated that this intervention will fill in gaps in the students learning so that students are more successful at the tier I level as well.	Direct Instruction	09/07/2015	06/03/2016	\$0	Principal Special Education Staff
Collaborative Planning	Teachers will meet in PLC's with administrators and/or district consultants to plan effective lessons aligned with KCAS.	Professional Learning	09/07/2015	06/03/2016	\$0	Administrative Staff, Teachers, Title I , District consultants

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Survey Follow Up	After analyzing the survey results, staff meetings and PLC's will focus on the areas identified by teachers for professional development opportunities.	Professional Learning	01/04/2016	06/02/2017	\$0	Administrator s, District Coaches, and Teacher Leaders
Monitoring Implementation of Instruction	Teachers will be provided effective feedback from learning walks during PLC's or one on one meetings with Administration team or District consultants to ensure that planned lessons are effective.	Professional Learning	09/07/2015	06/03/2016	\$0	Administrative team, Teachers, Title I and District consultants
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	09/07/2015	06/03/2016	\$0	Administration , PE teacher and committee
RTI Meetings	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6 weeks to analyze student data and determine next steps.	Academic Support Program	10/19/2015	06/03/2016	\$0	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrator s
Teacher Instructional Support	Teachers will be introduced to different instructional strategies each week via the Bearcat Bulletin. The strategies will be described in the bulletin and there will be a full length text provided to the teachers. The strategies will be pulled from the book, "Teach Like A Champion", focusing on student engagement, high expectations, ensuring academic achievement, and classroom culture.	Professional Learning	08/31/2015	05/27/2016	\$0	Administrator
Common Core Check Assessments & PLC Data Analysis	Every Friday, each grade level will engage in a specific subject area for a common core check of the previous lessons taught to ensure learning. When the assessment is complete, teachers will meet with administration during PLC's and review the data analysis tool. Based on the findings, teachers will develop a plan to revisit the areas of deficiency to ensure learning.	Academic Support Program	09/04/2015	05/06/2016	\$0	Administration and Teachers
Daily Oral Language	In October, on Mondays and Wednesdays, the entrance activities will focus on daily oral language skills, which will help build language arts skills.	Academic Support Program	10/05/2015	05/20/2016	\$0	Administrator s and Teachers
Program Review Committees	Program Review Committees will consist of one representative from each grade level when applicable. The committees will meet once a month to analysis the evidence and identify areas of deficiencies that need to be address. They will also give specific feedback to staff members on strategies to improve evidence turn in.	Other	09/07/2015	06/03/2016	\$0	Administration and All Certified Staff Members

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Program Review Fun Fridays	On Fridays, specials teachers will focus on specific program review areas. One class from each grade level will report to the same specials class for 4 weeks in a row only on Fridays. During that class period, the specials area teachers will focus on specific areas with in specific domains. P.E. will be teaching dance, music will be teaching drama, library will be teaching career studies, and art will be teaching arts and humanities.	Direct Instruction	09/07/2015	06/03/2016	\$0	Administration & Specials Area Teachers
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?

The questions we are trying to answer when looking at data is what areas did the school increase results from previous year and what areas are still a deficiency.

Achievement Points increase 14.1

Gap Points increase 18.9

Growth Points increase 11.8

Program Review increase 6.7

Total Weighted Score increase 12.7

The data helps track some trends seen between the past two years. In overall reading, in 2015 we were able to reduce the novice percentage from 23.2 in 2014 to 10.3 in 2015. In math the novice reduction was decreased from 24.1 in 2014 to 10.7 in 2015. In social studies the novice reduction was decreased from 13.4 in 2014 to 3.5 in 2015. Writing novice reduction decreased from 26.8 to 4.7. The only area where novice increased was in language mechanics, it was 18.8 in 2014 and increased to 19.2 in 2015.

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?

Math increased proficient and distinguished by 23.12% - 30 minutes of math Rtl, implementation of student engagement strategies, increase math fluency.

Reading increased proficient and distinguished by 10% - 30 minutes of reading Rtl, protected core reading instruction and implementation of Read 180 and System 44 with concentrated fidelity.

Writing increased proficient and distinguished by 45% - school wide short answer attack plan, school wide on demand writing plan and teacher collaboration.

To sustain these areas of strengths we are continuing to implement reading and math Rtl blocks, conduct 6 week Rtl meetings, increase student engagement, analysis and attack deficiencies on Friday assessments, implement school wide writing program, and increase use of student technology.

Areas to celebrate are moving from a Needs Improvement School to a Distinguished/ Progressing School, Top 20 School of Distinction and 98% in the state.

Opportunities for Improvement

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

2014-2015 Reading data - Novice and Apprentice: Free/Reduced Students 55.3% & Students with Disabilities is 70.6%. Plans to improve: RtI meetings every 6 weeks to analyze data, teacher and student collaboration on assessments, develop meaningful relationships with students, targeting specific students to participate in the 21st Century after school program, implement Compass Odyssey in everyday learning and continue to implement our writing attack plan.

2014-2015 Math data - Novice and Apprentice: Free/Reduce Students 50.4% & Students with Disabilities is 76.5%. Plans to improve: math intervention time, use short answer attack plan, increase math fluency using Rocket Math, teacher and student collaboration on assessments, develop meaningful relationships with students and implementation of ST Math Program, targeting specific students to participate in the 21st Century after school program, implement Compass Odyssey in everyday learning and continue to implement our writing attack plan.

Conclusion

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

Reading and Math RtI Meetings: first round was completed the week of October 20th, where we looked at individual student data and created/revised small groups for intervention time. The short answer writing attack plan was implemented to students in October and the process of teaching the attack plan was laid out for the next 3 months of implementation. ST Math has been implemented for usage during math intervention time.

In order to attack the deficiencies seen in students with disabilities and free/reduced students, we are using our Friday assessments as teaching time to practice test taking strategies. When the Friday assessments are graded, the students with the teacher do wrong answer analysis, so that we are ensuring that students understand the standard. Also, we have implemented other intervention tools to help students such as: ST Math, Compass Odyssey and Edmark.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to create professional development that is differentiated to meet the needs of individual teachers from 66.7% in 2015 to 75% by 06/02/2017 as measured by TELL Survey.

Strategy1:

Professional Development Survey - During the month of December a survey will be given to the teachers assessing what professional development opportunities they would like to be made available.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Survey Follow Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After analyzing the survey results, staff meetings and PLC's will focus on the areas identified by teachers for professional development opportunities.	Professional Learning	01/04/2016	06/02/2017	\$0 - No Funding Required	Administrators, District Coaches, and Teacher Leaders

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

Goal 1:

K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scored from 58.1% in 2015 to 60% by 10/03/2016 as measured by School Report delivery targets.

Strategy1:

Reading and Math Proficiency - All students will receive 60 minutes of core reading and math instruction. Students falling below benchmark will receive 30 minutes of tiered reading and math instruction according to individual student needs and will be progress monitored to

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measure growth and make adjustments as needed.

Category: Continuous Improvement

Research Cited: National Reading Panel

Activity - Reading & Math Rtl Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Special Education Teachers, Interventionists, and Administration will meet every 6 weeks to analyze data (DIBELS, MAP, SRI, & teacher collected data) and determine next steps for Rtl instruction for each individual students.	Academic Support Program	10/19/2015	06/03/2016	\$8000 - Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, and Administration

Activity - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ST Math is a computer based program that helps build math skills by using productive struggle and progressing as the students becomes more successful. The program is used in combination with teacher directed instruction during the 30 minute intervention block.	Academic Support Program	08/31/2015	05/13/2016	\$36000 - Grant Funds	Administrators, Teachers, Interventionists, Math Coach

Activity - Teacher Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to different instructional strategies each week via the Bearcat Bulletin. The strategies will be described in the bulletin and there will be a full length text provided to the teachers. The strategies will be pulled from the book, "Teach Like A Champion", focusing on student engagement, high expectations, ensuring academic achievement, and classroom culture.	Professional Learning	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrator

Activity - Common Core Check Assessments & PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Friday, each grade level will engage in a specific subject area for a common core check of the previous lessons taught to ensure learning. When the assessment is complete, teachers will meet with administration during PLC's and review the data analysis tool. Based on the findings, teachers will develop a plan to revisit the areas of deficiency to ensure learning.	Academic Support Program	09/04/2015	05/06/2016	\$0 - No Funding Required	Administration and Teachers

Activity - Read 180/System 44 Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This school year we will have a certified teacher servicing students in our Read 180/System 44 intervention classes. As a result, the class sizes are reduced and students are getting a more individualized learning plan for success.	Technology Class Size Reduction Academic Support Program Direct Instruction	09/28/2015	05/13/2016	\$40000 - General Fund	Administrators, Teachers, Interventionists, Read 180/System 44 Teacher

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready)for kindergarten from 56% in 2015 to 62% by 10/03/2016 as measured by Brigance (we test 100% of students entering kindergarten using Brigance).

Strategy1:

Education of families/community - We will provide a Kindergarten Jumpstart to increase parent involvement and education in conjunction with the Family Resource Center.

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Jumpstart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.	Parent Involvement	08/10/2015	05/02/2016	\$0 - Other	Administration, FRC, Kindergarten teachers, Preschool teacher and Preschool/Kindergarten Instructional Assistants

Strategy2:

Kindergarten Summer Readiness Program - A kindergarten summer readiness program that will increase the percentage of children ready for kindergarten (ready with enrichment and ready).

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Summer Readiness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, we will invite incoming kindergarteners to participate in a summer program to increase their readiness to be successful. The program will focus on academic and social skills that will communicate the expectations of incoming students.	Academic Support Program	06/06/2016	07/22/2016	\$10000 - Title I Schoolwide	Administration, FRC Kindergarten teachers, & Pre-School teachers.

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

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Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready)for kindergarten from 56% in 2015 to 62% by 10/03/2016 as measured by Brigance (we test 100% of students entering kindergarten using Brigance).

Strategy1:

Kindergarten Summer Readiness Program - A kindergarten summer readiness program that will increase the percentage of children ready for kindergarten (ready with enrichment and ready).

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Summer Readiness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer, we will invite incoming kindergarteners to participate in a summer program to increase their readiness to be successful. The program will focus on academic and social skills that will communicate the expectations of incoming students.	Academic Support Program	06/06/2016	07/22/2016	\$10000 - Title I Schoolwide	Administration, FRC Kindergarten teachers, & Pre-School teachers.

Strategy2:

Education of families/community - We will provide a Kindergarten Jumpstart to increase parent involvement and education in conjunction with the Family Resource Center.

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten Jumpstart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.	Parent Involvement	08/10/2015	05/02/2016	\$0 - Other	Administration, FRC, Kindergarten teachers, Preschool teacher and Preschool/Kindergarten Instructional Assistants

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

Goal 1:

Proficiency-3rd grade KPREP

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Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 59% in 2015 to 63% and in math from 70.5% in 2015 to 72% by 10/07/2016 as measured by School Report card next generation learners achievement for 3rd grade.

Strategy1:

Differentiated Instruction - Teachers will be trained on types of differentiation for all learners.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Primary teachers (K-3) on different types of differentiation and support instruction of those activities. Teachers will also be given planning days in order to ensure activities are congruent to common core standards.	Professional Learning	09/07/2015	06/03/2016	\$0 - District Funding	Admin team, Teacher Leaders, Title I and District consultants

Strategy2:

Interventions - Early interventions are key to future success of all students. Interventions will be implemented in the master schedule for all grade levels including kindergarten - 3rd grade.

Category: Continuous Improvement

Research Cited:

Activity - Master Schedule to include interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers and administrators collaborate to restructure the daily schedule in order to include a protected time for all students not performing at grade level to receive instruction at his/her present level of performance in both reading and math. It is anticipated that this intervention will fill in gaps in the students learning so that students are more successful at the tier I level as well.	Direct Instruction	09/07/2015	06/03/2016	\$0 - No Funding Required	Principal Special Education Staff

Activity - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of ST Math in grades 2nd & 3rd will increase students math skills. The program will be used in combination of teacher direction instruction for students during their 30 minute intervention block.	Academic Support Program	09/28/2015	05/13/2016	\$36000 - Grant Funds	Administrators, teachers, math coach, interventionists

Strategy3:

KCAS reading/math instruction - Teachers will be trained in needed areas to help with implementation of the standards.

Category: Professional Learning & Support

Research Cited:

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Activity - System 44 Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This school year, we will have a certified teacher serve as our Read 180/ System 44 teacher. By utilizing this opportunity, we are able to lessen class sizes to create a more individualized success plan for students.	Academic Support Program	08/31/2015	05/20/2016	\$40000 - General Fund	Administrators, Read 180/System 44 teacher, teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC's with administrators and/or district consultants to plan effective lessons aligned with KCAS.	Professional Learning	09/07/2015	06/03/2016	\$0 - No Funding Required	Administrative Staff, Teachers, Title I , District consultants

Activity - Monitoring Implementation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided effective feedback from learning walks during PLC's or one on one meetings with Administration PLC's or one on one meetings with Administration team or District consultants to ensure that planned lessons are effective.	Professional Learning	09/07/2015	06/03/2016	\$0 - No Funding Required	Administrative team, Teachers, Title I and District consultants

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in math increases from 23.5% in 2015 to 30% by 10/03/2016 as measured by School Report card delivery targets.

Strategy1:

RTI - Small group instruction with research based programs in all grade levels

Category: Learning Systems

Research Cited:

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6 weeks to analyze student data and determine next steps.	Academic Support Program	10/19/2015	06/03/2016	\$0 - No Funding Required	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

Strategy2:

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Math Intervention Strategies - Small group instruction with research based intervention strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ST Math is a computer based activity where students log on and work at their skill set. The program monitors their accuracy and progress them to next levels. ST Math is implemented in 2nd - 5th grades and used during our 30 minute math intervention time, in combination with small group teacher directed instruction.	Academic Support Program	10/05/2015	05/13/2016	\$36000 - Grant Funds	Administrators, Teachers, Math Coach, Interventionists

Activity - Research Based Math Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research based math intervention strategies to address their specific small group deficiencies.	Academic Support Program	08/24/2015	06/01/2016	\$0 - Other	Teachers, Special Education Teachers and Interventionists

Measurable Objective 2:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in reading increases from 29.4% in 2015 to 40% by 10/03/2016 as measured by School Report card delivery targets.

Strategy1:

Intervention Strategies - Teachers will use researched based intervention strategies to increase reading skills.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Reading Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research based reading intervention strategies for targeted small group instruction. Some of the strategies will be Read Naturally, Orton Gillingham, Compass Odyssey, READ 180 and SYSTEM 44.	Academic Support Program	08/24/2015	06/01/2016	\$0 - Other	Interventionists, Special Education Teachers and Regular Education Teachers

Strategy2:

RTI - Small group instruction with research based programs in all grade levels

Category: Learning Systems

Research Cited:

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Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6 weeks to analyze student data and determine next steps.	Academic Support Program	10/19/2015	06/03/2016	\$0 - No Funding Required	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

Strategy3:

Tutoring - Target specific students who are not performing at grade level to participate in our 21st Century after school program.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Compass Odyssey Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our 21st Century after school program, specific students will be targeted to participate in using Compass Odyssey computer based program to help build their reading and math skills.	Academic Support Program	01/11/2016	05/13/2016	\$3000 - General Fund	Administrators, Tutors,

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase White's Tower's Program Review overall average score from 8.7 to 9.0 by 06/03/2016 as measured by the Program Review State Report..

Strategy1:

Program Review Timelines - Program Review monitoring, analysis and feedback.

Category: Continuous Improvement

Research Cited: Best Practice

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Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will consist of one representative from each grade level when applicable. The committees will meet once a month to analysis the evidence and identify areas of deficiencies that need to be address. They will also give specific feedback to staff members on strategies to improve evidence turn in.	Other	09/07/2015	06/03/2016	\$0 - No Funding Required	Administration and All Certified Staff Members

Strategy2:

Program Review Lead Work Time - The Program Review Lead Teachers in Art & Humanities and Practical Living & Career Studies will have daily work time built into their schedule.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Program Review Lead Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Lead teachers in Arts & Humanities (Art and Music teachers) and Practical Living & Career Studies (P.E. and Library teachers) have a built in 45 minute block of time in their master schedule to collect and analysis evidence.	Professional Learning	08/31/2015	06/03/2016	\$0 - No Funding Required	Administration and Special Area Teachers.

Strategy3:

Program Review Friday Specials - Friday specials will have an emphasis on specific program review areas.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Program Review Fun Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On Fridays, specials teachers will focus on specific program review areas. One class from each grade level will report to the same specials class for 4 weeks in a row only on Fridays. During that class period, the specials area teachers will focus on specific areas with in specific domains. P.E. will be teaching dance, music will be teaching drama, library will be teaching career studies, and art will be teaching arts and humanities.	Direct Instruction	09/07/2015	06/03/2016	\$0 - No Funding Required	Administration & Specials Area Teachers

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
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		

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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.	N/A	We are not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A	We are not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	We are not a targeted assistance school.	

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.	N/A	We are not a targeted assistance school.	

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.	N/A	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	We are not a targeted assistance school.	

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.	N/A	We are not a targeted assistance school.	

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	We are not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A	We are not a targeted assistance school.	

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		

The Missing Piece

Introduction

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

Stakeholders

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

Tony Procaccino-Principal

Michelle Cobb-Assistant Principal

Eric Hendrix-Counselor

Jessica Hansel, Tiffany Collier, Raeanne Hall - SBDM Teacher Members

Tiffany Mullis & Julie Schreiber - SBDM Parent Members

Relationship Building

Overall Rating: 3.14

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

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

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

Communications

Overall Rating: 2.57

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

White's Tower Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.57

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

White's Tower Elementary School

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

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Overall Rating: 2.33

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

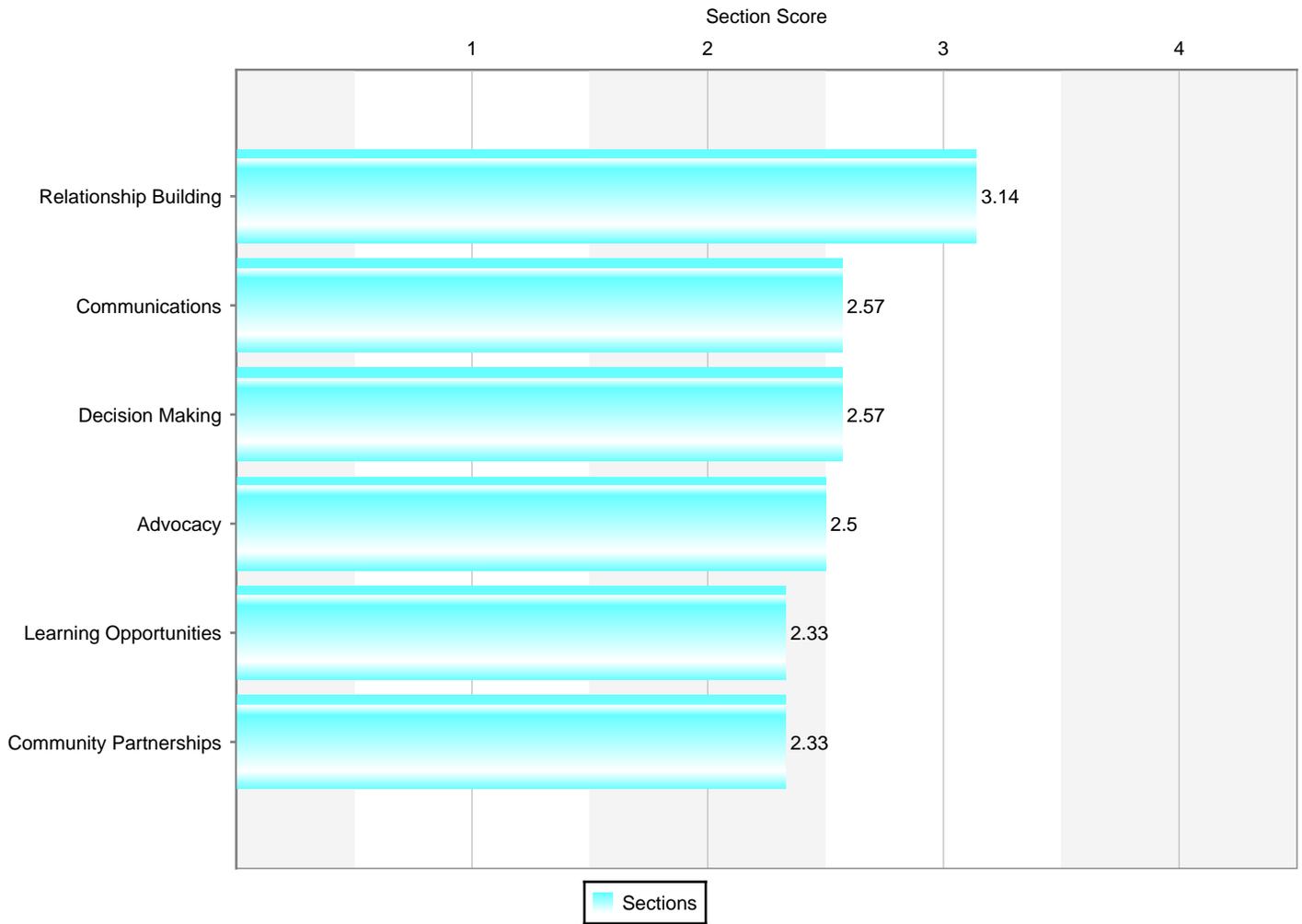
Reflection

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

We continue to reach out to community partners to help develop a mentoring system and tutoring opportunities. We are continuing to implement Junior Achievement and have partnered up with Toyota for a career exploration day. We are also continuing to work with outside counseling agencies to help provide services to our students and families.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process started as a data analysis staff meeting. All certified personnel were grouped with specific intentions by the principal. Overall achievement analysis was done in each subject area, comparing 2015 data to 2014 data. After the data was reviewed, there were specific questions asked to identify trends. Next the staff analyzed the growth and gap results from one year to the next.

Then there was a small group activity which their task was to take your area's performance level data and analysis and identify the groups that show the most differences compared to the overall grade level performance. The groups then chart the differences on chart paper with numbers as evidence. Each group then shared out their findings. The second small group activity concentrated on achievement results. The small group task was to take your subject area and create a T-chart, identifying areas of strengths and areas of deficiencies. The final activity was to take post it notes and do a gallery walk and on the areas of deficiencies place an idea, strategy, program or things we're doing now that address those areas. The writings on the post it notes are what we will use as our strategies in our improvement plan.

During our SBDM meeting that followed, the data analysis was reviewed. All parties were informed of the KPREP results from 2014-2015, the trends were acknowledged and the strategies were presented.

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

The stakeholder groups, again, were developed prior to the data analysis meeting. The groups had grade level representatives from all grades including specials area teachers, special education teachers, counselor, and interventionists. Their responsibilities were to analyze the 2014-2015 KPREP data and identify areas of need. The needs were expressed the the whole group.

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 final improvement plan will be communicated in a staff meeting and during PLC's. The CSIP will be made available to all stakeholders in either hard copy or digitally.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 11, 2015	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The safety plan was reviewed with all staff on August 17, 2015.	

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

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10/26/15	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Lockdown: 9/28/15 Severe Weather: 9/30/15 Earthquake: 9/24/15	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teacher turn over at White's Tower is 17.2%.

What sources of data were used to determine the barriers?

School Report Card
Highly Qualified Report
Free/Reduced, Minority, and Students with disabilities data
School Accountability data
Office Referrals

What are the root causes of those identified barriers?

Administrative turnover.

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

Overall, 99% of teachers are rated accomplished or exemplary.

Equitable Access Strategies

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

SBDM consultation policy is followed when hiring new teachers. Students are assigned to classes each year using SBDM policies as well. All teachers are highly qualified in their teaching area.

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

Teachers are hired and students are assigned classes using SBDM policies. Students are placed in classes utilizing data such as MAP, KPREP, SRI and SPI. There is no pattern of assigning ineffective teachers.

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

We analyze student data to determine the needs of teacher staffing. We collaborate with local universities to recruit the most highly skilled teachers.

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

We emphasize quality instructional practices, student engagement, and positive classroom management in every classroom every day for every student. The previous list guides our hiring screening process and allows us to hire the most qualified and effective teaching staff. To enable teachers to continuously grow, we use monthly feedback following Professional Practices Rubric to help refine their teaching practices to meet all students' needs.

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

Quality instructional practices are recognized by the district and rewarded. The teachers are given feedback and recognition on effective teaching practices through PPR walk feedback. Teachers are recognized in weekly bulletins and recognized by the district at annual Excellence in Education Dinner and at monthly board meetings.

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

Our new teachers attend the district annual new teacher orientation and professional development sessions. New teachers also spend part of a day with district representatives to understand the practices, procedures and initiatives in the district. First year teachers complete the Kentucky Teacher Internship program.

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

Administrators provide support and assistance to teacher in order to improve performance and meet performance expectations. Staff meetings and PLC's are used as a support and guidance resource to help effective performance expectations.

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

Using the TELL survey we identified an area of need in Professional development is differentiated to meet the needs of individual teachers. We will survey the teachers and have them identify their needs for professional development and through staff meetings, PLC's and district coach collaboration, we will address those areas.

Questions

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

Goal 1: Tell Survey

Strategy 1:

Professional Development Survey - During the month of December a survey will be given to the teachers assessing what professional development opportunities they would like to be made available.

Activities:

Measurable Objective 1:

collaborate to create professional development that is differentiated to meet the needs of individual teachers from 66.7% in 2015 to 75% by 06/03/2016 as measured by TELL Survey.

Activity - Survey Follow Up

After analyzing the survey results, staff meetings and PLC's will focus on the areas identified by teachers for professional development opportunities.