



# **Comprehensive School Improvement Plan**

**White's Tower Elementary School**  
**Kenton County**

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## Introduction

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

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

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

We have an experienced staff with over 90% teaching more than 4 years experience. According to the TELL survey, the teachers (91.2%) are happy to be here.

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

53% of our students qualify for free/reduced priced meals.

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

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,**

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particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

## Goal 1:

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	12/20/2016	05/15/2017	\$0 - No Funding Required	Administrators, District Coaches, and Teacher Leaders

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Tony Procaccino-Principal

Michelle Cobb-Assistant Principal

Eric Hendrix-Counselor

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

Cheryl Rogers & Julie Schreiber - SBDM Parent Members

## Relationship Building

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.86

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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

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

**Decision Making**

Overall Rating: 2.71

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

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

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

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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: 3.0

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

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

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

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

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

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

## Learning Opportunities

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

**Community Partnerships**

Overall Rating: 2.67

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

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

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

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

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

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

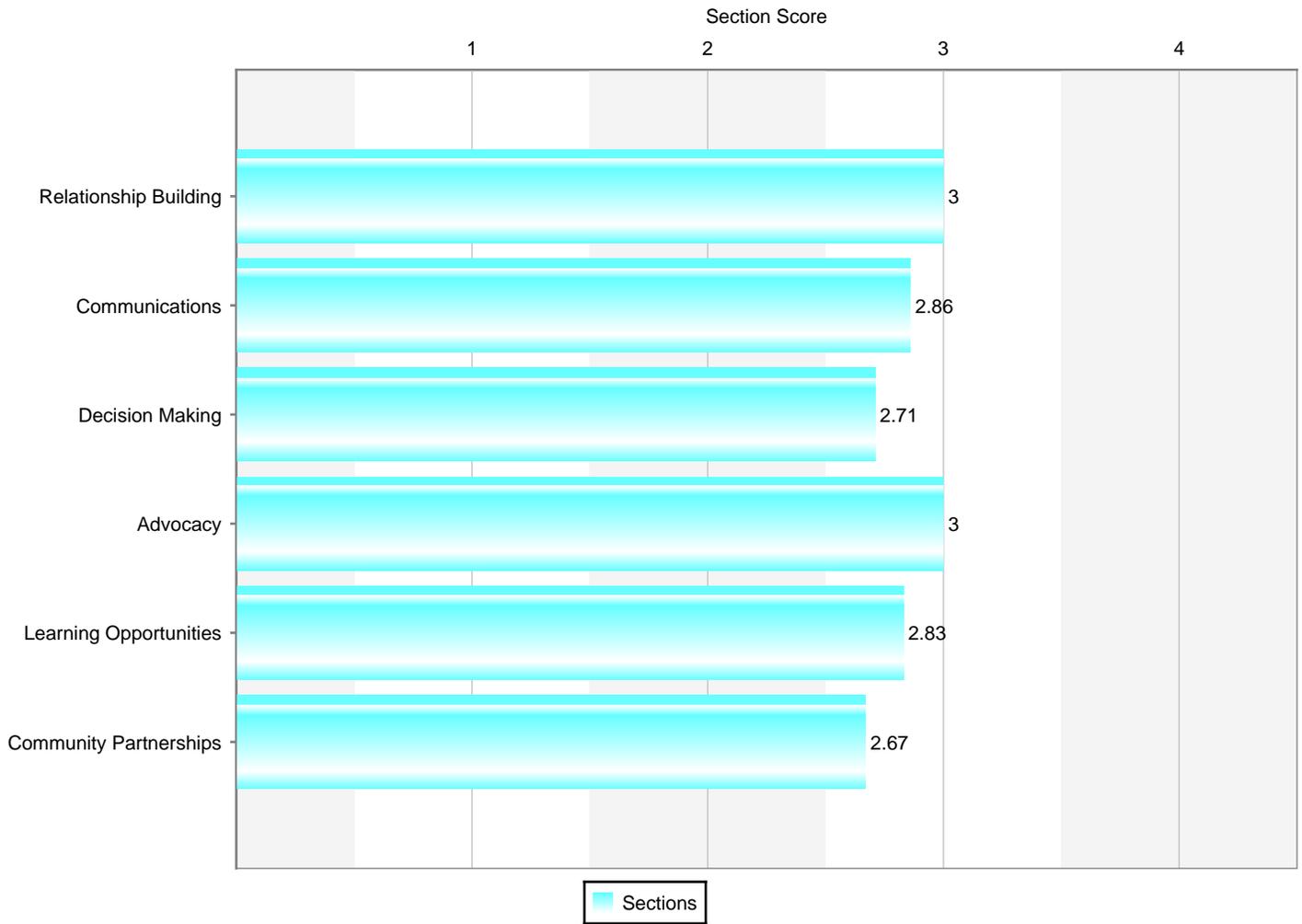
## **Reflection**

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

We continue to reach out to community partners to help develop a mentoring system and tutoring opportunities. We are continuing to implement Junior Achievement, hosting service learning project for Action Ministries and Lunch Buddy Mentors. 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 2016 data to 2015 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.

Next was a small group activity concentrated on achievement results. A 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 2015-2016, 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 were based on grade level teams. The groups also included specials area teachers, special education teachers, counselor, and interventionists. Their responsibilities were to analyze the 2015-2016 KPREP data and identify areas of need. The needs were expressed the the whole group. The delivery targets were also introduced to the staff. Participates all had opportunities to do a gallery walk and provide feedback on how to accomplish our goals.

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

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.

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

The 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 a deficiency.

Increased overall reading proficient and distinguished from 56.2% to 67.2%

Increased overall math proficient and distinguished from 59.9% to 66.2%

Increased overall language mechanics proficient and distinguished from 55.2% to 67.9%

Decreased in Gap points from 53.2 to 37, and Growth points from 80.3 to 64.3

Students with disabilities with an IEP in reading only 41.7% are proficient and distinguished and in math only 27.1% are proficient and distinguished.

## **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 6.3% - 30 minutes of math Rtl, implementation of student engagement strategies, increase math fluency and usage of ST Math program.

Reading increased proficient and distinguished by 11% - 30 minutes of reading Rtl, protected core reading instruction and implementation of Read 180 and System 44 with concentrated fidelity.

Language mechanics increased proficient and distinguished by 12.7% - Specific writing attack plan and daily oral language lessons at least twice a week and Friday common core language mechanic assessments.

To sustain these areas of strengths we are continuing to implement reading and math Rtl blocks, conduct 6-8 week Rtl meetings, increase student engagement, analysis and attack deficiencies on Friday assessments, implement school wide writing program, and increase use of student technology.

## **Opportunities for Improvement**

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

2015 - 2016 Reading data - Novice and Apprentice for students with a disability with an IEP were 58.3%. Plans to improve: Rti meetings every 6-8 weeks to analyze student progress data and make adjustments to flexible grouping, increase special education teacher's collaborative in class time, increase small group reading opportunities for students with teacher or assistant, and use of Mastery Connect to track specific common core standard deficiencies.

2015 - 2016 Math data - Novice and Apprentice for students with a disability with an IEP were 72.9%. Plans to improve: math intervention built into schedule, increase math fluency with Rocket Math, ST Math Program, Rti meetings every 6-8 weeks to analyze student progress data and make adjustments to flexible grouping, increase special education teacher's collaborative time in class, and use of Mastery Connect to track specific common core standard deficiencies.

## **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 18th, 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. The teacher are using Mastery Connect to track students progress on specific common core standards. In order to attack the deficiencies seen in students with disabilities, 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. The regular education and special education teachers are doing more team teaching and collaborating at a higher level. Students are involved in more small group reading time with the teacher or an instructional assistant, so they're getting more reading time with a ratio of 1 teacher to 6 students.

# **Plan for Comprehensive School Improvement Plan 16-17**

## **Overview**

### **Plan Name**

Plan for Comprehensive School Improvement Plan 16-17

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$10000
2	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Achievement Gap	Objectives: 2 Strategies: 5 Activities: 6	Organizational	\$49500
4	K-PREP Combined Proficiency	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$95200
5	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Program Review PL/CS	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
7	Novice Reduction - Free/Reduced Students in Reading	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$4000

## Goal 1: Kindergarten Readiness

**Measurable Objective 1:**

collaborate to increase the percentage of children ready (ready with enrichments and ready)for kindergarten from 57.10% in 2016 to 63.7% by 10/02/2017 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	08/22/2016	05/01/2017	\$0	Other	Administration , FRC, Kindergarten teachers, Preschool teacher and Preschool/Kindergarten 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	06/05/2017	07/28/2017	\$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	12/20/2016	05/15/2017	\$0	No Funding Required	Administrators, District Coaches, and Teacher Leaders

## Goal 3: Achievement Gap

**Measurable Objective 1:**

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in reading increases from 41.7% in 2016 to 43% by 10/02/2017 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

Research Cited: Best Practice

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

White's Tower Elementary School

Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6-8 weeks to analyze student data and determine next steps.	Academic Support Program	10/17/2016	05/01/2017	\$2000	Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators
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### 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
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, I-Read, READ 180 and SYSTEM 44.	Academic Support Program	08/22/2016	05/15/2017	\$6500	General Fund	Interventionists, Special Education Teachers and Regular Education Teachers

### 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 and I-read computer based programs to help build their reading and math skills.	Academic Support Program	01/09/2017	05/15/2017	\$3000	General Fund	Administrators, Tutors,

### (shared) Strategy 4:

Mastery Connect - Teachers will be using Mastery Connect to progress monitor students on common core standard mastery. If the students are at a remediation level, the teachers will address those specific students and deficiencies with flash backs or re-teaches.

Category: Continuous Improvement

Research Cited: Best Practice

## Comprehensive School Improvement Plan

White's Tower Elementary School

Activity - Mastery Connect Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will progress monitor students who are not at mastery of a common core standard on their assessments. Teachers will develop flashbacks and re-teaches for those specific students not at mastery.	Academic Support Program	09/05/2016	05/22/2017	\$2000	General Fund	4th and 5th grade teachers and administrators

### Measurable Objective 2:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in math increases from 27.1% in 2016 to 38.7% by 10/02/2017 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

Research Cited: Best Practice

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 6-8 weeks to analyze student data and determine next steps.	Academic Support Program	10/17/2016	05/01/2017	\$2000	Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

### Strategy 2:

Math Intervention Strategies - Small group instruction with research based intervention strategies and students will be working on ST Math computer based program.

Category: Continuous Improvement

Research Cited: Best Practice

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	08/29/2016	05/15/2017	\$0	Other	Teachers, Special Education Teachers and Interventionists

Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

White's Tower Elementary School

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	08/29/2016	05/15/2017	\$36000	Grant Funds	Administrators, Teachers, Math Coach, Interventionists
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### (shared) Strategy 3:

Mastery Connect - Teachers will be using Mastery Connect to progress monitor students on common core standard mastery. If the students are at a remediation level, the teachers will address those specific students and deficiencies with flash backs or re-teaches.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Mastery Connect Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will progress monitor students who are not at mastery of a common core standard on their assessments. Teachers will develop flashbacks and re-teaches for those specific students not at mastery.	Academic Support Program	09/05/2016	05/22/2017	\$2000	General Fund	4th and 5th grade teachers and administrators

## Goal 4: K-PREP Combined Proficiency

### Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scored from 66.5% in 2016 to 68.5% by 10/16/2017 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

## Comprehensive School Improvement Plan

White's Tower Elementary School

Activity - Teacher Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/22/2016	05/22/2017	\$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	08/22/2016	05/22/2017	\$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, Technology, Academic Support Program, Direct Instruction	08/22/2016	05/22/2017	\$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	08/22/2016	05/22/2017	\$36000	Grant Funds	Administrators, Teachers, Interventionists, Math Coach

### Strategy 2:

Differentiated Instruction - All teachers will be trained on different types of differentiating lessons and activities for all learners.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

White's Tower Elementary School

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. Teachers will be introduced to Kagan strategies to help increase learning.	Academic Support Program, Professional Learning	09/28/2016	05/03/2017	\$0	No Funding Required	Lead Teachers, Administrators, Instructional Coaches
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### 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 through 3rd grade.

Category: Continuous Improvement

Research Cited: Best Practice

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.	Academic Support Program	08/22/2016	05/08/2017	\$0	No Funding Required	Teachers, Administrators, Interventionists

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	08/29/2016	05/08/2017	\$10000	General Fund	Teachers, Interventionists, Administration

Activity - I-Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten - 2nd grade students will have the opportunity to work on the reading computer based program called I-Read. They will be using I-Read during their intervention times as well as during the regular school day.	Academic Support Program	11/07/2016	05/08/2017	\$1200	General Fund	Teachers, Interventionists, Administrators

## Goal 5: 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 05/29/2017 as measured by survey results.

## Comprehensive School Improvement Plan

White's Tower Elementary School

### 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

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During staff meetings and/or PLC's the staff will be collaborating to understand the implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/02/2017	05/29/2017	\$0	No Funding Required	Administration, PE teacher, Counselor

## Goal 6: Program Review PL/CS

### Measurable Objective 1:

collaborate to increase White's Tower's PL/CS Program Review overall average score from 8.7 to 9.0 by 06/05/2017 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 and library will be teaching career studies	Direct Instruction	08/22/2016	05/22/2017	\$0	No Funding Required	Administration & Specials Area Teachers

### Strategy 2:

Program Review Lead Work Time - The Program Review Lead Teachers in 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
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## Comprehensive School Improvement Plan

White's Tower Elementary School

Program Review Lead teachers in Practical Living & Career Studies (P.E. and Library teachers) have a built in 35 minutes of time in their master schedule to collect and analysis evidence.	Professional Learning	08/22/2016	05/29/2017	\$0	No Funding Required	Administration and Special Area Teachers.
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### Strategy 3:

PE Curriculum - PE teacher will implement a specifically designed curriculum. PE teacher collaborated over the summer to design a curriculum to with the other PE teachers within the district.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - PE Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PE teacher will implement a designed curriculum to meet the needs of the standards and specific program review domains.	Academic Support Program	08/29/2016	05/29/2017	\$0	No Funding Required	PE teacher, PL/CS Committee

## Goal 7: Novice Reduction - Free/Reduced Students in Reading

### Measurable Objective 1:

A 25% decrease of Economically Disadvantaged students will increase student growth so that they will reduce the amount of students scoring novice in reading from 21.1% in 2016 to 15.83% in 2017 in Reading by 10/09/2017 as measured by school report card.

### Strategy 1:

Individual Student Progress Monitoring - Teachers, administrators and interventionists will collaborate to progress monitor individual students. This will be done during PLC's, Staff meetings and Rtl Meetings.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and interventionists will intensely focus on multiple data points for student placement (MAP, KPREP, SRI, SPI, Mastery Connect and Friday assessments). This data will help drive specific student groupings for interventions and classroom instruction.	Academic Support Program	09/05/2016	05/08/2017	\$0	No Funding Required	Administrators, Teachers, Interventionists

### Strategy 2:

Spiraled Teaching - Using the individual student progress monitoring data, teachers will spiral back and teach specific common core standards that students have not mastered.

## Comprehensive School Improvement Plan

White's Tower Elementary School

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Mastery Connect Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the data in Mastery Connect, teachers will be able to identify specific students and specific common core standards that the student or students have not mastered. When this is achieved, the teachers will spiral their instruction to re-teach the deficiencies.	Academic Support Program	09/05/2016	05/08/2017	\$1500	General Fund	Teachers, Administrators, Interventionists

### Strategy 3:

21st Century After School Program - In collaboration with the FRC coordinator, we will target specific students to be involved in the after school program.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific students will be targeted to participate in the after school tutoring program. In collaboration with the FRC, students will be invited to stay after school twice a week to receive extra instructional services to help extend their learning.	Academic Support Program	01/02/2017	05/01/2017	\$2500	Grant Funds	FRC Coordinator, Administration, Teachers, 21st Century personnel

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Specific students will be targeted to participate in the after school tutoring program. In collaboration with the FRC, students will be invited to stay after school twice a week to receive extra instructional services to help extend their learning.	Academic Support Program	01/02/2017	05/01/2017	\$2500	FRC Coordinator, Administration, Teachers, 21st Century personnel
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	08/22/2016	05/22/2017	\$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	08/29/2016	05/15/2017	\$36000	Administrators, Teachers, Math Coach, Interventionists
<b>Total</b>					<b>\$74500</b>	

### 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 and I-read computer based programs to help build their reading and math skills.	Academic Support Program	01/09/2017	05/15/2017	\$3000	Administrators, Tutors,
I-Read	Kindergarten - 2nd grade students will have the opportunity to work on the reading computer based program called I-Read. They will be using I-Read during their intervention times as well as during the regular school day.	Academic Support Program	11/07/2016	05/08/2017	\$1200	Teachers, Interventionists, Administrators
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	08/29/2016	05/08/2017	\$10000	Teachers, Interventionists, Administration

## Comprehensive School Improvement Plan

White's Tower Elementary School

Mastery Connect Student Monitoring	Using the data in Mastery Connect, teachers will be able to identify specific students and specific common core standards that the student or students have not mastered. When this is achieved, the teachers will spiral their instruction to re-teach the deficiencies.	Academic Support Program	09/05/2016	05/08/2017	\$1500	Teachers, Administrators, Interventionists
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, Technology, Academic Support Program, Direct Instruction	08/22/2016	05/22/2017	\$40000	Administrators, Teachers, Interventionists, Read 180/System 44 Teacher
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, I-Read, READ 180 and SYSTEM 44.	Academic Support Program	08/22/2016	05/15/2017	\$6500	Interventionists, Special Education Teachers and Regular Education Teachers
Mastery Connect Student Monitoring	Teachers and administrators will progress monitor students who are not at mastery of a common core standard on their assessments. Teachers will develop flashbacks and re-teaches for those specific students not at mastery.	Academic Support Program	09/05/2016	05/22/2017	\$2000	4th and 5th grade teachers and administrators
<b>Total</b>					<b>\$64200</b>	

### 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	06/05/2017	07/28/2017	\$10000	Administration, FRC Kindergarten teachers, & Pre-School teachers.
RTI Meetings	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators will meet every 6-8 weeks to analyze student data and determine next steps.	Academic Support Program	10/17/2016	05/01/2017	\$2000	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

## Comprehensive School Improvement Plan

White's Tower Elementary School

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
<b>Total</b>					\$20000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/22/2016	05/01/2017	\$0	Administration, FRC, Kindergarten teachers, Preschool teacher and Preschool/Kindergarten Instructional Assistants
Research Based Math Intervention Strategies	Students will receive research based math intervention strategies to address their specific small group deficiencies.	Academic Support Program	08/29/2016	05/15/2017	\$0	Teachers, Special Education Teachers and Interventionists
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Grouping	Teachers, administrators, and interventionists will intensely focus on multiple data points for student placement (MAP, KPREP, SRI, SPI, Mastery Connect and Friday assessments). This data will help drive specific student groupings for interventions and classroom instruction.	Academic Support Program	09/05/2016	05/08/2017	\$0	Administrators, Teachers, Interventionists
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	08/22/2016	05/22/2017	\$0	Administrator

# Comprehensive School Improvement Plan

White's Tower Elementary School

PE Curriculum	PE teacher will implement a designed curriculum to meet the needs of the standards and specific program review domains.	Academic Support Program	08/29/2016	05/29/2017	\$0	PE teacher, PL/CS Committee
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 and library will be teaching career studies	Direct Instruction	08/22/2016	05/22/2017	\$0	Administration & Specials Area Teachers
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	08/22/2016	05/22/2017	\$0	Administration and Teachers
Wellness Leadership Development	During staff meetings and/or PLC's the staff will be collaborating to understand the implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/02/2017	05/29/2017	\$0	Administration, PE teacher, Counselor
Differentiated Instruction	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. Teachers will be introduced to Kagan strategies to help increase learning.	Academic Support Program, Professional Learning	09/28/2016	05/03/2017	\$0	Lead Teachers, Administrators, Instructional Coaches
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.	Academic Support Program	08/22/2016	05/08/2017	\$0	Teachers, Administrators, Interventionists
Program Review Lead Time	Program Review Lead teachers in Practical Living & Career Studies (P.E. and Library teachers) have a built in 35 minutes of time in their master schedule to collect and analysis evidence.	Professional Learning	08/22/2016	05/29/2017	\$0	Administration and Special Area Teachers.
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	12/20/2016	05/15/2017	\$0	Administrators, District Coaches, and Teacher Leaders
<b>Total</b>					\$0	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

White's Tower Elementary School

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

# Comprehensive School Improvement Plan

White's Tower Elementary School

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

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

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		

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		

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		

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

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

# Comprehensive School Improvement Plan

White's Tower Elementary School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

White's Tower Elementary School

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

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	12/20/2016	05/15/2017	\$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 66.5% in 2016 to 68.5% by 10/16/2017 as measured by School Report delivery targets.

**Strategy1:**

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 through 3rd grade.

# Comprehensive School Improvement Plan

White's Tower Elementary School

Category: Continuous Improvement

Research Cited: Best Practice

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	08/29/2016	05/08/2017	\$10000 - General Fund	Teachers, Interventionists, Administration

Activity - I-Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten - 2nd grade students will have the opportunity to work on the reading computer based program called I-Read. They will be using I-Read during their intervention times as well as during the regular school day.	Academic Support Program	11/07/2016	05/08/2017	\$1200 - General Fund	Teachers, Interventionists, Administrators

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.	Academic Support Program	08/22/2016	05/08/2017	\$0 - No Funding Required	Teachers, Administrators, Interventionists

## Strategy2:

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 - 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	08/22/2016	05/22/2017	\$36000 - Grant Funds	Administrators, Teachers, Interventionists, Math Coach

# Comprehensive School Improvement Plan

White's Tower Elementary School

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.	Academic Support Program Direct Instruction Class Size Reduction Technology	08/22/2016	05/22/2017	\$40000 - General Fund	Administrators, Teachers, Interventionists, Read 180/System 44 Teacher

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	08/22/2016	05/22/2017	\$0 - No Funding Required	Administration and Teachers

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	08/22/2016	05/22/2017	\$0 - No Funding Required	Administrator

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

### Strategy3:

Differentiated Instruction - All teachers will be trained on different types of differentiating lessons and activities for all learners.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Differentiated Instruction	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. Teachers will be introduced to Kagan strategies to help increase learning.	Professional Learning Academic Support Program	09/28/2016	05/03/2017	\$0 - No Funding Required	Lead Teachers, Administrators, Instructional Coaches

# Comprehensive School Improvement Plan

White's Tower Elementary School

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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 57.10% in 2016 to 63.7% by 10/02/2017 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	08/22/2016	05/01/2017	\$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	06/05/2017	07/28/2017	\$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.

# Comprehensive School Improvement Plan

White's Tower Elementary School

## Goal 1:

Kindergarten Readiness

### Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready)for kindergarten from 57.10% in 2016 to 63.7% by 10/02/2017 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	06/05/2017	07/28/2017	\$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	08/22/2016	05/01/2017	\$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:

K-PREP Combined Proficiency

# Comprehensive School Improvement Plan

White's Tower Elementary School

## Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scored from 66.5% in 2016 to 68.5% by 10/16/2017 as measured by School Report delivery targets.

### Strategy1:

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 through 3rd grade.

Category: Continuous Improvement

Research Cited: Best Practice

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	08/29/2016	05/08/2017	\$10000 - General Fund	Teachers, Interventionists, Administration

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.	Academic Support Program	08/22/2016	05/08/2017	\$0 - No Funding Required	Teachers, Administrators, Interventionists

Activity - I-Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten - 2nd grade students will have the opportunity to work on the reading computer based program called I-Read. They will be using I-Read during their intervention times as well as during the regular school day.	Academic Support Program	11/07/2016	05/08/2017	\$1200 - General Fund	Teachers, Interventionists, Administrators

### Strategy2:

Differentiated Instruction - All teachers will be trained on different types of differentiating lessons and activities for all learners.

Category: Professional Learning & Support

Research Cited: Best Practice

# Comprehensive School Improvement Plan

White's Tower Elementary School

Activity - Differentiated Instruction	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. Teachers will be introduced to Kagan strategies to help increase learning.	Professional Learning Academic Support Program	09/28/2016	05/03/2017	\$0 - No Funding Required	Lead Teachers, Administrators, Instructional Coaches

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 27.1% in 2016 to 38.7% by 10/02/2017 as measured by School Report card delivery targets.

## Strategy1:

Mastery Connect - Teachers will be using Mastery Connect to progress monitor students on common core standard mastery. If the students are at a remediation level, the teachers will address those specific students and deficiencies with flash backs or re-teaches.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Mastery Connect Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will progress monitor students who are not at mastery of a common core standard on their assessments. Teachers will develop flashbacks and re-teaches for those specific students not at mastery.	Academic Support Program	09/05/2016	05/22/2017	\$2000 - General Fund	4th and 5th grade teachers and administrators

## Strategy2:

Math Intervention Strategies - Small group instruction with research based intervention strategies and students will be working on ST Math computer based program.

Category: Continuous Improvement

Research Cited: Best Practice

# Comprehensive School Improvement Plan

White's Tower Elementary School

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	08/29/2016	05/15/2017	\$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	08/29/2016	05/15/2017	\$0 - Other	Teachers, Special Education Teachers and Interventionists

### Strategy3:

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

Category: Learning Systems

Research Cited: Best Practice

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 6-8 weeks to analyze student data and determine next steps.	Academic Support Program	10/17/2016	05/01/2017	\$2000 - Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

### Measurable Objective 2:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished in reading increases from 41.7% in 2016 to 43% by 10/02/2017 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, I-Read, READ 180 and SYSTEM 44.	Academic Support Program	08/22/2016	05/15/2017	\$6500 - General Fund	Interventionists, Special Education Teachers and Regular Education Teachers

### Strategy2:

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

Category: Continuous Improvement

# Comprehensive School Improvement Plan

White's Tower Elementary School

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 and I-read computer based programs to help build their reading and math skills.	Academic Support Program	01/09/2017	05/15/2017	\$3000 - General Fund	Administrators, Tutors,

### Strategy3:

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

Category: Learning Systems

Research Cited: Best Practice

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 6-8 weeks to analyze student data and determine next steps.	Academic Support Program	10/17/2016	05/01/2017	\$2000 - Title I Schoolwide	Teachers, Special Education Teachers, Interventionists, Counselor, and Administrators

### Strategy4:

Mastery Connect - Teachers will be using Mastery Connect to progress monitor students on common core standard mastery. If the students are at a remediation level, the teachers will address those specific students and deficiencies with flash backs or re-teaches.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Mastery Connect Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will progress monitor students who are not at mastery of a common core standard on their assessments. Teachers will develop flashbacks and re-teaches for those specific students not at mastery.	Academic Support Program	09/05/2016	05/22/2017	\$2000 - General Fund	4th and 5th grade teachers and administrators

**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)

# Comprehensive School Improvement Plan

White's Tower Elementary School

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 PL/CS

### Measurable Objective 1:

collaborate to increase White's Tower's PL/CS Program Review overall average score from 8.7 to 9.0 by 06/05/2017 as measured by the Program Review State Report..

### Strategy1:

Program Review Lead Work Time - The Program Review Lead Teachers in 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 Practical Living & Career Studies (P.E. and Library teachers) have a built in 35 minutes of time in their master schedule to collect and analysis evidence.	Professional Learning	08/22/2016	05/29/2017	\$0 - No Funding Required	Administration and Special Area Teachers.

### Strategy2:

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 and library will be teaching career studies	Direct Instruction	09/07/2015	06/03/2016	\$0 - No Funding Required	Administration & Specials Area Teachers

### Strategy3:

PE Curriculum - PE teacher will implement a specifically designed curriculum. PE teacher collaborated over the summer to design a curriculum to with the other PE teachers within the district.

Category: Continuous Improvement

Research Cited: Best Practice

# Comprehensive School Improvement Plan

White's Tower Elementary School

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Activity - PE Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teacher will implement a designed curriculum to meet the needs of the standards and specific program review domains.	Academic Support Program	08/29/2016	05/29/2017	\$0 - No Funding Required	PE teacher, PL/CS Committee

# 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 550. 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.**

Increased percentage of proficient and distinguished 3rd graders in reading to 79.2% and in math 76%.

Increased the achievement for students with disabilities in reading, proficient and distinguished percentage to 41.7%.

Increased combined reading and math proficiency to 66.75%.

Increased Program Review overall average score to 9.375.

Decrease percentage of novice students in language mechanics to 13.6%.

## **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.