



# **Comprehensive School Improvement Plan**

Washington County Elementary School  
Washington 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**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		CSIP Equity 16 17

**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.**

In our total Pre K - 5th grade enrollment 32% of our students consider themselves in a minority race: African American (13%), Hispanic (18%), 2 or more races (3%), or Asian (<1%). 69% of our total population qualify for free or reduced (F/R) meals as school and 17.79% of our students are in the disability (with IEPs) subgroup. Our chart also shows we have 9.6% of our students who are considered English Learners.

In the K-PREP accountability grades, the same percentage, 32%, of students identify themselves as part of a minority population: African American (16%), Hispanic (13%), 2 or more races (< 1%), or Asian (2%). Due to the smaller numbers, we do not have subgroups in our accountability for 2 or more races or Asian. 65.5% of these students qualify for F/R and 12.8% have IEPs. We have 5% of our students who are EL which is not enough for a subgroup on our K-PREP accountability scores.

The 15-16 K-PREP results recorded in the school report card:

(1) Reading:

Novice rating - "all" students = 15.8%; African American students = 37.0%; Hispanic students = 14.3%; F/R students = 21.3%; and IEP students = 40.0%.

P/D rating - "all" students = 58.8%; African American students = 29.6%; Hispanic students = 52.4%; F/R students = 43.5%; and IEP students = 36.0%.

(2) Mathematics

Novice rating - "all" students = 16.4%; African American students = 40.7%; Hispanic students = 23.8%; F/R students = 22.2%; and IEP students = 52.0 %

P/D rating - "all" students = 54.5%; African American students = 33.3%; Hispanic students = 47.6%; F/R students = 43.5%; and IEP students = 24.0 %

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experience, one is in a Primary grade and one is in an accountability area.

The eleven (11) teachers who were summatively evaluated using the PGES system last year, all 11 were in the Accomplished or Exemplary Categories over all.

**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.**

What are the barriers identified?

- \* Scheduling constraints - due to small staff numbers
- \* Teacher work load - due to small staff numbers
- \* Lack of minority teacher applications

What sources of data were used to determine the barriers?

- \* School Report Card
- \* TELL survey data
- \* Applications on file at the district level
- \* Interactions, discussions, surveys given to teachers at the school level

What are the root causes of those identified barriers?

- Number of certified staff in the building
- Recruitment of teachers

Label	Assurance	Response	Comment	Attachment
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.		CSIP Equity Measures 16 17

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

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

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OR

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

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

**Goal 1:**

All students at Washington County Elementary School will have Equitable Access to highly effective teachers.

**Measurable Objective 1:**

collaborate to ensure all students at WCES are taught by highly effective classroom teachers by 05/31/2017 as measured by teachers' effectiveness ratings.

**Strategy1:**

Professional Learning - Teachers will align their professional learning with their annual Professional Growth Plan to obtain the knowledge they need to meet their student growth goals, new district and school initiatives, and/or any updates to instructional or assessment changes.

Category: Continuous Improvement

Research Cited:

Activity - Supports for teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing the PGES data, any teacher who has an effectiveness rating below Accomplished will have access to a mentor, either in the same building or in the same content area, access to the instructional coach to provide daily support, and will create a personalized job embedded learning plan to strengthen specific areas in which growth is needed.	Professional Learning	08/10/2015	05/31/2017	\$500 - Title II Part A	Principal, District Director of Federal Programs

Activity - Recruitment and Retention of Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide support for new teachers, a cadre, at the district level, provides training and mentorship. For mentors, and teacher leaders, stipends are offered. All teachers have an opportunity to write and complete a 2-day plan in which they receive two additional days' salary in order to implement components of the Kentucky TPGES. All teachers have the opportunity to apply for scholarships in order to complete their Masters, Rank I, or National Board Certification.	Recruitment and Retention	08/10/2015	05/31/2017	\$1000 - Title II Part A \$1000 - Title I Part A	All WCES teachers, Guidance Counselor, Instructional Coach, Principal

# **Phase I - The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

Missy Hamilton, SBDM Council Teacher Representative; representing all Special Education teachers

Amy Noel, SBDM Council Teacher Representative; representing Intermediate General Education teachers

Chasity Smith, SBDM Council Teacher Representative; representing Primary General Education teachers

Barbie Cocanougher, SBDM Council Parent Representative; representing all parents, PTO member

Janey Doty, SBDM Council Parent Representative; representing all parents; PTO member; coach

Dr. Jennifer Miller, SBDM Council Chairperson

## Relationship Building

Overall Rating: 3.29

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

**Communications**

Overall Rating: 3.14

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

	<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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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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: 2.29

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

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

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

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

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

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

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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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

**Advocacy**

Overall Rating: 2.83

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

	<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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

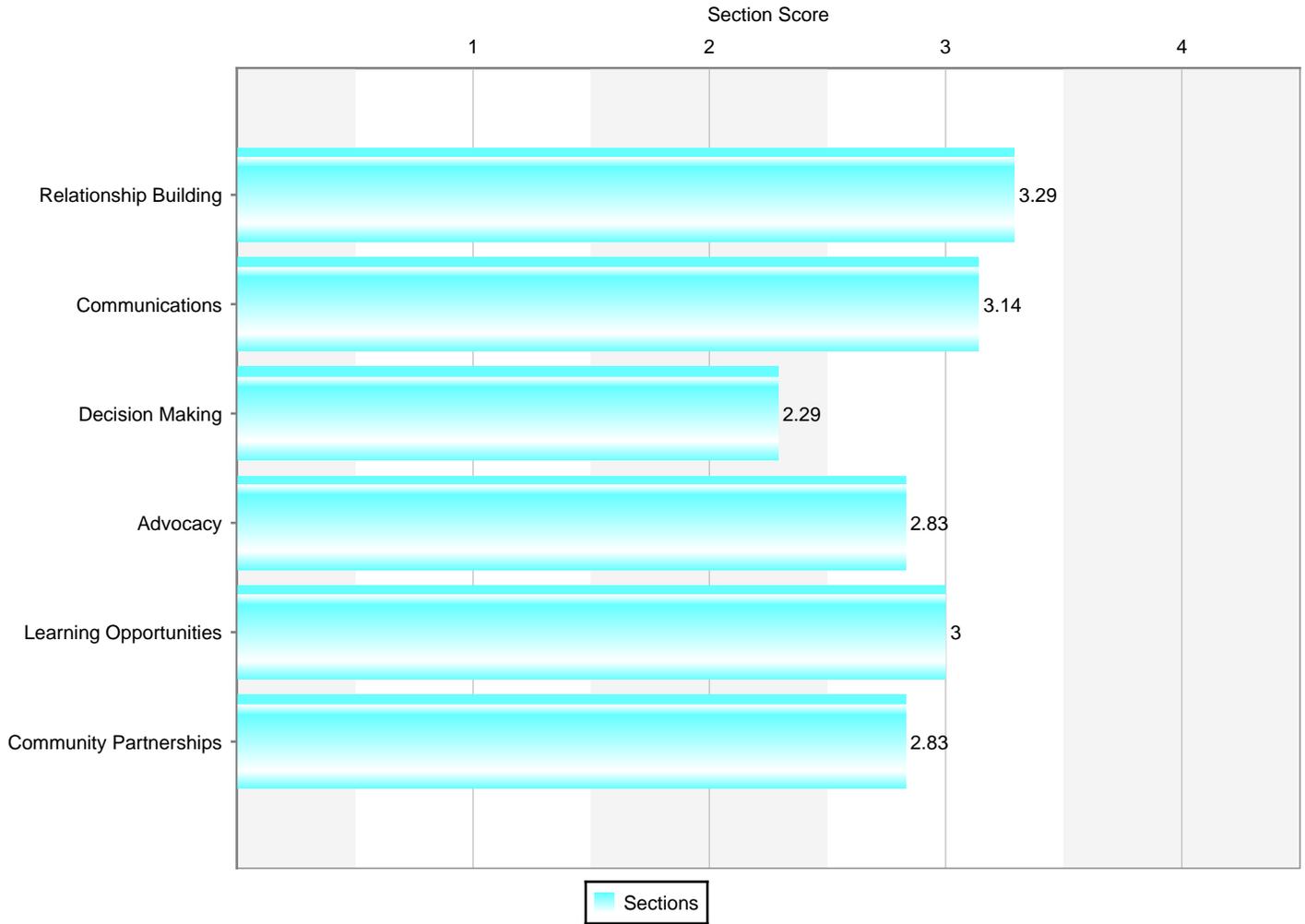
## **Reflection**

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

We do find that we have made improvements in several areas when comparing last year's Missing Piece score with this year's Missing Piece score. We have made school-wide changes that have allowed for our increased score, such as conducting a Title 1 Family Night each month, instead of once a year; we have partnered with our PTO to have a place on each month's agenda and share updates at each monthly meeting. These two additions have increased our family participation, our family communication, and provided monthly opportunities for us to share reading and mathematical strategies for parents to use with their children at home. While our rating of proficiency remained steady from last year to this year, our section scores have increase in Relationship Building. Our rating of apprentice remains for Decision Making, but we did increase our score. We are proud to show that our rating has increased from apprentice to proficient in the section scores for Communications and Learning Opportunities. We still have two areas that remain with the same score and same rating as last year: Advocacy and Community Partnerships. Our goal this year will be to work on these two sections.

## 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 used to review the Comprehensive School Improvement Plan (CSIP) and its progress to close the achievement gap includes collaboration through Site Based Decision Making (SBDM) Council, Grade Level Professional Learning Communities (PLCs), Vertical Content PLCs, parent meetings, Parent Teacher Organization (PTO), Instructional Coach collaboration, District Content Leadership Teams, Collaborative Inquiry Analysis (CIA) Teams, and district parallel content/grade level partners. All stakeholders' input was accepted and valued throughout the process to develop the CSIP. Meetings were held at varied times to allow for all interested representatives to have an opportunity to provide input.

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

Collaborators in the teams/groups listed above included teachers, support staff, parents, Instructional Coach, Guidance Counselor, SBDM members, district content/grade level partners, and District Content Leadership Team members as stakeholders. Each group participated in the development of this CSIP. Their input was encouraged and valued throughout the process to develop a plan that focused on student growth and achievement. All input was considered as the CSIP was finalized. New priorities and strategies were identified to be added to, complement, or extend strategies already in place at WCES.

**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 WCES CSIP will be communicated in its final form to all stakeholders in a manner similar to the creation of the plan. A copy of the CSIP will be placed in the entry area of the building as well as posted on the school website so everyone who wishes to review it may do so. Stakeholders will be encouraged to provide input at any time and that input will be accepted throughout the year as changes, challenges, and accomplishments are experienced by our student body concerning their growth and achievement. The CSIP is meant to be an ever-changing document as updates are added throughout the year. The frequency of progress information and updates will vary depending upon the goals and their timelines. Teachers meet in department once a month to review, discuss, and update goals, strategies, and activities. SBDM conduct implementation and impact checks on a regular basis in order to monitor the goals, strategies, and activities.

# **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?**

K-PREP data analysis: WCES strives to increase the percentage of students scoring at the Proficient and Distinguished levels, while reducing the percentage of students scoring at the Novice level. When looking at the K-PREP data, we looking for signs of trends over the past three years, to determine any curriculum issues that may need to be addressed vertically or horizontally. We also look at our GAP groups (students with disabilities, free/reduced, etc.) to determine any trends. Finally, we analyze achievement and growth for students. WCES is identified with Proficient rating fro 2016 and we are using this growth as motivation to progress and grow more this coming year. We will continue to use our daily instruction and classroom assessment to provide students with the opportunities to master standards and content. Our goal is for every student to show growth this year.

Our 2016 K-PREP data tells us we need to work on reducing the novice scores in many of our subgroups. This is one of the reasons we have increased our co-teaching program and expanded the number of classrooms with two teachers. Our co-teaching classrooms are taught by one gen ed teacher, who specializes in the literacy or mathematics content, and one special education teacher, who specializes in specific learning strategies for students who struggle in literacy and mathematics. Our teachers have committed to additional training throughout this year, to provide the best possible environment for all students to make needed growth. We believe our co-teach classrooms will provide as much help as possible to our students who are struggling and to those who have individualized plans.

Our classroom teachers collect data on a daily basis, assessing students' mastery of content standards. The data tells us that we need to find ways to provide students with opportunities to revisit content and build their capacity for retaining information. Many of our struggling students show success when content is specific and focused, but when they move to other content, their retention of information is reduced or mixed with other pieces of information. We must continually search for ways to connect the content to students' lives so the learning becomes relevant and remains as part of their knowledge long after the topic is discussed in the classroom.

The Missing Piece data analysis shows that WCES has room for growth in all areas: Relationship Building, Communications, Decision Making, Advocacy, Learning Opportunities, and Community Partnerships; however, our greatest area of need currently is found in decision making area. We need to address the percentage of parents voting on our SBDM Council and increase the number of people on our committees.

The current non-cognitive parent data analysis reports that our 69% of our WCES students qualify for F/R lunch prices; 27 students currently participate in the FRYSC Food for Kids Backpack program, many families visit the FRYSC food pantry, request food vouchers, and an increasing number, this year from last year, have requested assistance with meeting basic needs such as clothing and utility assistance. According to the Early Childhood Profile for Washington County, 28% of students live below 100% poverty, 42% below 150% poverty and 60% below 200% poverty. Eleven (11) at risk 4-year olds are at or below the 150% of the federal poverty level. 2.7% of Washington Co students are living with their grandparents. There were 14 births to teens age 15 to 19 years. These non-cognitive barriers, added to our increasing population of Hispanic and ELL students, puts a strain on the families and students at WCES, and thus affects who we are as a school.

## **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?**

**K-PREP Strengths:** WCES is very proud to receive an overall Proficient rating on the 2016 K-PREP. We are proud of individual student successes and growth areas. We are proud and encouraged by the P/D percentages we scored in Reading, Math, Social Studies, Writing, and Language Mechanics as all of these areas were higher than the state P/D percentages. WCES is also proud to have strong program review scores, which are possible due to all teachers providing evidence of instruction in these areas.

**Missing Piece Strengths:** WCES has shown growth, this past year, in two areas: Relationship Building and Communications. Our WCES parents are actively involved and report they feel welcomed when they visit the school. We ask for feedback regularly to improve our efforts and parents respond by giving us ideas for increase ways to meet their needs such as increased numbers of Family Nights, sessions to meet with teachers, and frequent updates on how we can help them help their children at home with reading and mathematics. This is also true in the area of Communications. This past year we have sent many one calls, letters, and newsletters, and surveys, inviting parents into our school to watch their children perform, to meet with teachers during conferences to discuss success and areas of needed growth, and discussions around ways we can increase parents' understanding of their children's achievement results.

## **Opportunities for Improvement**

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

K-PREP Opportunities: Teachers disaggregate the K-PREP data each fall to identify areas where students are not reaching the P/D ratings. The data generated by the reports is used to plan instruction, request resources, and provide information to the SBDM Council on how to best allocate funding. Literacy and mathematics were identified as school wide areas of concern in both content Proficiency and in Novice Reduction. To improve our reading scores and to increase students' love of reading, we are encouraging our students to read while at school and at home. Individual classes and grade levels are allowing students to share information about the books they have read and we a semester reading challenge for all grade levels. To improve our mathematics schools, we purchased Moby Max and are seeing students use this program in grades 3-5 at home and at school when they have finished their other mathematics assignments. We also have small groups for intervention in mathematics on a daily basis. Additionally, our teachers are using daily formative assessment data to guide flexible, small group interventions on a daily basis.

## **Conclusion**

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

K-PREP reflections: WCES teachers have created individual lists of students who scored Novice last year on an assessment and have created an individualized plan which will be reviewed monthly with the Instructional Coach and the Principal. The teachers are also monitoring the progress of individuals on a daily basis, to see if they need to participate in any of our collaborative services such as Intervention time, small group time, Daytime ESS small groups, after school ESS, or Read to Achieve small groups. The teachers and support staff collaborate frequently to modify instructional to provide the best learning opportunities for students. WCES grade level PLCs, content level PLCs, Co-Teaching planning and PLCs, parallel partner teams, and CIA teams examine curriculum, questioning, intervention strategies, and share/develop common instructional strategies for student success. Grade level PLCs meet bi-weekly; content PLCs and Co-Teaching PLCs meeting monthly; parallel partner teams and CIA Teams meet once per nine weeks to ensure student academic progress and close academic gaps.

## **16-17 CSIP goals**

## Overview

### Plan Name

16-17 CSIP goals

### 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	WCES will strive to remove non-cognitive barriers to learning in an effort to meet the the vast needs of our gap student population and ensure social and intellectual success.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$6100
2	Increase the averaged combined reading and math K-PREP proficiency for Washington County Elementary School students from 56.7% to 72.4% in 2019.	Objectives: 1 Strategies: 2 Activities: 14	Organizational	\$218931
3	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.3% to 67.5% in 2019.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$143184
4	WCES teachers will strive to successfully meet required program review assessment components.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2125
5	Washington County Elementary will ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
6	WCES will strive to provide training and support for all teachers to meet highly effective status.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
7	Reduce Novice ratings of all Washington County Elementary School students from 32.4% to 16.2% in reading and from 30.8% to 15.39% in mathematics in 2020.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
8	All teachers at Washington County Elementary School will have an opportunity to provide feedback through the TELL and Val Ed surveys.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$360
9	All students at Washington County Elementary School will have Equitable Access to highly effective teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2500

**Goal 1: WCES will strive to remove non-cognitive barriers to learning in an effort to meet the the vast needs of our gap student population and ensure social and intellectual success.**

**Measurable Objective 1:**

collaborate to remove non-cognitive barriers to learning by 05/31/2017 as measured by improved culture and survey results.

**Strategy 1:**

Learning Climate and Culture - WCES staff members will strive to make connections and complete activities that strengthen the climate and culture for learning at our school.

Category:

Activity - Collaborative Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$5500	FRYSC, Title I Part A, FRYSC, FRYSC, FRYSC	All FRYSC and WCES staff members.
Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC staff will make home visits to at risk population to assess family/student needs.	Parent Involvement	08/09/2012	05/31/2017	\$200	FRYSC	FRYSC staff.
Activity - PBIS Model Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will continue to implement the PBIS model and focus on the following strategies; continue to collect and analyze SWIS data to determine areas of need, invite student representatives to model appropriate behavior, staff will review the Model Me Kids videos for K-2 to teach appropriate behavior, and staff will explore resources for Character Education intervention. -Review school intervention resources that are available and make adjustments when necessary.	Behavioral Support Program	08/09/2012	05/31/2017	\$400	District Funding	All WCES staff members.
Activity - Customer Service Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Washington County Elementary School

-Encourage all teaching staff to participate in the TELL survey and analyze results. -Develop, disseminate, and collect surveys from parents/stakeholders. -The PBIS team will encourage a welcoming environment for students, parents, and other stakeholders. -Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.	Other	08/09/2012	05/31/2017	\$0	District Funding	All WCES staff members
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## Goal 2: Increase the averaged combined reading and math K-PREP proficiency for Washington County Elementary School students from 56.7% to 72.4% in 2019.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores to 61.4% by 05/31/2017 as measured by results on the K-PREP Assessment.

### Strategy 1:

Instructional Resources and Support - Teachers will utilize available instructional resources to enhance and improve student performance results. Each instructional resource that is available to enhance instruction will be intentionally matched to the students' needs.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will utilize Study Island resources to offer rigorous content for reading and math, built from the Kentucky Core Academic Standards and Common Core Standards.	Academic Support Program	08/09/2012	05/31/2017	\$10000	Title I Part A	WCES 3-5 staff members.
Activity - Supplemental programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K - 5 use the web-based, supplemental literacy programs Reading Eggs and Reading Eggspress. Grades 1-5 use the Reading Counts program to encourage reading. Math programs such as Math Seeds and Moby Max are used as supplemental resources.	Academic Support Program	08/09/2012	05/31/2017	\$1590	Title I Part A	classroom teachers, instructional assistants, and Daytime ESS
Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will offer ESS services through both Daytime ESS and after school programs in both reading and math.	Academic Support Program	08/09/2012	05/31/2017	\$13776	District Funding	Classroom teachers, principal, ESS Coordinator, ESS Instructional Assistant

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Activity - Reading and Math Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-The Reading Street series approach to student learning is personalized, interactive, and responsive. - My Sidewalks is utilized as an intensive reading intervention program that accelerates the reading development of struggling students. - GO Math emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.	Academic Support Program	08/09/2012	05/31/2017	\$0	No Funding Required	Classroom ELA and math teachers
Activity - Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All WCES teachers monitor and analyze students' daily formative assessment data to develop an intervention program that provides extra supports to students in Tiers II and III for both reading and math. RtI materials from the Go Math series include activities and resources to engage all levels of learners with focused hands-on activities, print support, and a comprehensive online intervention solution. GREAT time is used for daily small group intervention for grades 2-5.	Academic Support Program	08/09/2013	05/31/2017	\$18250	General Fund	All WCES teachers, Instructional Assistants
Activity - Individualized Instruction enhanced with 1 to 1 devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 1st and 2nd grade classes have 1 to 1 devices; 4th grade and 5th grade have a classroom set of 1 to 1 devices. Kindergarten and 3rd grade have access to individual devices in small groups but not 1 to 1 for these grades. Classroom student achievement data and MAP data will be monitored all year to determine the progress and student growth. The % of the students who met or exceeded their projected growth in MAP in reading and in mathematics will be compared to last year's scores when students did not have these devices. The SBDM Council will review the data and decide whether to expand the program to include 1 to 1 devices for another grade level in the 17-18 school year.	Academic Support Program	08/10/2015	05/31/2017	\$11625	Title I Part A	1st and 2nd grade teachers, 5th grade ELA, Instructional Coach, Principal
Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will have a family night each month to invite students and parents to school. Students will be involved in literacy and mathematics activities while parents will meet with their child's teacher to review MAP goals/scores, K-PREP scores, classroom assessment scores. There will also be sessions for parents and students to work together on literacy strategies that can be used at home and mathematics activities/games that can be played at home.	Parent Involvement	09/12/2016	03/13/2017	\$1000	Title I Part A	All WCES teachers, Instructional Coach, Principal, Counselor, District Support staff

### Strategy 2:

Planning/Analysis - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

# Comprehensive School Improvement Plan

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Category: Continuous Improvement

Activity - Programs and Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by GAP groups, relative to state, district and school assessment systems. -Use data provided from the WCES walk-through tool to analyze student engagement in classes. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$158900	District Funding, Title II Part A, Title III, District Funding, Title I Part A	SBDM, All WCES staff members and administrator
Activity - PLC Implementation (Grade Level and Content Teams)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Analyze curriculum to identify gaps. -Monitor student progress on interim assessments -Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth -Make necessary adjustments to curriculum. -Identify professional growth needs. -Analyze student data from the classroom, MAP, K-PREP, etc. -Discuss RTI strategies. - Share instructional resources and strategies. -Disseminate updated/revised pacing guides to teachers to gather feedback and input. Follow up with discussion on the implementation of the updated guide. -Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	08/09/2012	05/31/2017	\$0	No Funding Required	All WCES teachers, Instructional Coach, Principal
Activity - School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Washington County Elementary School

<p>-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.                      -Implement strategies for K-3 student success through the program review component.                      -Gather any transition data from EC providers to get to know the incoming K learners.                      -Disseminate school readiness definition to EC community and parents of incoming K students.                      -Develop a plan for disseminating results of the K screener to parents/EC community members.                      -Assess all kindergarteners at school entry with the common statewide screener.                      -Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.</p>	Policy and Process	08/09/2012	05/31/2017	\$0	No Funding Required	WCES primary staff, Instructional Coach, and administrator
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Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Washington County Elementary School

<ul style="list-style-type: none"> <li>-The literacy team will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our reading initiative "We Read..."; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, and other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$2090	District Funding, Title II Part A	All WCES ELA teachers, LDC Lead Teacher, Instructional Coach, and principal
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Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Washington County Elementary School

<p>-The math teachers will monitor student achievement and growth.                  -Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.                  -The math team will make necessary grade level or school wide adjustments to practice, if needed.                  -Analyze gaps in instructional plans and inform improvements.                  -Focus on key mathematical concepts and processes.                  -Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.                  -Participate in aligned, research-based professional development on math practices and interventions.                  -Math strategies, activities and games will be a part of each family night offered.                  -Access and implement the available resources.                  -The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase the mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.                  -Teacher teams meet to determine instructional improvements based on student level evidence/data.                  -The math team will monitor implementation of mathematics PD.                  -Common Assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.                  -Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.                  -Teachers receive ongoing professional development from CKEC consultants.</p>	Academic Support Program	08/09/2012	05/31/2017	\$700	District Funding, District Funding	All WCES math teachers, MDC Lead Teacher, Instructional Coach, and administrator
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Activity - Instructional and Assessment Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	classroom teachers, Instructional Coach, and principal

Activity - Monitoring Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student success will be monitored and analyzed to make school decisions. Student success will be monitored and data interpreted through a comprehensive approach including examples such as the following: - Comprehensive planning day with group level analysis follow-up meetings - PLC minutes with student data analysis - Instructional Coach will meet with teachers monthly to review their Novice Reduction List and student progress. - Student Folders with individual data and goal setting - School visits to gain ideas	Policy and Process	08/07/2014	05/31/2017	\$1000	School Council Funds	All WCES staff members

## Goal 3: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.3% to 67.5% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 54.5% by 05/31/2017 as measured by results of the K-Prep assessment.

### Strategy 1:

Instructional Resources - Teachers will utilize available instructional resources to enhance and improve student performance results.

Category: Integrated Methods for Learning

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will offer ESS services through both daytime and after school models.	Academic Support Program	08/09/2012	05/31/2017	\$11300	District Funding	All staff members will be responsible for identifying students needing ESS support.
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will implement a RTI program that provides extra supports to students in tiers II and III.	Behavioral Support Program	08/09/2013	05/31/2017	\$18250	General Fund	All WCES staff
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCES will utilize Moby Max resources to offer rigorous content build from the Core Academic Standards and Common Core Standards to increase master of standard content.	Academic Support Program	08/15/2016	05/31/2017	\$2796	Title I Part A	All WCES staff members: classroom and intervention teachers, instructional coach, principal

# Comprehensive School Improvement Plan

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## Strategy 2:

Planning/Analysis/Professional Development - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

Category: Continuous Improvement

Activity - Programs and Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by gap groups, relative to state, district and school assessment systems. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$101650	Title III, District Funding, District Funding, Title I Part A	SBDM, All WCES staff members, Administrator
Activity - PLC Implementation (Grade Level and Content Teams)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Analyze curriculum to identify gaps. -Use Data Walls to monitor student progress on interim assessments -Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth -Make necessary adjustments to curriculum. -Identify professional growth needs. -Analyze student data from the classroom, MAP, K-Prep, etc. -Discuss RTI strategies. - Share instructional resources and strategies. -Disseminate updated/revised curriculum to teachers to gather feedback and input. -Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	08/09/2012	05/31/2017	\$0	No Funding Required	All WCES staff members, Instructional Coach
Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Comprehensive School Improvement Plan**

Washington County Elementary School

<p>-The literacy teachers will monitor student achievement and growth.                  -Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.                  -Literacy teachers will monitor the implementation of our Reading Initiative; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).                  -Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.                  -The literacy team will make necessary grade level or school wide adjustments to practice, if needed.                  -Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated                  -School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans                  -Identify gaps in literacy performance to determine professional development needed for instructional improvements.                  -The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, other learning experiences.                  -Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.                  -The literacy team will monitor implementation of literacy PD.                  -Teachers meet to analyze student evidence and learning to determine instructional improvements.                  -Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.                  -Teachers receive ongoing professional development from CKEC consultants.</p>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$1700</p>	<p>District Funding, Title II Part A</p>	<p>All WCES staff members, LDC Lead Teacher, Instructional Coach, Administrator</p>
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Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Washington County Elementary School

<p>-The math teachers will monitor student achievement and growth.                  -Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.                  -The math team will make necessary grade level or school wide adjustments to practice, if needed.                  -Analyze gaps in instructional plans and inform improvements.                  -Focus on key mathematical concepts and processes.                  -Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.                  -Participate in aligned, research-based professional development on math practices and interventions.                  -A math family night will be offered, as a hands-on activity, that serves as a real-life example of money concepts that are taught in the math standards.                  -Access and implement the available resources.                  -The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.                  -Teacher teams meet to determine instructional improvements based on student level evidence/data.                  -The math team will monitor implementation of mathematics PD.                  -Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.                  -Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.                  -Teachers receive ongoing professional development from CKEC consultants.</p>	Academic Support Program	08/09/2012	05/31/2017	\$1300	Title II Part A, District Funding	All WCES staff members, MDC Teacher Leader, Instructional Coach, and Administrator
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Activity - Instructional and Assessment Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.</p>	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All WCES staff members

Activity - Professional Learning on Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Co-Teachers will participate in Professional Learning activities to increase their content knowledge and co-teaching strategies. six one hour professional learning sessions will be conducted during the 16-17 school year for district and building level personnel to share co-teaching strengths and discuss any areas in need of improvement.</p>	Professional Learning	09/26/2016	03/27/2017	\$1200	Title II Part A	District Assistant Special Ed Coordinator, Principal, Co-Teachers

### Strategy 3:

**Data Analysis** - Teachers will use the data from the K-PREP results, for grades 4 and 5, and data from MAP, for grades K - 3, to identify students in specific GAP

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## Comprehensive School Improvement Plan

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groups. Teachers will use the data to complete monitoring and growth charts and discuss strategies in grade level and content level Professional Learning Communities (PLCs) to increase achievement and promote growth. This discussion will help drive our classroom instruction and our intervention program.

Category: Continuous Improvement

Activity - Measures of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be administered three times a year for students in K-5 in reading and math; and language usage in grades 3 -5. The student data will be analyzed for student progress. The data will also be linked to Study Island to provide an individualized learning plan for GAP students to use during instruction or intervention time.	Academic Support Program	09/02/2015	05/31/2017	\$4688	District Funding	Classroom teachers, Support Staff, Guidance Counselor, Instructional Coach, Principal
Activity - District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given by the district, three times a year, in Reading and Math. GAP students data will be analyzed; achievement will be monitored on standard mastery and proficiency.	Academic Support Program	09/02/2015	05/31/2017	\$0	No Funding Required	ELA and Math teachers, Instructional Coach, Principal
Activity - Goal Setting Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with all GAP students to set realistic growth goals for upcoming MAP and K-PREP assessments. WCES will sponsor family nights each month to encourage families to come to school to see their child's MAP and K-PREP scores, hear the goal setting process, see their child's goals, and be given strategies/resources to help their child prepare on a daily basis as well as for MAP and K-PREP assessments. Data folders will be used during the sessions.	Parent Involvement, Academic Support Program	09/02/2015	05/31/2017	\$300	Title I Part A	Classroom teachers, Support Staff, Principal, Guidance Counselor
Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Teacher Conferences will be scheduled for students and parents two times a year: at the end of the 1st nine week and at the end of the 3rd nine weeks. Every effort will be made to have a face to face meeting with all GAP students and their parents, and if not, a phone conversation will be made, if at all possible.	Policy and Process, Parent Involvement, Academic Support Program	10/19/2015	05/31/2017	\$0	No Funding Required	All WCES teachers, Guidance Counselor, Principal

## Goal 4: WCES teachers will strive to successfully meet required program review assessment components.

## Comprehensive School Improvement Plan

Washington County Elementary School

### Measurable Objective 1:

collaborate to successfully implement required program review components by 05/31/2017 as measured by Unbridled Learning.

### Strategy 1:

Program Review - WCES teachers will collaborate to successfully complete required program reviews. This will ensure that all (K - 5) students throughout WCES will experience activities related to Visual and Performing Arts, Practical Living/Career Studies, Writing, Primary (K-3), and Global Competency/World Language.

Category: Continuous Improvement

Activity - Program Review Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"><li>-Provide information to teachers about the purpose and process of program reviews. Emphasize the important role of the teacher in implementing high quality instructional programs and submitting evidence.</li><li>-Examine rubrics used in a program review to consider the existing sources and evidence of overall program assessment.</li><li>-Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.</li><li>-Submit program review ratings and information into ASSIST for district and state review.</li><li>-Identify and analyze gaps in program review areas to determine next steps for continuous improvement.</li><li>-The Wellness Policy will be measured by the evidence provided to the Program Review Coordinators to assess the implementation of the policy. The results will be shared annually with the SBDM Council as they review the to policy.,</li></ul>	Policy and Process	08/09/2012	05/31/2017	\$2125	District Funding	All WCES teachers, Program Review building-level Coordinators (Writing, K-3, Visual and Performing Arts, PL/CS, GC/WL), SBDM Council

## Goal 5: Washington County Elementary will ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

### Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 09/23/2016 as measured by by the training and guidance provided. .

### Strategy 1:

Instructions on writing Professional Growth Plans - Instructional sessions will be provided for all teachers on the PGES multiple measure for writing an effective and measureable Professional Growth Plan.

Category: Teacher PGES

## Comprehensive School Improvement Plan

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Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/08/2013	09/30/2016	\$0	No Funding Required	Instructional Coach, Principal

### Measurable Objective 2:

collaborate to ensure that teachers are trained and coached in understanding the PGES framework by 05/31/2017 as measured by the training and guidance provided..

### Strategy 1:

Instruction on PGES Framework - Provide opportunities for all teachers to review and reflect on the PGES Framework.

Category: Teacher PGES

Activity - PGES Framework Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with an opportunity to reflect on PGES by incorporating the framework domain evidence in school and district instructional rounds.	Professional Learning	12/02/2013	05/31/2017	\$0	No Funding Required	Instructional Coach, Principal, District Instructional Rounds Team

## Goal 6: WCES will strive to provide training and support for all teachers to meet highly effective status.

### Measurable Objective 1:

collaborate to employ highly effective teachers by 05/31/2017 as measured by the LEAD report and PGES.

### Strategy 1:

Employment Screening - All WCES classified and certified applicant qualification verification is handled through the screening process at the Washington County Board of Education.

Category: Human Capital Management

Activity - Recruit Highly Qualified Staff Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Washington County Elementary School

Washington County Schools actively participate in job recruitment fairs offered throughout the state. Quality teachers are sought out and targeted as candidates for possible employment. The principal visits and observes teachers during their student teaching experience in an effort to "bring the best to WCES." The principal also actively participates in teacher education preparation at Campbellsville University. WCES administration/teachers frequently invite teacher education college students to WCES for observations, student teaching opportunities, etc.	Recruitment and Retention	08/08/2013	05/31/2017	\$0	No Funding Required	Teachers, Principal, District Administration
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Activity - Mentorship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any teacher who is working towards becoming highly effective will meet with the building principal, on a monthly basis, to discuss progress on effectiveness status from the previous month. At the monthly meeting, the teacher provide evidence showing he/she is actively seeking a mentor (district will help locate one if needed), researching trainings/professional learning opportunities to increase highly effective status, and continuing to work towards passing all required assessments for his/her area.	Career Preparation/Orientation	08/03/2015	05/31/2017	\$500	District Funding	Identified teacher, principal

## Goal 7: Reduce Novice ratings of all Washington County Elementary School students from 32.4% to 16.2% in reading and from 30.8% to 15.39% in mathematics in 2020.

### Measurable Objective 1:

10% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to to decrease the % of novice to –AA-32.4%, F/R - to 18.7%, disability – to 33.84%, & non-dup gap to 18.8% by 2017 in Reading by 05/31/2017 as measured by the K-PREP assessment..

### (shared) Strategy 1:

Teacher Goal Setting - All teachers will work with students to set growth and achievement goals on the MAP assessment that is administered three times during the year.

Category: Continuous Improvement

Activity - Individual Student Plans for Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify each student scoring at the Novice Rating on the MAP assessment and create intentional growth plans for individual students. This will be completed each month at the after school PLC based on the most recent MAP data. These Novice Reduction plans will be reviewed by the Instructional Coach and Principal once a month.	Academic Support Program	08/10/2015	05/01/2017	\$0	No Funding Required	All WCES teachers, Instructional Coach, Principal

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

Washington County Elementary School

Teachers will monitor student growth and achievement during instruction through daily formative assessment. Any student not mastering the daily standard will be provided small group instruction focusing on that standard.	Direct Instruction	08/10/2015	05/31/2017	\$0	No Funding Required	All WCES teachers, support staff, principal
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### Measurable Objective 2:

10% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to decrease the % of novice - AA - to 32.4%, F/R - to 16.0%%, disability – to 34.8%, & non-dup gap - to 16.4% by 2017 in Mathematics by 05/31/2017 as measured by the K-PREP assessment.

### (shared) Strategy 1:

Teacher Goal Setting - All teachers will work with students to set growth and achievement goals on the MAP assessment that is administered three times during the year.

Category: Continuous Improvement

Activity - Individual Student Plans for Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify each student scoring at the Novice Rating on the MAP assessment and create intentional growth plans for individual students. This will be completed each month at the after school PLC based on the most recent MAP data. These Novice Reduction plans will be reviewed by the Instructional Coach and Principal once a month.	Academic Support Program	08/10/2015	05/01/2017	\$0	No Funding Required	All WCES teachers, Instructional Coach, Principal
Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student growth and achievement during instruction through daily formative assessment. Any student not mastering the daily standard will be provided small group instruction focusing on that standard.	Direct Instruction	08/10/2015	05/31/2017	\$0	No Funding Required	All WCES teachers, support staff, principal

## Goal 8: All teachers at Washington County Elementary School will have an opportunity to provide feedback through the TELL and Val Ed surveys.

### Measurable Objective 1:

collaborate to improve the working conditions for staff and the effectiveness of building level leadership by 05/31/2017 as measured by the TELL survey and Val Ed survey.

### Strategy 1:

Feedback - Teachers will utilize the TELL survey and the Val Ed survey to provide feedback to school leadership to improve working conditions and to improve the perceived performance of the building principal.

Category: Continuous Improvement

## Comprehensive School Improvement Plan

Washington County Elementary School

Activity - TELL Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL survey will be taken in the spring of 2017. It will be reviewed and the data analyzed to determine the working conditions that need to be addressed. A plan will be formulated to address the top three areas to be addressed.	Policy and Process	08/10/2015	05/31/2017	\$0	No Funding Required	All WCES teachers, Principal
Activity - Val Ed Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Val Ed survey, on the perceived perceptions of the principal's effectiveness. The survey completed during the 2105-2016 school year was analyzed. The data provided the foundation for a plan where the three weakest areas for leadership was identified. These three area will continue to be monitored during the 2016-2017 school year. The administrator truly believes it is important to continually work with the faculty and staff to increase the learning environment for all students at WCES. Increased communication between school and home has been one result of the data from the Val-Ed as well as continuing to strive for a rigorous curriculum for all students.	Policy and Process	01/04/2016	05/31/2017	\$360	General Fund	All WCES teachers, Principal

## Goal 9: All students at Washington County Elementary School will have Equitable Access to highly effective teachers.

### Measurable Objective 1:

collaborate to ensure all students at WCES are taught by highly effective classroom teachers by 05/31/2017 as measured by teachers' effectiveness ratings.

### Strategy 1:

Professional Learning - Teachers will align their professional learning with their annual Professional Growth Plan to obtain the knowledge they need to meet their student growth goals, new district and school initiatives, and/or any updates to instructional or assessment changes.

Category: Continuous Improvement

Activity - Supports for teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing the PGES data, any teacher who has an effectiveness rating below Accomplished will have access to a mentor, either in the same building or in the same content area, access to the instructional coach to provide daily support, and will create a personalized job embedded learning plan to strengthen specific areas in which growth is needed.	Professional Learning	08/10/2015	05/31/2017	\$500	Title II Part A	Principal, District Director of Federal Programs
Activity - Recruitment and Retention of Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Washington County Elementary School

To provide support for new teachers, a cadre, at the district level, provides training and mentorship. For mentors, and teacher leaders, stipends are offered. All teachers have an opportunity to write and complete a 2-day plan in which they receive two additional days' salary in order to implement components of the Kentucky TPGES. All teachers have the opportunity to apply for scholarships in order to complete their Masters, Rank I, or National Board Certification.	Recruitment and Retention	08/10/2015	05/31/2017	\$2000	Title I Part A, Title II Part A	All WCES teachers, Guidance Counselor, Instructional Coach, Principal
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention (Rtl)	All WCES teachers monitor and analyze students' daily formative assessment data to develop an intervention program that provides extra supports to students in Tiers II and III for both reading and math. Rtl materials from the Go Math series include activities and resources to engage all levels of learners with focused hands-on activities, print support, and a comprehensive online intervention solution. GREAT time is used for daily small group intervention for grades 2-5.	Academic Support Program	08/09/2013	05/31/2017	\$18250	All WCES teachers, Instructional Assistants
Val Ed Feedback	The Val Ed survey, on the perceived perceptions of the principal's effectiveness. The survey completed during the 2105-2016 school year was analyzed. The data provided the foundation for a plan where the three weakest areas for leadership was identified. These three area will continue to be monitored during the 2016-2017 school year. The administrator truly believes it is important to continually work with the faculty and staff to increase the learning environment for all students at WCES. Increased communication between school and home has been one result of the data from the Val-Ed as well as continuing to strive for a rigorous curriculum for all students.	Policy and Process	01/04/2016	05/31/2017	\$360	All WCES teachers, Principal
RTI	WCES will implement a RTI program that provides extra supports to students in tiers II and III.	Behavioral Support Program	08/09/2013	05/31/2017	\$18250	All WCES staff
<b>Total</b>					<b>\$36860</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Teacher Conferences	Parent Teacher Conferences will be scheduled for students and parents two times a year: at the end of the 1st nine week and at the end of the 3rd nine weeks. Every effort will be made to have a face to face meeting with all GAP students and their parents, and if not, a phone conversation will be made, if at all possible.	Policy and Process, Parent Involvement, Academic Support Program	10/19/2015	05/31/2017	\$0	All WCES teachers, Guidance Counselor, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

PLC Implementation (Grade Level and Content Teams)	<ul style="list-style-type: none"> <li>-Analyze curriculum to identify gaps.</li> <li>-Monitor student progress on interim assessments</li> <li>-Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth</li> <li>-Make necessary adjustments to curriculum.</li> <li>-Identify professional growth needs.</li> <li>-Analyze student data from the classroom, MAP, K-PREP, etc.</li> <li>-Discuss RTI strategies.</li> <li>- Share instructional resources and strategies.</li> <li>-Disseminate updated/revised pacing guides to teachers to gather feedback and input. Follow up with discussion on the implementation of the updated guide.</li> <li>-Ensure that teachers implement the curriculum using best practices for instruction and assessment.</li> </ul>	Professional Learning	08/09/2012	05/31/2017	\$0	All WCES teachers, Instructional Coach, Principal
Formative Assessment	Teachers will monitor student growth and achievement during instruction through daily formative assessment. Any student not mastering the daily standard will be provided small group instruction focusing on that standard.	Direct Instruction	08/10/2015	05/31/2017	\$0	All WCES teachers, support staff, principal
TELL Feedback	The TELL survey will be taken in the spring of 2017. It will be reviewed and the data analyzed to determine the working conditions that need to be addressed. A plan will be formulated to address the top three areas to be addressed.	Policy and Process	08/10/2015	05/31/2017	\$0	All WCES teachers, Principal
PLC Implementation (Grade Level and Content Teams)	<ul style="list-style-type: none"> <li>-Analyze curriculum to identify gaps.</li> <li>-Use Data Walls to monitor student progress on interim assessments</li> <li>-Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth</li> <li>-Make necessary adjustments to curriculum.</li> <li>-Identify professional growth needs.</li> <li>-Analyze student data from the classroom, MAP, K-Prep, etc.</li> <li>-Discuss RTI strategies.</li> <li>- Share instructional resources and strategies.</li> <li>-Disseminate updated/revised curriculum to teachers to gather feedback and input.</li> <li>-Ensure that teachers implement the curriculum using best practices for instruction and assessment.</li> </ul>	Professional Learning	08/09/2012	05/31/2017	\$0	All WCES staff members, Instructional Coach
District Common Assessments	Common Assessments will be given by the district, three times a year, in Reading and Math. GAP students data will be analyzed; achievement will be monitored on standard mastery and proficiency.	Academic Support Program	09/02/2015	05/31/2017	\$0	ELA and Math teachers, Instructional Coach, Principal

## Comprehensive School Improvement Plan

Washington County Elementary School

Individual Student Plans for Growth	Teachers will identify each student scoring at the Novice Rating on the MAP assessment and create intentional growth plans for individual students. This will be completed each month at the after school PLC based on the most recent MAP data. These Novice Reduction plans will be reviewed by the Instructional Coach and Principal once a month.	Academic Support Program	08/10/2015	05/01/2017	\$0	All WCES teachers, Instructional Coach, Principal
Reading and Math Series	-The Reading Street series approach to student learning is personalized, interactive, and responsive. - My Sidewalks is utilized as an intensive reading intervention program that accelerates the reading development of struggling students. - GO Math emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.	Academic Support Program	08/09/2012	05/31/2017	\$0	Classroom ELA and math teachers
Instructional and Assessment Preparation	Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.	Direct Instruction	08/07/2014	05/31/2017	\$0	classroom teachers, Instructional Coach, and principal
Recruit Highly Qualified Staff Members	Washington County Schools actively participate in job recruitment fairs offered throughout the state. Quality teachers are sought out and targeted as candidates for possible employment. The principal visits and observes teachers during their student teaching experience in an effort to "bring the best to WCES." The principal also actively participates in teacher education preparation at Campbellsville University. WCES administration/teachers frequently invite teacher education college students to WCES for observations, student teaching opportunities, etc.	Recruitment and Retention	08/08/2013	05/31/2017	\$0	Teachers, Principal, District Administration
PGES Framework Guidance and Support	Provide teachers with an opportunity to reflect on PGES by incorporating the framework domain evidence in school and district instructional rounds.	Professional Learning	12/02/2013	05/31/2017	\$0	Instructional Coach, Principal, District Instructional Rounds Team
Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGPs and provide guidance on how to use data and observation resources as guidance for writing measureable professional growth goals.	Professional Learning	08/08/2013	09/30/2016	\$0	Instructional Coach, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Instructional and Assessment Preparation	Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.	Direct Instruction	08/07/2014	05/31/2017	\$0	All WCES staff members
School Readiness	-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry. -Implement strategies for K-3 student success through the program review component. -Gather any transition data from EC providers to get to know the incoming K learners. -Disseminate school readiness definition to EC community and parents of incoming K students. -Develop a plan for disseminating results of the K screener to parents/EC community members. -Assess all kindergarteners at school entry with the common statewide screener. -Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/09/2012	05/31/2017	\$0	WCES primary staff, Instructional Coach, and administrator
<b>Total</b>					<b>\$0</b>	

## Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by gap groups, relative to state, district and school assessment systems. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$5000	SBDM, All WCES staff members, Administrator

## Comprehensive School Improvement Plan

Washington County Elementary School

Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by GAP groups, relative to state, district and school assessment systems. -Use data provided from the WCES walk-through tool to analyze student engagement in classes. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$5000	SBDM, All WCES staff members and administrator
<b>Total</b>					<b>\$10000</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning on Co-Teaching	Co-Teachers will participate in Professional Learning activities to increase their content knowledge and co-teaching strategies. six one hour professional learning sessions will be conducted during the 16-17 school year for district and building level personnel to share co-teaching strengths and discuss any areas in need of improvement.	Professional Learning	09/26/2016	03/27/2017	\$1200	District Assistant Special Ed Coordinator, Principal, Co-Teachers

# Comprehensive School Improvement Plan

Washington County Elementary School

<p>Literacy Initiative</p>	<ul style="list-style-type: none"> <li>-The literacy teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our Reading Initiative; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$1200</p>	<p>All WCES staff members, LDC Lead Teacher, Instructional Coach, Administrator</p>
<p>Supports for teachers</p>	<p>Utilizing the PGES data, any teacher who has an effectiveness rating below Accomplished will have access to a mentor, either in the same building or in the same content area, access to the instructional coach to provide daily support, and will create a personalized job embedded learning plan to strengthen specific areas in which growth is needed.</p>	<p>Professional Learning</p>	<p>08/10/2015</p>	<p>05/31/2017</p>	<p>\$500</p>	<p>Principal, District Director of Federal Programs</p>

# Comprehensive School Improvement Plan

Washington County Elementary School

<p>Literacy Initiative</p>	<ul style="list-style-type: none"> <li>-The literacy team will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our reading initiative "We Read..."; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, and other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$1590</p>	<p>All WCES ELA teachers, LDC Lead Teacher, Instructional Coach, and principal</p>
<p>Recruitment and Retention of Teachers</p>	<p>To provide support for new teachers, a cadre, at the district level, provides training and mentorship. For mentors, and teacher leaders, stipends are offered. All teachers have an opportunity to write and complete a 2-day plan in which they receive two additional days' salary in order to implement components of the Kentucky TPGES. All teachers have the opportunity to apply for scholarships in order to complete their Masters, Rank I, or National Board Certification.</p>	<p>Recruitment and Retention</p>	<p>08/10/2015</p>	<p>05/31/2017</p>	<p>\$1000</p>	<p>All WCES teachers, Guidance Counselor, Instructional Coach, Principal</p>

# Comprehensive School Improvement Plan

Washington County Elementary School

<p>Math Initiative</p>	<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-A math family night will be offered, as a hands-on activity, that serves as a real-life example of money concepts that are taught in the math standards.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$800</p>	<p>All WCES staff members, MDC Teacher Leader, Instructional Coach, and Administrator</p>
<p>Programs and Staffing</p>	<ul style="list-style-type: none"> <li>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</li> <li>-Analyze student achievement by GAP groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from the WCES walk-through tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	<p>Policy and Process</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$21000</p>	<p>SBDM, All WCES staff members and administrator</p>
<b>Total</b>					<p><b>\$27290</b></p>	

# Comprehensive School Improvement Plan

Washington County Elementary School

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Achievement	<p>Student success will be monitored and analyzed to make school decisions. Student success will be monitored and data interpreted through a comprehensive approach including examples such as the following:</p> <ul style="list-style-type: none"> <li>- Comprehensive planning day with group level analysis follow-up meetings</li> <li>- PLC minutes with student data analysis</li> <li>- Instructional Coach will meet with teachers monthly to review their Novice Reduction List and student progress.</li> <li>- Student Folders with individual data and goal setting</li> <li>- School visits to gain ideas</li> </ul>	Policy and Process	08/07/2014	05/31/2017	\$1000	All WCES staff members
<b>Total</b>					\$1000	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Programs and Staffing	<p>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</p> <ul style="list-style-type: none"> <li>-Analyze student achievement by GAP groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from the WCES walk-through tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$105300	SBDM, All WCES staff members and administrator
Goal Setting Awareness	<p>Teachers will work with all GAP students to set realistic growth goals for upcoming MAP and K-PREP assessments. WCES will sponsor family nights each month to encourage families to come to school to see their child's MAP and K-PREP scores, hear the goal setting process, see their child's goals, and be given strategies/resources to help their child prepare on a daily basis as well as for MAP and K-PREP assessments. Data folders will be used during the sessions.</p>	Parent Involvement, Academic Support Program	09/02/2015	05/31/2017	\$300	Classroom teachers, Support Staff, Principal, Guidance Counselor

# Comprehensive School Improvement Plan

Washington County Elementary School

Recruitment and Retention of Teachers	To provide support for new teachers, a cadre, at the district level, provides training and mentorship. For mentors, and teacher leaders, stipends are offered. All teachers have an opportunity to write and complete a 2-day plan in which they receive two additional days' salary in order to implement components of the Kentucky TPGES. All teachers have the opportunity to apply for scholarships in order to complete their Masters, Rank I, or National Board Certification.	Recruitment and Retention	08/10/2015	05/31/2017	\$1000	All WCES teachers, Guidance Counselor, Instructional Coach, Principal
Family Nights	WCES will have a family night each month to invite students and parents to school. Students will be involved in literacy and mathematics activities while parents will meet with their child's teacher to review MAP goals/scores, K-PREP scores, classroom assessment scores. There will also be sessions for parents and students to work together on literacy strategies that can be used at home and mathematics activities/games that can be played at home.	Parent Involvement	09/12/2016	03/13/2017	\$1000	All WCES teachers, Instructional Coach, Principal, Counselor, District Support staff
Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by gap groups, relative to state, district and school assessment systems. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$71250	SBDM, All WCES staff members, Administrator
Supplemental programs	Students in grades K - 5 use the web-based, supplemental literacy programs Reading Eggs and Reading Eggspress. Grades 1-5 use the Reading Counts program to encourage reading. Math programs such as Math Seeds and Moby Max are used as supplemental resources.	Academic Support Program	08/09/2012	05/31/2017	\$1590	classroom teachers, instructional assistants, and Daytime ESS
Individualized Instruction enhanced with 1 to 1 devices	All 1st and 2nd grade classes have 1 to 1 devices; 4th grade and 5th grade have a classroom set of 1 to 1 devices. Kindergarten and 3rd grade have access to individual devices in small groups but not 1 to 1 for these grades. Classroom student achievement data and MAP data will be monitored all year to determine the progress and student growth. The % of the students who met or exceeded their projected growth in MAP in reading and in mathematics will be compared to last year's scores when students did not have these devices. The SBDM Council will review the data and decide whether to expand the program to include 1 to 1 devices for another grade level in the 17-18 school year.	Academic Support Program	08/10/2015	05/31/2017	\$11625	1st and 2nd grade teachers, 5th grade ELA, Instructional Coach, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$1000	All FRYSC and WCES staff members.
Study Island	Students in grades 3-5 will utilize Study Island resources to offer rigorous content for reading and math, built from the Kentucky Core Academic Standards and Common Core Standards.	Academic Support Program	08/09/2012	05/31/2017	\$10000	WCES 3-5 staff members.
Moby Max	WCES will utilize Moby Max resources to offer rigorous content build from the Core Academic Standards and Common Core Standards to increase master of standard content.	Academic Support Program	08/15/2016	05/31/2017	\$2796	All WCES staff members: classroom and intervention teachers, instructional coach, principal
<b>Total</b>					<b>\$205861</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by gap groups, relative to state, district and school assessment systems. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$25000	SBDM, All WCES staff members, Administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Mentorship	Any teacher who is working towards becoming highly effective will meet with the building principal, on a monthly basis, to discuss progress on effectiveness status from the previous month. At the monthly meeting, the teacher provide evidence showing he/she is actively seeking a mentor (district will help locate one if needed), researching trainings/professional learning opportunities to increase highly effective status, and continuing to work towards passing all required assessments for his/her area.	Career Preparation/Orientation	08/03/2015	05/31/2017	\$500	Identified teacher, principal
Math Initiative	<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-Math strategies, activities and games will be a part of each family night offered.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase the mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common Assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$200	All WCES math teachers, MDC Lead Teacher, Instructional Coach, and administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by GAP groups, relative to state, district and school assessment systems. -Use data provided from the WCES walk-through tool to analyze student engagement in classes. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$400	SBDM, All WCES staff members and administrator
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# Comprehensive School Improvement Plan

Washington County Elementary School

<p>Literacy Initiative</p>	<ul style="list-style-type: none"> <li>-The literacy team will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our reading initiative "We Read..."; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, and other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$500</p>	<p>All WCES ELA teachers, LDC Lead Teacher, Instructional Coach, and principal</p>
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# Comprehensive School Improvement Plan

Washington County Elementary School

Programs and Staffing	Identify ways to integrate programs and funding (Title I, Title II, Title III, and district) -Analyze student achievement by gap groups, relative to state, district and school assessment systems. -Make ongoing modifications to instruction relative to data analysis. -Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs. -Discuss instructional best practices by all staff during PLCs. -Determine the assignment of staff (strengths) to best serve the identified students.	Policy and Process	08/09/2012	05/31/2017	\$400	SBDM, All WCES staff members, Administrator
Measures of Academic Progress	MAP will be administered three times a year for students in K-5 in reading and math; and language usage in grades 3 - 5. The student data will be analyzed for student progress. The data will also be linked to Study Island to provide an individualized learning plan for GAP students to use during instruction or intervention time.	Academic Support Program	09/02/2015	05/31/2017	\$4688	Classroom teachers, Support Staff, Guidance Counselor, Instructional Coach, Principal
PBIS Model Team	WCES will continue to implement the PBIS model and focus on the following strategies; continue to collect and analyze SWIS data to determine areas of need, invite student representatives to model appropriate behavior, staff will review the Model Me Kids videos for K-2 to teach appropriate behavior, and staff will explore resources for Character Education intervention. -Review school intervention resources that are available and make adjustments when necessary.	Behavioral Support Program	08/09/2012	05/31/2017	\$400	All WCES staff members.
ESS	WCES will offer ESS services through both daytime and after school models.	Academic Support Program	08/09/2012	05/31/2017	\$11300	All staff members will be responsible for identifying students needing ESS support.
Extended School Services (ESS)	WCES will offer ESS services through both Daytime ESS and after school programs in both reading and math.	Academic Support Program	08/09/2012	05/31/2017	\$13776	Classroom teachers, principal, ESS Coordinator, ESS Instructional Assistant

# Comprehensive School Improvement Plan

Washington County Elementary School

<p>Math Initiative</p>	<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-A math family night will be offered, as a hands-on activity, that serves as a real-life example of money concepts that are taught in the math standards.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$500</p>	<p>All WCES staff members, MDC Teacher Leader, Instructional Coach, and Administrator</p>
<p>Programs and Staffing</p>	<ul style="list-style-type: none"> <li>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</li> <li>-Analyze student achievement by GAP groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from the WCES walk-through tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	<p>Policy and Process</p>	<p>08/09/2012</p>	<p>05/31/2017</p>	<p>\$27200</p>	<p>SBDM, All WCES staff members and administrator</p>

# Comprehensive School Improvement Plan

Washington County Elementary School

Customer Service Initiative	<ul style="list-style-type: none"> <li>-Encourage all teaching staff to participate in the TELL survey and analyze results.</li> <li>-Develop, disseminate, and collect surveys from parents/stakeholders.</li> <li>-The PBIS team will encourage a welcoming environment for students, parents, and other stakeholders.</li> <li>-Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.</li> </ul>	Other	08/09/2012	05/31/2017	\$0	All WCES staff members
Literacy Initiative	<ul style="list-style-type: none"> <li>-The literacy teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our Reading Initiative; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from KKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$500	All WCES staff members, LDC Lead Teacher, Instructional Coach, Administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Program Review Initiative	<ul style="list-style-type: none"><li>-Provide information to teachers about the purpose and process of program reviews. Emphasize the important role of the teacher in implementing high quality instructional programs and submitting evidence.</li><li>-Examine rubrics used in a program review to consider the existing sources and evidence of overall program assessment.</li><li>-Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.</li><li>-Submit program review ratings and information into ASSIST for district and state review.</li><li>-Identify and analyze gaps in program review areas to determine next steps for continuous improvement.</li><li>-The Wellness Policy will be measured by the evidence provided to the Program Review Coordinators to assess the implementation of the policy. The results will be shared annually with the SBDM Council as they review the to policy.,</li></ul>	Policy and Process	08/09/2012	05/31/2017	\$2125	All WCES teachers, Program Review building-level Coordinators (Writing, K-3, Visual and Performing Arts, PL/CS, GC/WL), SBDM Council
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# Comprehensive School Improvement Plan

Washington County Elementary School

Math Initiative	<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-Math strategies, activities and games will be a part of each family night offered.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase the mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common Assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$500	All WCES math teachers, MDC Lead Teacher, Instructional Coach, and administrator
<b>Total</b>					\$87989	

## FRYSC

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

Washington County Elementary School

Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$200	All FRYSC and WCES staff members.
Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$300	All FRYSC and WCES staff members.
Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$1000	All FRYSC and WCES staff members.
Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$200	All FRYSC and WCES staff members.
Home Visits	FRYSC staff will make home visits to at risk population to assess family/student needs.	Parent Involvement	08/09/2012	05/31/2017	\$200	FRYSC staff.

**Comprehensive School Improvement Plan**

Washington County Elementary School

Collaborative Activities	WCES staff members will work to remove non-cognitive barriers to learning through collaborative activities with: stakeholder involvement, Washington On Wellness, Too Good For Violence Education, Bully Awareness/Safe Schools Week, mental health services, guest speakers, Silverleaf Program for safety education, college readiness visits, basic need assistance for families, recruiting community mentors for at risk students, Food for Kids Backpack Program, family nights, expanded volunteer programs, Cradle School for parent and child education, Born Learning and ongoing parent education through the FRYSC.	Other	08/09/2012	05/31/2017	\$2800	All FRYSC and WCES staff members.
<b>Total</b>					\$4700	

## **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	Additional Special Education teacher to ensure Co-Teaching in K-5 literacy and mathematics classes.	

<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

Washington County Elementary School

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Washington County 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.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Washington County Elementary School has a school-wide program.	

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

# Comprehensive School Improvement Plan

Washington County 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	<a href="http://washington.kyschools.us/wces/wp-content/uploads/sites/8/2016/01/WCES-Final-CSIP-report-submitted-1-4-15.pdf">http://washington.kyschools.us/wces/wp-content/uploads/sites/8/2016/01/WCES-Final-CSIP-report-submitted-1-4-15.pdf</a>	

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.	Yes		

# Comprehensive School Improvement Plan

Washington County 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.	Yes		

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

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

# **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:**  
All teachers at Washington County Elementary School will have an opportunity to provide feedback through the TELL and Val Ed surveys.

**Measurable Objective 1:**  
collaborate to improve the working conditions for staff and the effectiveness of building level leadership by 05/31/2017 as measured by the TELL survey and Val Ed survey.

**Strategy1:**  
Feedback - Teachers will utilize the TELL survey and the Val Ed survey to provide feedback to school leadership to improve working conditions and to improve the perceived performance of the building principal.

Category: Continuous Improvement

Research Cited:

Activity - TELL Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey will be taken in the spring of 2017. It will be reviewed and the data analyzed to determine the working conditions that need to be addressed. A plan will be formulated to address the top three areas to be addressed.	Policy and Process	08/10/2015	05/31/2017	\$0 - No Funding Required	All WCES teachers, Principal

Activity - Val Ed Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Val Ed survey, on the perceived perceptions of the principal's effectiveness. The survey completed during the 2105-2016 school year was analyzed. The data provided the foundation for a plan where the three weakest areas for leadership was identified. These three area will continue to be monitored during the 2016-2017 school year. The administrator truly believes it is important to continually work with the faculty and staff to increase the learning environment for all students at WCES. Increased communication between school and home has been one result of the data from the Val-Ed as well as continuing to strive for a rigorous curriculum for all students.	Policy and Process	01/04/2016	05/31/2017	\$360 - General Fund	All WCES teachers, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

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

**Goal 1:**

Increase the averaged combined reading and math K-PREP proficiency for Washington County Elementary School students from 56.7% to 72.4% in 2019.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores to 61.4% by 05/31/2017 as measured by results on the K-PREP Assessment.

**Strategy1:**

Instructional Resources and Support - Teachers will utilize available instructional resources to enhance and improve student performance results. Each instructional resource that is available to enhance instruction will be intentionally matched to the students' needs.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will utilize Study Island resources to offer rigorous content for reading and math, built from the Kentucky Core Academic Standards and Common Core Standards.	Academic Support Program	08/09/2012	05/31/2017	\$10000 - Title I Part A	WCES 3-5 staff members.

Activity - Individualized Instruction enhanced with 1 to 1 devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All three 1st grade classes have 1 to 1 devices, all three 2nd grade classes have 1 to 1 devices, and 5th ELA classes have 1 to 1 devices. Classroom student achievement data and MAP data will be monitored all year to determine the progress and student growth. The % of the students who met or exceeded their projected growth in MAP in reading and in mathematics will be compared to last year's scores when students did not have these devices. The SBDM Council will review the data and decide whether to expand the program to include 1 to 1 devices for another grade level in the 17-18 school year.	Academic Support Program	08/10/2015	05/31/2017	\$11625 - Title I Part A	1st and 2nd grade teachers, 5th grade ELA, Instructional Coach, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will have a family night each month to invite students and parents to school. Students will be involved in literacy and mathematics activities while parents will meet with their child's teacher to review MAP goals/scores, K-PREP scores, classroom assessment scores. There will also be sessions for parents and students to work together on literacy strategies that can be used at home and mathematics activities/games that can be played at home.	Parent Involvement	09/12/2016	03/13/2017	\$1000 - Title I Part A	All WCES teachers, Instructional Coach, Principal, Counselor, District Support staff

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will offer ESS services through both Daytime ESS and after school programs in both reading and math.	Academic Support Program	08/09/2012	05/31/2017	\$13776 - District Funding	Classroom teachers, principal, ESS Coordinator, ESS Instructional Assistant

Activity - Reading and Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-The Reading Street series approach to student learning is personalized, interactive, and responsive. - My Sidewalks is utilized as an intensive reading intervention program that accelerates the reading development of struggling students. - GO Math emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.	Academic Support Program	08/09/2012	05/31/2017	\$0 - No Funding Required	Classroom ELA and math teachers

Activity - Supplemental programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K - 5 use the web-based, supplemental literacy programs Reading Eggs and Reading Eggspress. Grades 1-5 use the Reading Counts program to encourage reading. Math programs such as Math Seeds and Moby Max are used as supplemental resources.	Academic Support Program	08/09/2012	05/31/2017	\$1590 - Title I Part A	classroom teachers, instructional assistants, and Daytime ESS

Activity - Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All WCES teachers monitor and analyze students' daily formative assessment data to develop an intervention program that provides extra supports to students in Tiers II and III for both reading and math. Rtl materials from the Go Math series include activities and resources to engage all levels of learners with focused hands-on activities, print support, and a comprehensive online intervention solution. GREAT time is used for daily small group intervention for grades 3-5.	Academic Support Program	08/09/2013	05/31/2017	\$18250 - General Fund	All WCES teachers, Instructional Assistants

## Strategy2:

# Comprehensive School Improvement Plan

Washington County Elementary School

Planning/Analysis - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.</li> <li>-Implement strategies for K-3 student success through the program review component.</li> <li>-Gather any transition data from EC providers to get to know the incoming K learners.</li> <li>-Disseminate school readiness definition to EC community and parents of incoming K students.</li> <li>-Develop a plan for disseminating results of the K screener to parents/EC community members.</li> <li>-Assess all kindergarteners at school entry with the common statewide screener.</li> <li>-Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$0 - No Funding Required	WCES primary staff, Instructional Coach, and administrator

Activity - Programs and Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</li> <li>-Analyze student achievement by GAP groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from the WCES walk-through tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$27200 - District Funding \$400 - District Funding \$5000 - Title III \$21000 - Title II Part A \$105300 - Title I Part A	SBDM, All WCES staff members and administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-The math teachers will monitor student achievement and growth.</p> <p>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</p> <p>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</p> <p>-Analyze gaps in instructional plans and inform improvements.</p> <p>-Focus on key mathematical concepts and processes.</p> <p>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</p> <p>-Participate in aligned, research-based professional development on math practices and interventions.</p> <p>-Math strategies, activities and games will be a part of each family night offered.</p> <p>-Access and implement the available resources.</p> <p>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase the mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</p> <p>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</p> <p>-The math team will monitor implementation of mathematics PD.</p> <p>-Common Assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</p> <p>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</p> <p>-Teachers receive ongoing professional development from CKEC consultants.</p>	Academic Support Program	08/09/2012	05/31/2017	\$500 - District Funding \$200 - District Funding	All WCES math teachers, MDC Lead Teacher, Instructional Coach, and administrator

Activity - Instructional and Assessment Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.</p>	Direct Instruction	08/07/2014	05/31/2017	\$0 - No Funding Required	classroom teachers, Instructional Coach, and principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - PLC Implementation (Grade Level and Content Teams)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Analyze curriculum to identify gaps.</li> <li>-Monitor student progress on interim assessments</li> <li>-Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth</li> <li>-Make necessary adjustments to curriculum.</li> <li>-Identify professional growth needs.</li> <li>-Analyze student data from the classroom, MAP, K-PREP, etc.</li> <li>-Discuss RTI strategies.</li> <li>- Share instructional resources and strategies.</li> <li>-Disseminate updated/revised pacing guides to teachers to gather feedback and input. Follow up with discussion on the implementation of the updated guide.</li> <li>-Ensure that teachers implement the curriculum using best practices for instruction and assessment.</li> </ul>	Professional Learning	08/09/2012	05/31/2017	\$0 - No Funding Required	All WCES teachers, Instructional Coach, Principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-The literacy team will monitor student achievement and growth.</p> <p>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</p> <p>-Literacy teachers will monitor the implementation of our reading initiative "We Read..."; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</p> <p>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</p> <p>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</p> <p>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</p> <p>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</p> <p>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</p> <p>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, and other learning experiences.</p> <p>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</p> <p>-The literacy team will monitor implementation of literacy PD.</p> <p>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</p> <p>-Common assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</p> <p>-Teachers receive ongoing professional development from CKEC consultants.</p>	Academic Support Program	08/09/2012	05/31/2017	\$500 - District Funding \$1590 - Title II Part A	All WCES ELA teachers, LDC Lead Teacher, Instructional Coach, and principal

Activity - Monitoring Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student success will be monitored and analyzed to make school decisions. Student success will be monitored and data interpreted through a comprehensive approach including examples such as the following:</p> <ul style="list-style-type: none"> <li>- Comprehensive planning day with group level analysis follow-up meetings</li> <li>- PLC minutes with student data analysis</li> <li>- Instructional Coach will meet with teachers monthly to review their Novice Reduction List and student progress.</li> <li>- Student Folders with individual data and goal setting</li> <li>- School visits to gain ideas</li> </ul>	Policy and Process	08/07/2014	05/31/2017	\$1000 - School Council Funds	All WCES staff members

# Comprehensive School Improvement Plan

Washington County Elementary School

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

**Goal 1:**

Increase the averaged combined reading and math K-PREP proficiency for Washington County Elementary School students from 56.7% to 72.4% in 2019.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores to 61.4% by 05/31/2017 as measured by results on the K-PREP Assessment.

**Strategy1:**

Planning/Analysis - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.</li> <li>-Implement strategies for K-3 student success through the program review component.</li> <li>-Gather any transition data from EC providers to get to know the incoming K learners.</li> <li>-Disseminate school readiness definition to EC community and parents of incoming K students.</li> <li>-Develop a plan for disseminating results of the K screener to parents/EC community members.</li> <li>-Assess all kindergarteners at school entry with the common statewide screener.</li> <li>-Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$0 - No Funding Required	WCES primary staff, Instructional Coach, and administrator

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

**Goal 1:**

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.3% to 67.5% in 2019.

**Measurable Objective 1:**

# Comprehensive School Improvement Plan

Washington County Elementary School

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 54.5% by 05/31/2017 as measured by results of the K-Prep assessment.

## Strategy1:

Planning/Analysis/Professional Development - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.</li> <li>-Implement strategies for K-3 student success through the program review component.</li> <li>-Gather any transition data from EC providers to get to know the incoming K learners.</li> <li>-Disseminate school readiness definition to EC community and parents of incoming K students.</li> <li>-Develop a plan for disseminating results of the K screener to parents/EC community members.</li> <li>-Assess all kindergarteners at school entry with the common statewide screener.</li> <li>-Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.</li> <li>-Create learning plan or profile for next steps of instruction for the Junior K students. Jr. K will provide an additional year of time for those students who are struggling with the Kindergarten Readiness skills and concepts.</li> </ul>	Policy and Process	08/09/2012	05/31/2016	\$0 - No Funding Required	WCES primary staff, Instructional Coach, Administrator

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

## Goal 1:

Increase the averaged combined reading and math K-PREP proficiency for Washington County Elementary School students from 56.7% to 72.4% in 2019.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores to 61.4% by 05/31/2017 as measured by results on the K-PREP Assessment.

## Strategy1:

Planning/Analysis - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

# Comprehensive School Improvement Plan

Washington County Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Monitoring Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student success will be monitored and analyzed to make school decisions. Student success will be monitored and data interpreted through a comprehensive approach including examples such as the following:</p> <ul style="list-style-type: none"> <li>- Comprehensive planning day with group level analysis follow-up meetings</li> <li>- PLC minutes with student data analysis</li> <li>- Instructional Coach will meet with teachers monthly to review their Novice Reduction List and student progress.</li> <li>- Student Folders with individual data and goal setting</li> <li>- School visits to gain ideas</li> </ul>	Policy and Process	08/07/2014	05/31/2017	\$1000 - School Council Funds	All WCES staff members

Activity - Programs and Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</p> <ul style="list-style-type: none"> <li>-Analyze student achievement by GAP groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from the WCES walk-through tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$400 - District Funding \$5000 - Title III \$105300 - Title I Part A \$21000 - Title II Part A \$27200 - District Funding	SBDM, All WCES staff members and administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-The literacy team will monitor student achievement and growth.</p> <p>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</p> <p>-Literacy teachers will monitor the implementation of our reading initiative "We Read..."; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</p> <p>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</p> <p>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</p> <p>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</p> <p>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</p> <p>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</p> <p>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, and other learning experiences.</p> <p>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</p> <p>-The literacy team will monitor implementation of literacy PD.</p> <p>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</p> <p>-Common assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</p> <p>-Teachers receive ongoing professional development from CKEC consultants.</p>	Academic Support Program	08/09/2012	05/31/2017	\$500 - District Funding \$1590 - Title II Part A	All WCES ELA teachers, LDC Lead Teacher, Instructional Coach, and principal

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-Math strategies, activities and games will be a part of each family night offered.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase the mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common Assessments will be analyzed on a classroom, grade-level, and district-level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$200 - District Funding \$500 - District Funding	All WCES math teachers, MDC Lead Teacher, Instructional Coach, and administrator

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Identify early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.</li> <li>-Implement strategies for K-3 student success through the program review component.</li> <li>-Gather any transition data from EC providers to get to know the incoming K learners.</li> <li>-Disseminate school readiness definition to EC community and parents of incoming K students.</li> <li>-Develop a plan for disseminating results of the K screener to parents/EC community members.</li> <li>-Assess all kindergarteners at school entry with the common statewide screener.</li> <li>-Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$0 - No Funding Required	WCES primary staff, Instructional Coach, and administrator

# Comprehensive School Improvement Plan

Washington County Elementary School

Activity - PLC Implementation (Grade Level and Content Teams)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-Analyze curriculum to identify gaps.</li> <li>-Monitor student progress on interim assessments</li> <li>-Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth</li> <li>-Make necessary adjustments to curriculum.</li> <li>-Identify professional growth needs.</li> <li>-Analyze student data from the classroom, MAP, K-PREP, etc.</li> <li>-Discuss RTI strategies.</li> <li>- Share instructional resources and strategies.</li> <li>-Disseminate updated/revised pacing guides to teachers to gather feedback and input. Follow up with discussion on the implementation of the updated guide.</li> <li>-Ensure that teachers implement the curriculum using best practices for instruction and assessment.</li> </ul>	Professional Learning	08/09/2012	05/31/2017	\$0 - No Funding Required	All WCES teachers, Instructional Coach, Principal

Activity - Instructional and Assessment Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.</p>	Direct Instruction	08/07/2014	05/31/2017	\$0 - No Funding Required	classroom teachers, Instructional Coach, and principal

## Strategy2:

Instructional Resources and Support - Teachers will utilize available instructional resources to enhance and improve student performance results. Each instructional resource that is available to enhance instruction will be intentionally matched to the students' needs.

Category: Learning Systems

Research Cited:

Activity - Reading and Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-The Reading Street series approach to student learning is personalized, interactive, and responsive.</li> <li>- My Sidewalks is utilized as an intensive reading intervention program that accelerates the reading development of struggling students.</li> <li>- GO Math emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$0 - No Funding Required	Classroom ELA and math teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students in grades 3-5 will utilize Study Island resources to offer rigorous content for reading and math, built from the Kentucky Core Academic Standards and Common Core Standards.</p>	Academic Support Program	08/09/2012	05/31/2017	\$10000 - Title I Part A	WCES 3-5 staff members.

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Activity - Supplemental programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K - 5 use the web-based, supplemental literacy programs Reading Eggs and Reading Eggspress. Grades 1-5 use the Reading Counts program to encourage reading. Math programs such as Math Seeds and Moby Max are used as supplemental resources.	Academic Support Program	08/09/2012	05/31/2017	\$1590 - Title I Part A	classroom teachers, instructional assistants, and Daytime ESS

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will offer ESS services through both Daytime ESS and after school programs in both reading and math.	Academic Support Program	08/09/2012	05/31/2017	\$13776 - District Funding	Classroom teachers, principal, ESS Coordinator, ESS Instructional Assistant

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will have a family night each month to invite students and parents to school. Students will be involved in literacy and mathematics activities while parents will meet with their child's teacher to review MAP goals/scores, K-PREP scores, classroom assessment scores. There will also be sessions for parents and students to work together on literacy strategies that can be used at home and mathematics activities/games that can be played at home.	Parent Involvement	09/12/2016	03/13/2017	\$1000 - Title I Part A	All WCES teachers, Instructional Coach, Principal, Counselor, District Support staff

Activity - Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All WCES teachers monitor and analyze students' daily formative assessment data to develop an intervention program that provides extra supports to students in Tiers II and III for both reading and math. Rtl materials from the Go Math series include activities and resources to engage all levels of learners with focused hands-on activities, print support, and a comprehensive online intervention solution. GREAT time is used for daily small group intervention for grades 3-5.	Academic Support Program	08/09/2013	05/31/2017	\$18250 - General Fund	All WCES teachers, Instructional Assistants

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Activity - Individualized Instruction enhanced with 1 to 1 devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All three 1st grade classes have 1 to 1 devices, all three 2nd grade classes have 1 to 1 devices, and 5th ELA classes have 1 to 1 devices. Classroom student achievement data and MAP data will be monitored all year to determine the progress and student growth. The % of the students who met or exceeded their projected growth in MAP in reading and in mathematics will be compared to last year's scores when students did not have these devices. The SBDM Council will review the data and decide whether to expand the program to include 1 to 1 devices for another grade level in the 17-18 school year.	Academic Support Program	08/10/2015	05/31/2017	\$11625 - Title I Part A	1st and 2nd grade teachers, 5th grade ELA, Instructional Coach, Principal

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.3% to 67.5% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 54.5% by 05/31/2017 as measured by results of the K-Prep assessment.

**Strategy1:**

Planning/Analysis/Professional Development - Washington County Elementary teachers will plan, analyze results, and participate in professional development that ensures continued instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - PLC Implementation (Grade Level and Content Teams)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Analyze curriculum to identify gaps. -Use Data Walls to monitor student progress on interim assessments -Use MAP Achievement Status and Growth (ASG) Calculator to calculate growth -Make necessary adjustments to curriculum. -Identify professional growth needs. -Analyze student data from the classroom, MAP, K-Prep, etc. -Discuss RTI strategies. - Share instructional resources and strategies. -Disseminate updated/revised curriculum to teachers to gather feedback and input. -Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	08/09/2012	05/31/2017	\$0 - No Funding Required	All WCES staff members, Instructional Coach

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Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-The math teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-The math team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Analyze gaps in instructional plans and inform improvements.</li> <li>-Focus on key mathematical concepts and processes.</li> <li>-Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.</li> <li>-Participate in aligned, research-based professional development on math practices and interventions.</li> <li>-A math family night will be offered, as a hands-on activity, that serves as a real-life example of money concepts that are taught in the math standards.</li> <li>-Access and implement the available resources.</li> <li>-The Mathematics Design Collaborative (MDC) Lead Teacher will encourage, work with, and share MDC activities and strategies to increase mathematical literacy in math, science, and technology. MDC tools for formative and summative assessments may be used to develop mathematical knowledge, reasoning, and application of knowledge to non-routine problems.</li> <li>-Teacher teams meet to determine instructional improvements based on student level evidence/data.</li> <li>-The math team will monitor implementation of mathematics PD.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers and leaders make instructional planning adjustments, if needed, based on student evidence.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$500 - District Funding \$800 - Title II Part A	All WCES staff members, MDC Teacher Leader, Instructional Coach, and Administrator

Activity - Instructional and Assessment Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Direct instruction will include formative and summative assessments resulting in a collection of data to guide instruction. Teachers will frequently spiral instruction so that students thoroughly understand grade level curriculum. This includes instructional strategies such as reviews, flashbacks, KPREP-like assessment questions, etc.</p>	Direct Instruction	08/07/2014	05/31/2017	\$0 - No Funding Required	All WCES staff members

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Activity - Programs and Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Identify ways to integrate programs and funding (Title I, Title II, Title III, and district)</p> <ul style="list-style-type: none"> <li>-Analyze student achievement by gap groups, relative to state, district and school assessment systems.</li> <li>-Use data provided from ELEOT tool to analyze student engagement in classes.</li> <li>-Make ongoing modifications to instruction relative to data analysis.</li> <li>-Identify non-cognitive data such as attendance, behavior, and retention through the PBIS team and PLCs.</li> <li>-Discuss instructional best practices by all staff during PLCs.</li> <li>-Determine the assignment of staff (strengths) to best serve the identified students.</li> </ul>	Policy and Process	08/09/2012	05/31/2017	\$25000 - District Funding \$5000 - Title III \$400 - District Funding \$71250 - Title I Part A	SBDM, All WCES staff members, Administrator

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> <li>-The literacy teachers will monitor student achievement and growth.</li> <li>-Teachers will use formative assessments daily to drive instruction and to plan/provide daily interventions.</li> <li>-Literacy teachers will monitor the implementation of our Reading Initiative; encouraging students to read during school (schedule arranged for 15 minutes of sustained reading daily) and reading outside of school (reading log for parents to sign).</li> <li>-Literacy teachers will promote reading by incorporating the Lexile-leveled, independent reading program, Scholastic Reading Counts, into their classroom reading expectations.</li> <li>-The literacy team will make necessary grade level or school wide adjustments to practice, if needed.</li> <li>-Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated</li> <li>-School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans</li> <li>-Identify gaps in literacy performance to determine professional development needed for instructional improvements.</li> <li>-The Literacy Design Collaborative (LDC) Lead Teacher will encourage, work with teachers, and share literacy information and best practices to build students' literacy skills in ELA and science, social studies, and literature through meaningful reading, writing, other learning experiences.</li> <li>-Consult available resources to support literacy planning, professional learning, and interventions in research-based professional development for literacy supports/interventions across the curriculum.</li> <li>-The literacy team will monitor implementation of literacy PD.</li> <li>-Teachers meet to analyze student evidence and learning to determine instructional improvements.</li> <li>-Common assessments will be analyzed on a classroom, grade, and district level to drive instructional changes; to be discussed in PLC and CIA Team meetings.</li> <li>-Teachers receive ongoing professional development from CKEC consultants.</li> </ul>	Academic Support Program	08/09/2012	05/31/2017	\$500 - District Funding \$1200 - Title II Part A	All WCES staff members, LDC Lead Teacher, Instructional Coach, Administrator

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Activity - Professional Learning on Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teachers will participate in Professional Learning activities to increase their content knowledge and co-teaching strategies. six one hour professional learning sessions will be conducted during the 16-17 school year for district and building level personnel to share co-teaching strengths and discuss any areas in need of improvement.	Professional Learning	09/26/2016	03/27/2017	\$1200 - Title II Part A	District Assistant Special Ed Coordinator, Principal, Co-Teachers

## Strategy2:

Instructional Resources - Teachers will utilize available instructional resources to enhance and improve student performance results.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will offer ESS services through both daytime and after school models.	Academic Support Program	08/09/2012	05/31/2017	\$11300 - District Funding	All staff members will be responsible for identifying students needing ESS support.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will implement a RTI program that provides extra supports to students in tiers II and III.	Behavioral Support Program	08/09/2013	05/31/2017	\$18250 - General Fund	All WCES staff

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCES will utilize Moby Max resources to offer rigorous content build from the Core Academic Standards and Common Core Standards to increase master of standard content.	Academic Support Program	08/15/2016	05/31/2017	\$2796 - Title I Part A	All WCES staff members: classroom and intervention teachers, instructional coach, principal

## Strategy3:

Data Analysis - Teachers will use the data from the K-PREP results, for grades 4 and 5, and data from MAP, for grades K - 3, to identify students in specific GAP groups. Teachers will use the data to complete monitoring and growth charts and discuss strategies in grade level and content level Professional Learning Communities (PLCs) to increase achievement and promote growth. This discussion will help drive our classroom instruction and our intervention program.

Category: Continuous Improvement

Research Cited:

**Comprehensive School Improvement Plan**

Washington County Elementary School

Activity - Goal Setting Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with all GAP students to set realistic growth goals for upcoming MAP and K-PREP assessments. WCES will sponsor family nights each month to encourage families to come to school to see their child's MAP and K-PREP scores, hear the goal setting process, see their child's goals, and be given strategies/resources to help their child prepare on a daily basis as well as for MAP and K-PREP assessments. Data folders will be used during the sessions.	Academic Support Program Parent Involvement	09/02/2015	05/31/2017	\$300 - Title I Part A	Classroom teachers, Support Staff, Principal, Guidance Counselor

Activity - Measures of Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP will be administered three times a year for students in K-5 in reading and math; and language usage in grades 3 -5. The student data will be analyzed for student progress. The data will also be linked to Study Island to provide an individualized learning plan for GAP students to use during instruction or intervention time.	Academic Support Program	09/02/2015	05/31/2017	\$4688 - District Funding	Classroom teachers, Support Staff, Guidance Counselor, Instructional Coach, Principal

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Teacher Conferences will be scheduled for students and parents two times a year: at the end of the 1st nine week and at the end of the 3rd nine weeks. Every effort will be made to have a face to face meeting with all GAP students and their parents, and if not, a phone conversation will be made, if at all possible.	Policy and Process Parent Involvement Academic Support Program	10/19/2015	05/31/2017	\$0 - No Funding Required	All WCES teachers, Guidance Counselor, Principal

Activity - District Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Assessments will be given by the district, three times a year, in Reading and Math. GAP students data will be analyzed; achievement will be monitored on standard mastery and proficiency.	Academic Support Program	09/02/2015	05/31/2017	\$0 - No Funding Required	ELA and Math teachers, Instructional Coach, Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Comprehensive School Improvement Plan**

Washington County Elementary School

**Goal 1:**

WCES teachers will strive to successfully meet required program review assessment components.

**Measurable Objective 1:**

collaborate to successfully implement required program review components by 05/31/2017 as measured by Unbridled Learning.

**Strategy1:**

Program Review - WCES teachers will collaborate to successfully complete required program reviews. This will ensure that all (K - 5) students throughout WCES will experience activities related to Visual and Performing Arts, Practical Living/Career Studies, Writing, Primary (K-3), and Global Competency/World Language.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Provide information to teachers about the purpose and process of program reviews. Emphasize the important role of the teacher in implementing high quality instructional programs and submitting evidence. -Examine rubrics used in a program review to consider the existing sources and evidence of overall program assessment. -Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings. -Submit program review ratings and information into ASSIST for district and state review. -Identify and analyze gaps in program review areas to determine next steps for continuous improvement. -The Wellness Policy will be measured by the evidence provided to the Program Review Coordinators to assess the implementation of the policy. The results will be shared annually with the SBDM Council as they review the to policy.,	Policy and Process	08/09/2012	05/31/2017	\$2125 - District Funding	All WCES teachers, Program Review building-level Coordinators (Writing, K-3, Visual and Performing Arts, PL/CS, GC/WL), SBDM Council

# **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?**

Washington County Elementary School is an open concept school located in Springfield, Kentucky. We are located in Washington County which is considered a rural area. While a majority of community members work in the area of manufacturing, we also have parents, community members, and other stakeholders who work in manufacturing, construction, agriculture, or other areas. Regardless of their occupations, our community members are supportive of WCES and they understand the importance of quality education.

The overall enrollment of WCES is approximately 415 students. Our Preschool program has about 40 students enrolled in 2 half day programs each year and the remained of our K-5 grades include the other 375 students. WCES is a Title I School, with approximately 69% of our students qualifying to receiving free or reduced breakfast and lunch. The school's demographics include: 68% white, 12% African American, 16% Hispanic, <1% Asian, 3% identified as two or more races, with 54% of students being male and 46%female, and 15% receive special education services. 9.6% of WCES students have been identified as having limited English proficiency and come from Spanish speaking families.

While the total enrollment for WCES has remained fairly constant over the past three years, we have seen an increase in our Hispanic population. Many of our families have young children who have become school age in the past three years, thus the increase in our enrollment. Many students who attend WCES have families who speak Spanish in their homes. We feel it is very important to try to provide information in both English and Spanish to help with the communication.

Annually, our SBDM Council, comprised of parent and teacher representatives, work collaboratively to review the WCES mission and vision statements. We strive to ensure that we are providing an environment that is both reflective and supportive of both these statements. It was with that mindset that three years ago, our Council updated our vision statement to read: Where Commanding Excellence Starts. It was the belief then, and it is our belief now at WCES, that EVERY student can successfully show growth. It is important to know where you are as an individual and grow from that point.

## **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.**

Washington County Elementary School  
"Where Commanding Excellence Starts"

### **Our Mission**

Washington County Elementary School is to be a caring partner with parents and the community to ensure success for all students.

### **Our Vision:**

Where

Commanding

Excellence

Starts

Students strive to excel in academics due to high expectations from faculty, staff, and parents. A wide variety of programs are offered to enhance, extend, and support the educational experience for students. WCES targets reading and math in an effort to provide the additional resources needed for student academic success. Students also receive instruction in foreign language, music, library, and physical education, which enhances the classroom curriculum as well as focuses on specialized content. Support services such as the Family Resource Center, parent volunteer, counseling, and mentoring programs are also available. WCES strives to provide the very best educational opportunities for all students.

We believe our emphasis on supporting positive behavior adds to the school culture and climate and reminds students and staff, on daily basis, how to be G.R.E.A.T.:

Be a GOOD LEADER

RESPECTFUL at all times

Give best EFFORT

Have a positive ATTITUDE

Promote TEAMWORK

## **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.**

Notable Achievements:

- \* Program Review proficiency in Arts & Humanities, Practical Living/Career Studies, Writing, and K-3.
- \* Implementation of Scholastic Reading Counts to encourage our We Read... Program
- \* Implementation of PBIS with Fidelity Recognition by the KY-PBIS Network
- \* Implementation of after school and daytime ESS programs
- \* Pilot Program with 1 to 1 instruction provided in two 1st grade classrooms
- \* Classroom Teacher awarded Campbellsville University Excellence in Teaching

Striving to achieve in the next three years:

- \* Continue to seek ways to close achievement gaps by meeting the needs of individual students through the use of daily formative assessments.
- \* Continue to refine our intervention time for students
- \* Continue to disaggregate student data to develop instructional strategies to meet student needs.
- \* Continue to share professional learning and best practices through Professional Learning Communities.
- \* Continue to seek ways to build and strengthen our opportunities to work with parents and community members.
- \* Continue to promote Leadership opportunities for teachers.

## **Additional Information**

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

Washington County Elementary School strives to provide an inviting atmosphere for our parents and other stakeholders. We believe in the importance of recognizing GROWTH for every student and work to promote growth throughout the year. As a staff, we hold high expectations for our students and work to give our students the opportunities to excel in academics and in citizenship. We offer a wide variety of programs to enhance, extend, and support the educational experience for students. During school we have support services such as the Family Resource Center, parent volunteers, counseling, and mentoring programs, as well as Co-Teaching classrooms for literacy and mathematics grades 1 - 5, Daytime ESS instructional support, Gifted and Talented support, Special Education support, and small group instruction support. After school we offer tutoring services through Extended School Services, Academic Team, Student Technology Leadership Program (STLP), and after school child care for families that work beyond school hours. WCES strives to provide a continuous, caring, educational atmosphere for all students and families.