Comprehensive School Improvement

Plan

West Irvine Intermediate

Estill County

Ms. Charlotte Arvin
155 Riverview Rd
Irvine, KY 40336

TABLE OF CONTENTS

Phase I - Needs Assessment

CSIP Goals 2017 WII

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

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

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.

West Irvine Intermediate currently serves 543 students, of which 70.8% live in poverty. 16% of our population is identified as having a disability. Teaching staff consists of 15% first year (KTIP) teachers and 21%with 1-3 years of experience. TPGES data review reveals that 7 of the 14 evaluated are Accomplished; the remaining 7 are developing. Using 2015 TELL data, teachers rate West Irvine as "a good place to work and learn."

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.

One barrier that is present at West Irvine, is the difficult task of teaching 70.8% of the population of the school. Students living in poverty have many intensive needs that require teachers to have adequate understanding and strategies to teach. This lack of training and professional support may be a root-cause for teacher turnover. Previous administration moved teachers from grade-level and/or new classrooms annually. This practice may be a root cause for 50% earning the rating of Developing, and the cause that only 50% were rated Accomplished. One barrier in teaching the 16% population of Students with Disabilities (SwD). There has been a traditional practice of little to no shared responsibility of SwD.
General education teachers have not participated in professional learning to gain a deep understanding of the characteristics of students in poverty, nor have any teachers learned more about students with disabilities. Staff has not previously utilized the District PDSA/PLC protocol to support shared expertise and knowledge with less experienced teachers. Historically, 80% of the teachers have moved to new grade level each year.

A possible root cause could be the lack of targeted professional learning and collaboration occurred because trend data has not previously been used to identify gaps and demographic identity of our school.

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.		school equity goals 16-17 WII

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.

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:

West Irvine Intermediate will increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0% and in Math from 38.8% to 61.8%

Measurable Objective 1:

collaborate to Increase the percentage of students scoring proficiency in reading at the elementary level from 30.2% to 49.5% and math from 29.7% to 46.5% by 05/31/2017 as measured by KPREP data.

Strategy1:

GAP 2.1 - The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).

Category: Learning Systems

Research Cited: Intervention of supports

Activity - 2.3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher effectiveness through monthly walk-through visits that focus on implementation of the Kentucky Framework for teaching to increase the effective rating and improve equitable access to effective teachers.	Recruitment and Retention	01/03/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin Toni-Garrett Hall & Leadership Team

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?

West Irvine Intermediate leadership advertised through multiple means (i.e. Thursday folder, OneCall, Facebook, Email correspondence) that family/community input was needed to develop a plan for continued improvement for our school. Seven parents attended and participated in this meeting. 44 family/community members completed an online survey that was shared via email correspondence and FaceBook. All staff was included in analyzing data and discussion of the Key Core Processes to help identify the needs of our students and community. Leadership team members reviewed data and needs on multiple occasions, as did the Site-Based Council Members. In addition to reviewing the school-level data members of the Leadership team also attended a District Level meeting to review district data. All of this occurred prior to the creation of the proposed plan.

Relationship Building

Overall Rating: 1.86

	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 teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance.	Novice

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

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

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

Communications

Overall Rating: 1.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff uses informal conversations and/or a parent teacher conference to listen to parents or inform parents of students learning needs.	Apprentice

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

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

Decision Making

Overall Rating: 2.14

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 2.17

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

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

	Statement or Question	**Response**	**Rating**
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

Overall Rating: 1.17

	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 the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

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

	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.	Some student work of various levels is exhibited in the classroom.	Novice

	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 some information to parents to learn how to support their child's learning.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.17

	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 rarely invites employers to support adult participation in education.	Novice

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

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

Reflection

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

After working with families and communities in the process of gathering this information, it is evident that our school should actively engage all stakeholders in our process of continuous improvement. They perceive our school doors as "shut" and they often feel unwelcome. We have many opportunities to improve our relationship with families and community members.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Relationship Building — 1.86

Communications — 1.86

Decision Making — 2.14

Advocacy — 2.17

Learning Opportunities — 1.17

Community Partnerships — 2.17
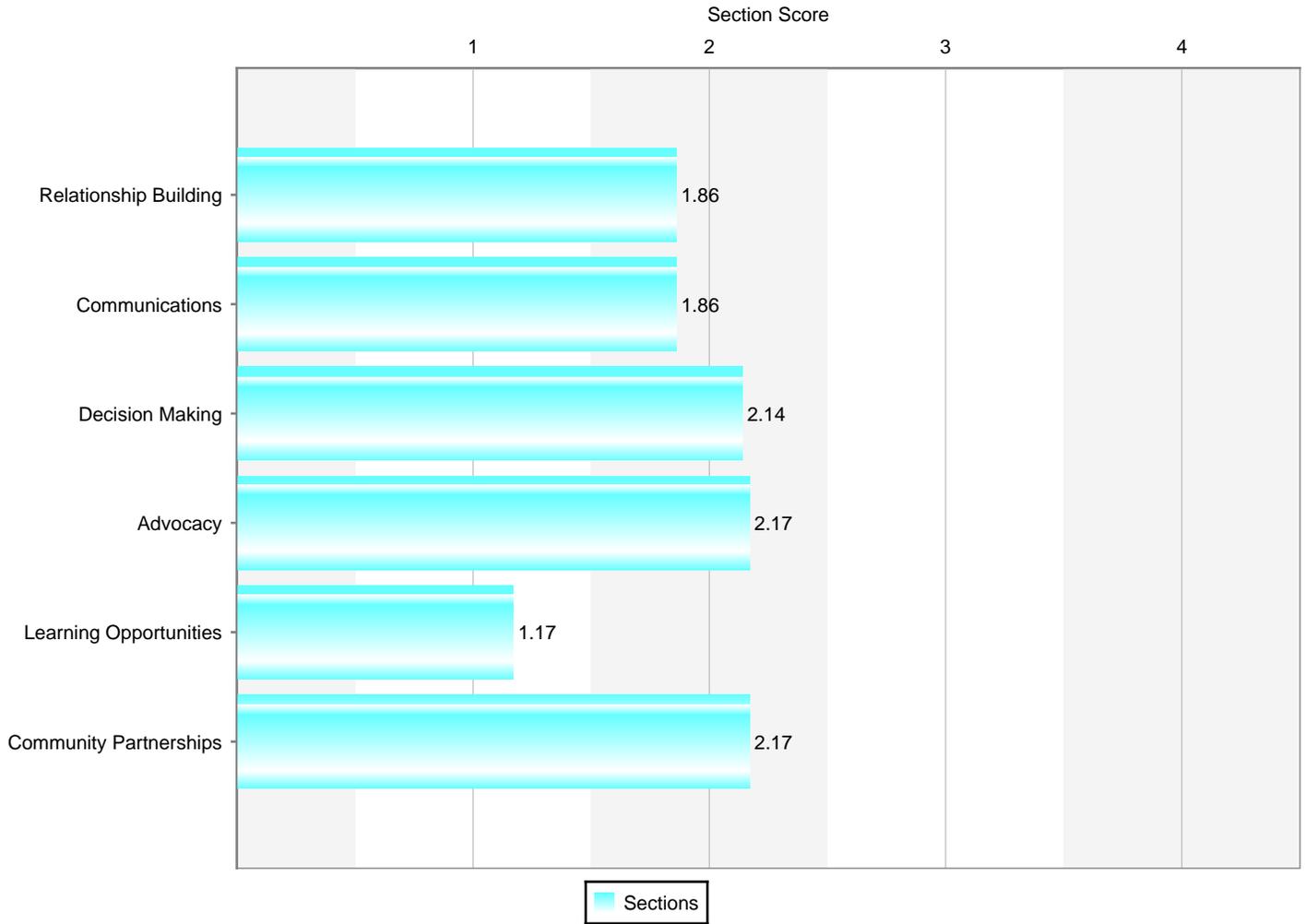
Sections

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.

Mission Statement: "West Irvine: We Are Marked for Excellence!"

Belief Statements:

West Irvine is Marked for Excellence When:

*There is a love of high teaching and learning.

*Students and staff are positive and productive every day.

*Students and staff are prepared and present every day.

*There is an active engagement in the classroom and beyond.

Process of Developing our Comprehension School Improvement Plan:

All grade levels reviewed and analyzed our school's data, as well as their own grade level data. The Comprehension School Improvement Plan (CSIP) was developed by our Curriculum Advisory Team. This team has representatives from each grade level, support, staff and parents. Based on our 2014-2015 KPREP data, MAP data, Fountas & Pinnell, common assessments and academic concerns, the team addressed specific areas which needed improvement. The Curriculum Advisory Team met to analyzed, review, discuss and then plan. After each meeting the CSIP was presented and reviewed by other Teams throughout our school to give feedback and specify concerns. The first Draft was presented to the Leadership Team and the administrators to review and make modifications. It was then presented to the SBDM to make changes and/or additions. During the following SBDM Council meeting, the CSIP was approved.

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

The Curriculum Advisory Team (which consist of teachers and other school staff) created the plan. They presented the plan to the Leadership Advisory Team and Site Base Decision Making Council (parents and staff) to make modifications and additions. All council meetings are open to the public and encourage all stakeholders to attend. Public comment is always requested and encouraged.

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

Once the CSIP has been created by the Curriculum Advisory Team and presented to the Leadership Team, Administrators and the Site Base Council, then all stakeholders are invited to review and give feedback during a scheduled meeting time. After all feedback and the plan has been approved, the plan is sent electronically to all stakeholders. Through quarterly Implementation and Impact Checks during Advisory Team and Site Base Decision Making Councils, the progress is shared with all stakeholders consistently.

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?

What are some reasons West Irvine is not achieving the state average in reading and math?

What are some reasons we have not reduced the number of students scoring novice at the expected state rate? What are some reasons we have such a significant gap between students with disabilities (SwD) IEP Total and All students?

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?

The percentage of proficient and distinguished scores has increased 6% over the past three years, from 33.5 to 39.5. The number of novice in math was reduced from 28.2% to 26.5, a 1.7% decrease. There are 9.7% fewer overall students scoring Novice in math (26.5) than in reading (36.2) on KPREP and 4.5% fewer Students with Disabilities (Reading:62.5; Math:58).

Opportunities for Improvement

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

The rate of increase of proficient and distinguished is not great enough to meet the proficiency goal.

The percentage of students scoring novice in reading has increased by 4.3% compared to 2014-2015.

West Irvine missed the reading proficiency goal by 12.5%.-   We have not reduced novice at the expected rate by 2020: Reading: WII (36.2)

missed the state average(20.6) by 15.6% Math: WII (26.5) missed that state average (16.4) by 10.1%

The number of novice in reading increased 4.4% during 2015-16 school year.

Teachers need support in selecting high-yield strategies that will support SwD

Students need to be provide with differentiation of instruction.

Teachers need to use appropriate assessment accommodations

Leadership needs to provide a master schedule that supports core and individualized instruction for SwD

Increased use of co-teaching (when LRE supports use).

Understanding & application of analysis of data between SwD and All studens.

Conclusion

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

Teachers and administrators will continue curriculum revision for reading and math during weekly PLCs to ensure rigor and intent of grade-level standards are used for Core Instruction.

Refine use of PLC protocol to improve equitable deployment of grade-level standards to all learners

Design core instruction that supports students' mastery of grade-level standards

Deliver instruction using high-yield strategies (Thoughtful Ed) that are matched to learner needs and provide access to grade-level standards

Deliver explicit instruction

Professional learning and coaching in the use of District's PDSA/PLC protocol will be provided to ensure quality instruction is provided for all students.

To go deeper into continuous improvement systems by introducing Baldrige Classroom Learning System to build student ownership.

Common assessments will be reviewed to ensure they are at the expected rigor of the standard.

A variety of formative assessments will be implemented after professional learning through Thoughtful Ed.

Professional Learning related to the characteristics of disabilities (based on eligibility categories).

Monthly disaggregation of classroom or screener data by ALL Students and Students with Disabilities (SwD).

Intentional use of MAP: Continuum of Learning data to determine targeted student needs.

Clear Communication of Learning Goals that includes instruction of grade-level vocabulary in standards.

PBIS expectations and Procedures will be explicitly taught through modeling and repetition.

Professional learning of Growth Mindset to encourage a cultural shift from a fixed mindset.

Parent Volunteer training will ensure classroom volunteers are better prepared to support increased learning.

Put systems in place to identify struggling students.

CSIP Goals 2017 WII

Overview

Plan Name

CSIP Goals 2017 WII

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	WII will increase the percentage of students scoring proficiency in reading from 38.4% to 67.9 and in math from 39.5% to 65.8 by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1800
2	West Irvine Intermediate will increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0% and in Math from 38.8% to 61.8%	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1000
3	West Irvine Intermediate will decrease the novice rate in READING from 31.8% in 2014 – 15 to 15.9% and in MATH from 28.2% in 2014 – 15 to 18.1% in 2020 as measured by state assessment data.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1500

Goal 1: WII will increase the percentage of students scoring proficiency in reading from 38.4% to 67.9 and in math from 39.5% to 65.8 by 2019.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading from 38.4% to 55.0% by 05/31/2017 as measured by KPREP data.

Strategy 1:

Proficiency Strategy 1 - Proficiency 1 Strategy 2017: Develop a systematic approach to effectively design and deploy standards through the District PDSA/PLC Protocol by analyzing data from MAP and common formative/summative assessments on a bi-weekly and quarterly basis in order to monitor the rigor and congruence of unit plans.

Category: Other - Design & Deploy Standards

Research Cited: PDSA

Activity - PROF 1:1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will monitor reading and math curriculum documents (maps, unpacked standards, assessments, and instruction) weekly to ensure that curriculum is complete and all components are included.	Other - PDSA Unit Development	01/02/2017	12/22/2017	$0	No Funding Required	Charlotte Arvin (Leadership Team)

Activity - PROF 1:2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Professional Learning	06/15/2017	12/22/2017	$0	No Funding Required	Charlotte Arvin (Curriculum Team)

Strategy 2:

Proficiency 2 - Refine Unit and Lesson Plans to ensure that all teachers design and deliver instruction that is at the rigor of grade-level standards and is accessed by students through the use of high-yield strategies through explicit instructional model/process as measured by student data and Instructional Rounds process on a bi-monthly basis to monitor core instruction for reading and math.

Category: Learning Systems

Research Cited: Rigor of instruction

Explicit Instruciton

Activity - PROF 2:1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will support use of high-yield strategies to deliver instruction that provides students access to grade-level standards through implementation of Core 6 Strategies/Thoughtful Ed in Reading and Math.	Direct Instruction	01/02/2017	05/31/2017	$1200	District Funding	Charlotte Arvin (Leadership Team)

Activity - PROF 2:2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will support the exploration, installation, and implementation of Explicit Instruction that provides effective, efficient delivery of instruction.	Direct Instruction	01/02/2017	08/31/2017	$600	Title I Schoolwide	Charlotte Arvin (Curriculum Team)

Goal 2: West Irvine Intermediate will increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0% and in Math from 38.8% to 61.8%

Measurable Objective 1:

collaborate to Increase the percentage of students scoring proficiency in reading at the elementary level from 30.2% to 49.5% and math from 29.7% to 46.5% by 05/31/2017 as measured by KPREP data.

Strategy 1:

GAP.1 Strategy 2017 - Develop a systematic approach to Review, Analyze and, improve the Application of Data by intentional disaggregated data by gap group in order through a PDSA model that utilizes common formative/summative assessment, MAP and KPREP data to close the achievement gap.

Category: Other - Review, Analyze and Improve application of data

Research Cited: PDSA

Activity - GAP 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will create and clearly communicate use of a data-template to disaggregate common formative/summative data and MAP Continuum data by students with disabilities and students without disabilities for reading and math .	Other - Communicate data	01/03/2017	12/22/2017	$0	No Funding Required	Charlotte Arvin (Leadership Team)

Strategy 2:

GAP 2.1 - The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).

Category: Learning Systems

Research Cited: Intervention of supports

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).	Academic Support Program	01/03/2017	03/31/2017	$1000	Title I School Improvement (ISI)	Toni-Garrett Hall Leadership Team

Activity - GAP 2.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Learning Culture team will monitor, monthly, the fidelity of the implementation of the parent/community volunteer program designed to provide quality support in classrooms that increases student learning and protects student confidentiality.	Other - Learning Culture	01/03/2017	12/22/2017	$0	No Funding Required	Sara Stringfield Learning Culture Team

Activity - 2.3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Team will monitor teacher effectiveness through monthly walk-through visits that focus on implementation of the Kentucky Framework for teaching to increase the effective rating and improve equitable access to effective teachers.	Recruitment and Retention	01/03/2017	12/22/2017	$0	No Funding Required	Charlotte Arvin Toni-Garrett Hall & Leadership Team

Goal 3: West Irvine Intermediate will decrease the novice rate in READING from 31.8% in 2014 – 15 to 15.9% and in MATH from 28.2% in 2014 – 15 to 18.1% in 2020 as measured by state assessment data.

Measurable Objective 1:

collaborate to WII will decrease the novice rate in READING from 36.2% in 2015 – 16 to 25.4% and MATH from 26.5% to 22.56% by 05/31/2017 as measured by KPREP data.

Strategy 1:

N.R 1 Strategy 2017 - Improve and sustain a continuous improvement model through the District PDSA/PLC protocol, by analyzing data from MAP and common summative/formative assessments, on a monthly basis in order to monitor the students scoring novice in reading and math.

Category: Other - Novice Reduction

Research Cited: Continous Improvement

Activity - NR 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will meet bi-weekly to complete item analysis of common assessments in order to identify instructional strengths and weakness that will affect future instruction and impact student learning and Novice Reduction.	Other - Common Assessments	01/03/2017	05/31/2017	$0	No Funding Required	Charlotte Arvin (Leadership Team)

Activity - NR 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will meet bi-weekly to explore and plan installation of a Baldrige Classroom Learning System in order to implement continuous improvement with students as partners in order to reduce novice.	Other - Continuous Improvement	01/03/2017	12/22/2017	$900	Title I School Improvement (ISI)	Charlotte Arvin (Leadership Team)

Strategy 2:

NR. 2 Strategy 2017 - Improve and sustain Assessment Literacy through development of a systematic approach to determine rigorous student learning by analyzing common formative/summative assessments on a monthly basis in order to monitor students scoring novice in reading and math.

Category: Other - Novice Reduction

Research Cited: Analysis of assessments - CASL

Activity - NR 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will prepare to implement successful formative assessment practices for collecting and organizing data for the purpose of improving core instruction and reduce novice.	Professional Learning	01/03/2017	04/28/2017	$600	District Funding	Charlotte Arvin (Classroom Teachers)

Activity - NR 2.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school Professional Learning (PL) team will complete a lesson/assessment analysis using the Longfellow Slice Protocol and related tools monthly to ensure lessons/assessment are at the intended rigor of the standard in order to improve core instruction in order to reduce students scoring novice.	Academic Support Program, Professional Learning	01/03/2017	10/31/2017	$0	No Funding Required	Charlotte Arvin Professional Learning Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NR 1.1	The leadership team will meet bi-weekly to complete item analysis of common assessments in order to identify instructional strengths and weakness that will affect future instruction and impact student learning and Novice Reduction.	Other - Common Assessments	01/03/2017	05/31/2017	$0	Charlotte Arvin (Leadership Team)
2.3	The Administrative Team will monitor teacher effectiveness through monthly walk-through visits that focus on implementation of the Kentucky Framework for teaching to increase the effective rating and improve equitable access to effective teachers.	Recruitment and Retention	01/03/2017	12/22/2017	$0	Charlotte Arvin Toni-Garrett Hall & Leadership Team
GAP 2.2	The Learning Culture team will monitor, monthly, the fidelity of the implementation of the parent/community volunteer program designed to provide quality support in classrooms that increases student learning and protects student confidentiality.	Other - Learning Culture	01/03/2017	12/22/2017	$0	Sara Stringfield Learning Culture Team
GAP 1.1	The administrative team will create and clearly communicate use of a data-template to disaggregate common formative/summative data and MAP Continuum data by students with disabilities and students without disabilities for reading and math .	Other - Communicate data	01/03/2017	12/22/2017	$0	Charlotte Arvin (Leadership Team)
PROF 1:1	The Leadership Team will monitor reading and math curriculum documents (maps, unpacked standards, assessments, and instruction) weekly to ensure that curriculum is complete and all components are included.	Other - PDSA Unit Development	01/02/2017	12/22/2017	$0	Charlotte Arvin (Leadership Team)
PROF 1:2	School Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Professional Learning	06/15/2017	12/22/2017	$0	Charlotte Arvin (Curriculum Team)
NR 2.2	The school Professional Learning (PL) team will complete a lesson/assessment analysis using the Longfellow Slice Protocol and related tools monthly to ensure lessons/assessment are at the intended rigor of the standard in order to improve core instruction in order to reduce students scoring novice.	Academic Support Program, Professional Learning	01/03/2017	10/31/2017	$0	Charlotte Arvin Professional Learning Team
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PROF 2:2	School leadership will support the exploration, installation, and implementation of Explicit Instruction that provides effective, efficient delivery of instruction.	Direct Instruction	01/02/2017	08/31/2017	$600	Charlotte Arvin (Curriculum Team)
				Total	$600	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NR 1.2	The leadership team will meet bi-weekly to explore and plan installation of a Baldrige Classroom Learning System in order to implement continuous improvement with students as partners in order to reduce novice.	Other - Continuous Improvement	01/03/2017	12/22/2017	$900	Charlotte Arvin (Leadership Team)
GAP 2.1	The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).	Academic Support Program	01/03/2017	03/31/2017	$1000	Toni-Garrett Hall Leadership Team
				Total	$1900	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PROF 2:1	School leadership will support use of high-yield strategies to deliver instruction that provides students access to grade-level standards through implementation of Core 6 Strategies/Thoughtful Ed in Reading and Math.	Direct Instruction	01/02/2017	05/31/2017	$1200	Charlotte Arvin (Leadership Team)
NR 2.1	All classroom teachers will prepare to implement successful formative assessment practices for collecting and organizing data for the purpose of improving core instruction and reduce novice.	Professional Learning	01/03/2017	04/28/2017	$600	Charlotte Arvin (Classroom Teachers)
				Total	$1800	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The school and stakeholders reviewed three year trend data for demographics, academic, behavior and processes to clearly identify our comprehensive needs.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The school used the Key Core Processes researched and recommended by KDE to strengthen core academic programs at our school.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	West Irvine Intermediate used the Key Core Work Processes to identify strategies that are proven to improve instruction and increase student success.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	West Irvine will support the District plan to work with two teachers completing their National Board Certification. Teachers will also continue professional learning opportunities using the Kentucky Framework for Teaching as the foundation. Feedback will also be provided to the teachers on a regular basis to facilitate professional growth.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	West Irvine will use Title I funds in accordance with regulations to provide appropriate learning activities.	

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	West Irvine included a strategy to train and schedule parent/community volunteers in our school on a daily/weekly basis. We are also increasing opportunities for families/community members to provide input into the operation of our school through FaceBook and email correspondence.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	West Irvine followed all criteria set forth by District and State (Novice Reduction Coaches) Level teams.	

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	The staff is in need of multiple learning opportunities and this learning is supported through various structures at the state, district and school levels.	

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	West Irvine will use our District 30-60-90 day protocol to complete an ongoing evaluation of the implementation of our plan. Multiple teams at West Irvine will work to gather results.	

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	West Irvine used three year trend data that provided a disaggregated look in academic, behavior, demographic and process data systems. Title I students were identified and data was reviewed.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Our plan includes research-based strategies targeted to meet the needs of our gap group and population.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	All plans were developed using the Key Core Work Processes as the foundation.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	West Irvine is providing targeted work around the Students with Disabilities and All Students populations because this is identified as our GAP group. We believe through improving the education provided to students with disabilities we will improve the education of all students (UDL - Universal Design for Learning).	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our plan supports federal, state and district programs in an aligned manner.	

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	Each Goal as been assigned to an individual and team to ensure the goal is reviewed and monitored in a timely manner.	

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All financial records are stringently monitored at the school and district levels to ensure they are spent in an appropriate manner. All audit have provided evidence of a successful financial system for our school.	

Comprehensive School Improvement Plan

West Irvine Intermediate

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	Lack of parental involvement has been a concern of our school. We are working in multiple ways to improve involvement. We have included a goal related to our parent volunteer program. Parent volunteers in our school will be a positive assist to student learning.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	West Irvine included all state and district planning components in the development of our plan.	

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	West Irvine included professional learning in relationship to goals that target our Title I population.	

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	In addition to our 30-60-90 planning that is monitored at the school and district levels, we will also conduct an annual review of overall progress toward our goals.	

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	The proposed plan has been shared with multiple groups within our school. State goals have been shared with family/community groups. The SBDM has reviewed and approved the plan and a one-pager that can be used with others. Once the CSIP is approved, it will be posted on the school/district website, and the one-pager will be shared will all stakeholders via Thursday folders, email and Face Book.	

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	In instances where a long-term substitute was required, parents were notified and school leadership monitored academic and behavior progress of all students in the classroom(s).	

Comprehensive School Improvement Plan

West Irvine Intermediate

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	West Irvine and District leadership review data on a regular basis to determine professional learning opportunities that will improve student achievement.	

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	The Title I report was completed in the prescribed manner and includes all required information.	

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	West Irvine staff works in unison to ensure all para-educators work with a team as well as an individual that is responsible for work with students.	

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	All para-educators at West Irvine are assigned to and work under the supervision of a certified teachers to provide instruction, and they are not asked to perform clerical work.	

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	At West Irvine, para-educators are utilized to improve instruction; this includes limited time for non-instructional duties.	

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	Para-eductors are involved in improving student achievement	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	All guidelines have been met at West Irvine.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	All guidelines have been met at West Irvine.	

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:

WII will increase the percentage of students scoring proficiency in reading from 38.4% to 67.9 and in math from 39.5% to 65.8 by 2019.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading from 38.4% to 55.0% by 05/31/2017 as measured by KPREP data.

Strategy1:

Proficiency 2 - Refine Unit and Lesson Plans to ensure that all teachers design and deliver instruction that is at the rigor of grade-level standards and is accessed by students through the use of high-yield strategies through explicit instructional model/process as measured by student data and Instructional Rounds process on a bi-monthly basis to monitor core instruction for reading and math.

Category: Learning Systems

Research Cited: Rigor of instruction

Explicit Instruciton

Activity - PROF 2:1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support use of high-yield strategies to deliver instruction that provides students access to grade-level standards through implementation of Core 6 Strategies/Thoughtful Ed in Reading and Math.	Direct Instruction	01/02/2017	05/31/2017	$1200 - District Funding	Charlotte Arvin (Leadership Team)

Activity - PROF 2:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support the exploration, installation, and implementation of Explicit Instruction that provides effective, efficient delivery of instruction.	Direct Instruction	01/02/2017	08/31/2017	$600 - Title I Schoolwide	Charlotte Arvin (Curriculum Team)

Strategy2:

Proficiency Strategy 1 - Proficiency 1 Strategy 2017: Develop a systematic approach to effectively design and deploy standards through the District PDSA/PLC Protocol by analyzing data from MAP and common formative/summative assessments on a bi-weekly and quarterly basis in order to monitor the rigor and congruence of unit plans.

Category: Other - Design & Deploy Standards

Research Cited: PDSA

Activity - PROF 1:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Professional Learning	06/15/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Curriculum Team)

Goal 2:

West Irvine Intermediate will increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0% and in Math from 38.8% to 61.8%

Measurable Objective 1:

collaborate to Increase the percentage of students scoring proficiency in reading at the elementary level from 30.2% to 49.5% and math from 29.7% to 46.5% by 05/31/2017 as measured by KPREP data.

Strategy1:

GAP 2.1 - The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).

Category: Learning Systems

Research Cited: Intervention of supports

Activity - GAP 2.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Learning Culture team will monitor, monthly, the fidelity of the implementation of the parent/community volunteer program designed to provide quality support in classrooms that increases student learning and protects student confidentiality.	Other - Learning Culture	01/03/2017	12/22/2017	$0 - No Funding Required	Sara Stringfield Learning Culture Team

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).	Academic Support Program	01/03/2017	03/31/2017	$1000 - Title I School Improvement (ISI)	Toni-Garrett Hall Leadership Team

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

Goal 1:

WII will increase the percentage of students scoring proficiency in reading from 38.4% to 67.9 and in math from 39.5% to 65.8 by 2019.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading from 38.4% to 55.0% by 05/31/2017 as measured by KPREP data.

Strategy1:

Proficiency Strategy 1 - Proficiency 1 Strategy 2017: Develop a systematic approach to effectively design and deploy standards through the District PDSA/PLC Protocol by analyzing data from MAP and common formative/summative assessments on a bi-weekly and quarterly basis in order to monitor the rigor and congruence of unit plans.

Category: Other - Design & Deploy Standards

Research Cited: PDSA

Activity - PROF 1:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Professional Learning	06/15/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Curriculum Team)

Activity - PROF 1:1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will monitor reading and math curriculum documents (maps, unpacked standards, assessments, and instruction) weekly to ensure that curriculum is complete and all components are included.	Other - PDSA Unit Development	01/02/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Leadership Team)

Strategy2:

Proficiency 2 - Refine Unit and Lesson Plans to ensure that all teachers design and deliver instruction that is at the rigor of grade-level standards and is accessed by students through the use of high-yield strategies through explicit instructional model/process as measured by student data and Instructional Rounds process on a bi-monthly basis to monitor core instruction for reading and math.

Category: Learning Systems

Research Cited: Rigor of instruction

Explicit Instruciton

Activity - PROF 2:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support the exploration, installation, and implementation of Explicit Instruction that provides effective, efficient delivery of instruction.	Direct Instruction	01/02/2017	08/31/2017	$600 - Title I Schoolwide	Charlotte Arvin (Curriculum Team)

Activity - PROF 2:1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support use of high-yield strategies to deliver instruction that provides students access to grade-level standards through implementation of Core 6 Strategies/Thoughtful Ed in Reading and Math.	Direct Instruction	01/02/2017	05/31/2017	$1200 - District Funding	Charlotte Arvin (Leadership Team)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

WII will increase the percentage of students scoring proficiency in reading from 38.4% to 67.9 and in math from 39.5% to 65.8 by 2019.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading from 38.4% to 55.0% by 05/31/2017 as measured by KPREP data.

Strategy1:

Proficiency 2 - Refine Unit and Lesson Plans to ensure that all teachers design and deliver instruction that is at the rigor of grade-level standards and is accessed by students through the use of high-yield strategies through explicit instructional model/process as measured by student data and Instructional Rounds process on a bi-monthly basis to monitor core instruction for reading and math.

Category: Learning Systems

Research Cited: Rigor of instruction

Explicit Instruciton

Activity - PROF 2:1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support use of high-yield strategies to deliver instruction that provides students access to grade-level standards through implementation of Core 6 Strategies/Thoughtful Ed in Reading and Math.	Direct Instruction	01/02/2017	05/31/2017	$1200 - District Funding	Charlotte Arvin (Leadership Team)

Activity - PROF 2:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will support the exploration, installation, and implementation of Explicit Instruction that provides effective, efficient delivery of instruction.	Direct Instruction	01/02/2017	08/31/2017	$600 - Title I Schoolwide	Charlotte Arvin (Curriculum Team)

Strategy2:

Proficiency Strategy 1 - Proficiency 1 Strategy 2017: Develop a systematic approach to effectively design and deploy standards through the District PDSA/PLC Protocol by analyzing data from MAP and common formative/summative assessments on a bi-weekly and quarterly basis in order to monitor the rigor and congruence of unit plans.

Category: Other - Design & Deploy Standards

Research Cited: PDSA

Activity - PROF 1:2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Professional Learning	06/15/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Curriculum Team)

Activity - PROF 1:1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will monitor reading and math curriculum documents (maps, unpacked standards, assessments, and instruction) weekly to ensure that curriculum is complete and all components are included.	Other - PDSA Unit Development	01/02/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Leadership Team)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

West Irvine Intermediate will increase the percentage of students in the non-duplicated gap group scoring proficient/distinguished in elementary for reading from 30.2% to 64.0% and in Math from 38.8% to 61.8%

Measurable Objective 1:

collaborate to Increase the percentage of students scoring proficiency in reading at the elementary level from 30.2% to 49.5% and math from 29.7% to 46.5% by 05/31/2017 as measured by KPREP data.

Strategy1:

GAP.1 Strategy 2017 - Develop a systematic approach to Review, Analyze and, improve the Application of Data by intentional disaggregated data by gap group in order through a PDSA model that utilizes common formative/summative assessment, MAP and KPREP data to close the achievement gap.

Category: Other - Review, Analyze and Improve application of data

Research Cited: PDSA

Activity - GAP 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will create and clearly communicate use of a data-template to disaggregate common formative/summative data and MAP Continuum data by students with disabilities and students without disabilities for reading and math .	Other - Communicate data	01/03/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin (Leadership Team)

Strategy2:

GAP 2.1 - The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).

Category: Learning Systems

Research Cited: Intervention of supports

Activity - GAP 2.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Learning Culture team will monitor, monthly, the fidelity of the implementation of the parent/community volunteer program designed to provide quality support in classrooms that increases student learning and protects student confidentiality.	Other - Learning Culture	01/03/2017	12/22/2017	$0 - No Funding Required	Sara Stringfield Learning Culture Team

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will create and clearly communicate a school-wide system of interventions that includes positive behavior supports (PBIS) and response to interventions for reading and math based on Kentucky's System of Interventions (KSI) through partnership with the District Track Team (DTT).	Academic Support Program	01/03/2017	03/31/2017	$1000 - Title I School Improvement (ISI)	Toni-Garrett Hall Leadership Team

Activity - 2.3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher effectiveness through monthly walk-through visits that focus on implementation of the Kentucky Framework for teaching to increase the effective rating and improve equitable access to effective teachers.	Recruitment and Retention	01/03/2017	12/22/2017	$0 - No Funding Required	Charlotte Arvin Toni-Garrett Hall & Leadership Team

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.

N/A (this question does not apply)**Narrative:**

West Irvine has not included a specific goal related to our program review. It is our belief that by increasing proficiency in reading and math, we will increase access to students in all areas of learning. Our school continues to have a stringent Program Review process that includes multiple teams and team leaders to ensure students have access to quality instruction all program review areas. Our Program Review process and data is analyzed at the school and the district level to ensure fidelity of implementation.

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?

West Irvine Intermediate instructs all third, fourth, and fifth grade students in Estill County. We are housed in a state-of-the-art building, which borders the KY River. The design of the school accommodates the needs of all students, regardless of their physical needs.

West Irvine Intermediate has 546 students in third through fifth grade located in a rural east central region of the state. The majority of our students travel by bus to and from school several miles each day. With the Estill County Board of Education being the largest employer in the county, majority of working parents commute out of county to work, due to limited industry in our community.

Poverty is a risk factor in our community:High unemployment and underemployment by both adults and youth in Estill County is at 5.6%; KY is at 5%.   25 % of Estill County adults do not have a high school diploma with 14% of those adults having less than a 9th Grade education. Kids Count 2011data show 21% of Estill County's births were to mothers with no diploma. Due to an increase in parents that are incarcerated (i.e. drug related), at least fifty-five of our students are being raised by grandparents.

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.

School's Purpose

Mission Statement: West Irvine Intermediate: Marked For Excellence

Belief Statements: West Irvine Intermediate is marked for excellence when:

- There is a love of high level teaching and learning.

- Students and staff are positive and productive every day.

- Students and staff are prepared and present every day.

- There is active engagement in the classroom and beyond.

We believe that West Irvine Intermediate is marked for excellence. As a result, we have a specific plan for each individual who walks through our door. We believe in order for students to move to the next level of learning we must teach students on their specific instructional level. At West Irvine, we believe to move students forward we must know where they are, where they need to go, and what we must do in order to get them where they need to be academically. We consistently utilize our data to drive instruction, group students according to the data and monitor/evaluate instruction on a daily basis. We believe that West Irvine Intermediate is marked for excellence and because of this belief; we place students in skill groups according to data and modify instruction according to each specific instructional level.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

West Irvine consistently engages students and their families in the educational process. This is evident in our attendance. West Irvine has received the District Attendance banner in four of the five months of the 2016 - 17 school year.

Our school collaborates with community agencies such as 4-H, through the Estill County Extension Office. Students participate in monthly meetings, elect officers to preside over those meetings to promote leadership skills.

West Irvine hosted a successful Career Day and Arts & Humanities Fair. Both days included multiple community members providing learning opportunities to students. Students and community members were engaged in the learning process. Students followed up with a writing opportunity to record their learning.

Our school ensures all students have access to quality instruction in all areas of the Program Reviews. This is provided through team work and intentional planning. This is truly a success story given that we are in a rural area with limited resources. We also strive to support these programs in any way possible, such as taking all students in the building to attend a showing of "The Nutcracker" provided by Irvine's own River City Player organization.

Additional Information

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