



KDE Comprehensive School Improvement Plan

Estill Springs Elementary
Estill County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Estill Springs Elementary is located in Estill County, Kentucky. The school serves approximately 355 students in grades 1 and 2. This year our school system has been able to participate in a program allowing 100% of our students to receive free breakfast and lunch. Our dedicated staff consists of --- certified and --- classified employees.

As a district we have undergone a major change in our elementary schools. This past summer or 2 elementary schools that housed 1-5 grades were restructured. Now all students in our county grades 1-2 go to Estill Springs Elementary and all of the 3-5 students go to West Irvine Elementary. As part of this change staff members at both schools were reassigned. Along with the change of the structure of Estill Springs has also come a change of leadership. We currently have an interim principal.

The big focus here is on the culture and climate of the school as 2 schools and staff have blended. We've wanted to create a smooth transition for students as well as staff. The work to change the culture has come through an increase in two-way communication between all stakeholders, including the use of PLCs and Committees for school improvement initiatives, home visits, and phone calls home to newsletters and webpages to inform stakeholders of school news and events. Stakeholders are invited to provide instruction input at every available opportunity. Regular Family Learning Night sessions occur and focus on ways to extend learning in the home. Committees also conduct monthly analyses of the implementation of the school wide behavior expectations: Stop and think, Try your best, Always make good choices, Respect people and things. The overall goal is to have a culture of learning and high expectations for all at Estill Springs Elementary.

We also have a partnership with the University of Louisville, through their ABRI group. The staff has participated in various PD training (both after school and embedded) that focus on instruction, RtI, and behavior management. Staff is currently re-evaluating the literacy program at the school.

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.

At Estill Springs Elementary we believe that "Every Student Excels when Students Matter Most." Therefore, we believe in order for every student to excel and be prepared for the next level of learning that we must have a plan for each and every student that walks through our door! We strive to move each student to the next level of learning through individual and intentional instruction. We consistently use our data to drive our instruction, group students according to the data and continually monitor, modify, and evaluate instruction on a daily basis. Teachers provide differentiated instruction to all students. Instruction is tiered using Fountas and Pinnell, MAP, and AVMR Benchmark Assessments, as well as formative and summative classroom assessments. Differentiated and individualized instruction is provided to all students.

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.

We are proud of the implementation of Literacy by Design in each classroom. Teachers are also implementing literacy strategies through our 'Jan Richardson Guided Reading' focus. Our RtI Team is working relentlessly to ensure that students are receiving instruction that is needed to meet their needs. Our Guidance Counselor has begun small group and individual counseling as well as monitoring through behavior tiers which is strengthening our entire school!

We want to continue to improve in the area of formative assessments and use of common assessments to improve instruction.

Additional Information

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

The CSIP was created by ESE Staff, reviewed by the Leadership Team and adopted by the SBDM Council Members on December 16, 2015. Each Staff Member will be provided with a copy of the CSIP electronically and on paper. Parents and Community Stakeholders will also be informed of the plan. Progress toward meetings goals outlined in the plan will be monitored during PLCs, Common Planning, Staff Meetings, Leadership Meetings, SBDM Meetings, and during other various committee meetings.

Comprehensive School Improvement Plan 2016

Overview

Plan Name

Comprehensive School Improvement Plan 2016

Plan Description

Comprehensive School Improvement Plan 2016

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	Reduce the percentage of students scoring novice in reading and math by 50% by the year 2020.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$17190
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$48804
3	Increase student attendance	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
4	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$41330
5	Ensure that every student is taught by an effective teacher and every school is led by an effective leader.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0

Goal 1: Reduce the percentage of students scoring novice in reading and math by 50% by the year 2020.

Measurable Objective 1:

collaborate to Reduce the percentage of students scoring novice in reading in 1st Grade from 18% to 13% and in 2nd Grade from 41% to 20% and in math in 1st Grade from 13% to 10% and in 2nd Grade from 25% to 20%. by 05/27/2016 as measured by MAP Math Benchmark Assessment.

Strategy 1:

Comprehensive Learning System - All reading and math curriculum will be delivered through a research based, comprehensive learning system that will include a core program, supplemental instruction, and interventions for struggling students.

All educational decisions will be monitored through the various use of assessment data (Benchmark Data, Common Assessment Data, Formative/Summative Assessments) as monitored by PLC Teams, RtI Teams, Leadership Team, and the SBDM Council.

Category: Continuous Improvement

Research Cited: Best Instructional Practices

Activity - Uninterrupted Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All students will receive a minimum of 120 minutes of uninterrupted reading instruction on a daily basis. Primary Resource will be Literacy by Design Reading Curriculum. (SWP 2A, B, C, 9)</p>	<p>Direct Instruction</p>	<p>01/04/2016</p>	<p>12/30/2016</p>	<p>\$2800</p>	<p>No Funding Required, District Funding</p>	<p>Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Brittany Thomas, Stephanie Smith, Rhonda Neal, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur</p>
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Activity - Math Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive a minimum of 90 minutes of math during their Math Block in which interruptions will be minimalized.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Rhonda Neal, Brittany Thomas, Stephanie Smith, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur
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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate and engage in PLCs, Staff Meetings, Common Planning Meetings, etc. to disaggregate data from MAP, Fountas and Pinnell, AVMR, Common Assessments, and various other formative/summative assessments.	Academic Support Program	12/31/2015	12/23/2016	\$0	No Funding Required	All Certified Staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers will conduct their lessons inside of the classroom setting (when possible) and Co-Teach with the classroom teacher. (SWP 2, 3, 5, 8, 9).	Academic Support Program	01/04/2016	12/23/2016	\$0	No Funding Required	Principal, Classroom Teachers, Intervention Teachers

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Activity - Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia, Dreambox, Fountas and Pinnell, SRA reading and math, Literacy by Design, flexible grouping during core reading and math, literacy and math centers, Exit slips, common assessments, LLI, Calendar Math, MAP. (SWP 1,2,9)	Academic Support Program	01/04/2016	12/23/2016	\$13760	Title I Schoolwide	Principal, Classroom Teachers, Special Educaion Teachers, Intervention Teachers, Special Class Teachers, Support Staff

Activity - Thoughtful Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Techniques for improving teaching and learning. Strategies and techniques will benefit all staff. (SWP 2A)	Professional Learning	01/04/2016	12/23/2016	\$500	District Funding	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff

Strategy 2:

Book Study - Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Certified Teachers and Support Staff meet weekly to discuss Guided Reading Literacy Strategies and Best Practices as outlined and created by Jan Richardson. (SWP 4)	Professional Learning	01/04/2016	12/23/2016	\$130	General Fund	Amy Hall, Brooke Mays, Principal
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Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency when 80% of all students are scoring at or above the 56th percentile by 05/27/2016 as measured by MAP Reading Benchmark Assessment.

Strategy 1:

Response to Intervention - The Response to Intervention (Rtl) Team meets monthly to discuss individual students who are falling below the proficiency benchmark based on evidence from benchmark, summative, and formative assessments.

Category: Continuous Improvement

Research Cited: "Response to Intervention: A Research Review"

"Field Studies of Rtl Programs"

"Response to Intervention Research: Is the Sum of the Parts as Great as the Whole"

Best Instructional Practices

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Lexia, Fountas and Pinnell, Literacy by Design, Jan Richardson Guided Reading Strategies, LLI, Great Leaps, Reading Recovery	Academic Support Program	08/05/2015	05/27/2016	\$23054	Title I Schoolwide	Principal, Teachers, Support Staff, Special Class Teachers, Intervention Teachers, Special Education Teachers, ESS Staff
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Activity - Tools For Thoughtful Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motive different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000	District Funding	Principal and all Certified Staff

Activity - Track Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minute block which occurs Monday through Thursday from 8:15 - 8:45. Students are grouped according to specific RIT Strands as generated by the MAP Benchmark Assessment. Different RIT Strands are focused on at different times; per individual needs per wing. Groups are restructured often as the data permits. Pre/Post Assessments are analyzed to mark growth and indicate needs. (2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$0	No Funding Required	Principal, All Certified Staff, Support Staff

Strategy 2:

Core Math Instruction - A minimum of 75 minutes a day will be devoted to core math instruction. Teachers and support staff will use benchmark data, common assessments, formative/summative assessments to drive instruction.

Category: Learning Systems

Research Cited: Best Practice

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Activity - Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Math program which is used for math instruction. It also provides a daily spiral review of math standards for students. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$600	General Fund	Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$500	School Council Funds	Classroom Teachers

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer program which provides direct and specific math instruction to students. Provides accelerated work or intervention on skills needed. (SWP 2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$6750	Title I Schoolwide	Classroom Teacher, Support Staff, Technology Coordinator

Strategy 3:

Literacy Instruction - Guided Literacy Strategies are practiced to provide high quality literacy instruction to all students.

Category: Learning Systems

Research Cited: Jan Richardson Guided Reading Strategies

Best Practice

Activity - Literacy by Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Research based literacy program which provides students and teachers with the ability to provide specific, detailed instruction on each students' individual level. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$7500	District Funding	Classroom Teacher, Special Education Teachers, Intervention Teachers, Support Staff, Principal
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Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology program which is aligned with the Common Core Standards to provide personalized and individualized instruction to students.	Academic Support Program, Technology	01/04/2016	12/23/2016	\$7500	Title I Schoolwide	Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff including Technology Coordinator

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research Based Program which is used to track student leveled growth in reading. (SWP 1)	Academic Support Program	01/04/2016	12/23/2016	\$1000	School Council Funds	Classroom Teachers, Intervention Teacher, Special Class Teachers, Special Education Teachers, Support Staff, Principal

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Activity - Uninterrupted Literacy Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive a minimum of 90 minutes of literacy instruction on a daily basis. All Staff Members are utilized during this stime to enhance and intensify instruction and provide individualized intervention through the co-teaching method. (SWP 2A, B, C, 9)	Academic Support Program, Direct Instruction	01/04/2016	12/23/2016	\$0	No Funding Required	Classroom Teachers, Intervention Teachers, Special Class Teachers, Special Education Teachers, Support Staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative Unit Assessments which are created by teachers. Data is used to make instructional decisions.	Direct Instruction	01/04/2016	12/23/2016	\$500	School Council Funds	Classroom Teachers

Activity - Leveled Literacy Instruction (LLI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based program used to enhance literacy learning and comprehension.	Academic Support Program	01/04/2016	12/23/2016	\$400	Title I Schoolwide	Intervention Teachers, Classroom Teachers, Special Education Teachers

Goal 3: Increase student attendance**Measurable Objective 1:**

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collaborate to increase the overall attendance rate to 95% by 05/27/2016 as measured by Average Daily Attendance.

Strategy 1:

Increase Knowledge - Educate families on attendance policies and how attendance impacts learning.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000	Other	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers

Strategy 2:

Truancy Diversion Program - Increase awareness of truancy and the impact it has on learning.

Category: Continuous Improvement

Research Cited: Best Practice and Research

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.</p>	<p>Behavioral Support Program</p>	<p>12/31/2015</p>	<p>05/27/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk</p>
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Goal 4: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement for all non-duplicated gap groups so that the percentage of students scoring proficient or distinguished combined for reading and math reaches 66.5% by 01/04/2017 as measured by MAP Reading and Math Benchmark Assessments.

Strategy 1:

Comprehensive Reading and Math Programs - Strategies and curriculum will be delivered through scientifically based reading and math research based systems that will include a core program, supplemental instruction, and interventions for struggling students.

Category: Learning Systems

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Research Cited: Best Instructional Practices

What Works Clearinghouse Intervention Report

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Reading will be used with all students in 1st and 2nd Grade	Academic Support Program	12/31/2015	01/04/2017	\$7650	Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math enrichment program which will be used by all 1st and 2nd Grade Students.	Academic Support Program	12/31/2015	01/04/2017	\$6700	Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESS Daytime Waiver	Academic Support Program	12/31/2015	04/01/2016	\$8500	Title I Schoolwide	Sherrie Freeman

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130	General Fund	Amy Hall Brooke Mays All Certified Staff

Strategy 2:

Response to Intervention (RtI) Program - The RtI Committee plays an active and vital role in ensuring that each child receives the individualized and direct instruction that they need to be successful. The Committee meets once a month to discuss specific students and their progress/needs and makes recommendations based on formal/informal evidence and data. They will create a specific plan for each child regarding instruction they should receive which will be based around Research Based Programs.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy by Design, Fountas and Pinnell, LLI, SRA Reading and Math, Great Leaps, Lexia, Dreambox, NWEA MAP, AVMR, flexible grouping during reading and math core instruction, literacy centers, common assessments, Calendar Math	Behavioral Support Program, Academic Support Program, Technology, Direct Instruction	01/04/2016	12/23/2016	\$18350	Title I Schoolwide	Principal, Classroom Teachers, Special Education Teachers, Special Class Teachers, Intervention Teachers, Support Staff, Technology Coordinator

Goal 5: Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers. by 05/27/2016 as measured by Professional Growth and Effectiveness System.

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Strategy 1:

Professional Growth Plan Writing - Whole group, small group, and individualized work sessions will assist teachers in writing effective and measurable plans.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Professional Growth Plan Writing Support and Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0	No Funding Required	Principal

Strategy 2:

Writing Student Growth Goals - Whole group, small group, and individualized work sessions will assist teaches in writing effective and measurable Student Growth Goals.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - Student Growth Goal Writing Support and Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0	No Funding Required	Principal

Strategy 3:

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Implementation of Framework for Teaching - Teachers will receive on-going training and learning opportunities in the implementation of the PGES model.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - PGES Framework Implementation and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0	No Funding Required	Certified Staff Principal

Strategy 4:

Screening of new teacher candidates - Principal will complete a thorough screen process when looking at new teacher candidates.

Category: Teacher PGES

Activity - Process of Hiring New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with the SBDM Council, the Principal will empower and include Teacher Leaders in the interviewing process of new hires. They will be non-voting members, but will provide feedback on the candidates. (SWP 3, 5)	Policy and Process	01/04/2016	12/23/2016	\$0	No Funding Required	Principal and Teacher Leaders

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal will use feedback from various walkthroughs, observations/evaluations, surveys, and teacher input to make recommendations to educators. They will be partnered and empowered in observing other master teachers as well.	Professional Learning, Recruitment and Retention	01/04/2016	12/23/2016	\$0	No Funding Required	Principal and All Certified Staff

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Activity - New Teacher Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will be assigned to a master resource teacher by the Principal. This will ensure that they have ample opportunities to learn from the modeling of the master teacher..	Policy and Process	01/04/2016	12/23/2016	\$0	No Funding Required	Principal and Certified Teachers

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
Calendar Math	Daily Math program which is used for math instruction. It also provides a daily spiral review of math standards for students. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$600	Classroom Teachers
Professional Learning Communities (PLC)	Certified Teachers and Support Staff meet weekly to discuss Guided Reading Literacy Strategies and Best Practices as outlined and created by Jan Richardson. (SWP 4)	Professional Learning	01/04/2016	12/23/2016	\$130	Amy Hall, Brooke Mays, Principal
Book Study	Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130	Amy Hall Brooke Mays All Certified Staff
Total					\$860	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Process of Hiring New Teachers	In conjunction with the SBDM Council, the Principal will empower and include Teacher Leaders in the interviewing process of new hires. They will be non-voting members, but will provide feedback on the candidates. (SWP 3, 5)	Policy and Process	01/04/2016	12/23/2016	\$0	Principal and Teacher Leaders
Observations	The Principal will use feedback from various walkthroughs, observations/evaluations, surveys, and teacher input to make recommendations to educators. They will be partnered and empowered in observing other master teachers as well.	Professional Learning, Recruitment and Retention	01/04/2016	12/23/2016	\$0	Principal and All Certified Staff
Track Time	30 minute block which occurs Monday through Thursday from 8:15 - 8:45. Students are grouped according to specific RIT Strands as generated by the MAP Benchmark Assessment. Different RIT Strands are focused on at different times; per individual needs per wing. Groups are restructured often as the data permits. Pre/Post Assessments are analyzed to mark growth and indicate needs. (2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$0	Principal, All Certified Staff, Support Staff

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New Teacher Support Program	All new teachers will be assigned to a master resource teacher by the Principal. This will ensure that they have ample opportunities to learn from the modeling of the master teacher..	Policy and Process	01/04/2016	12/23/2016	\$0	Principal and Certified Teachers
Uninterrupted Reading Block	All students will receive a minimum of 120 minutes of uninterrupted reading instruction on a daily basis. Primary Resource will be Literacy by Design Reading Curriculum. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/30/2016	\$0	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Brittany Thomas, Stephanie Smith, Rhonda Neal, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur
Professional Growth Plan Writing Support and Guidance	Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0	Principal
Student Growth Goal Writing Support and Guidance	Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0	Principal

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Math Block	Students will receive a minimum of 90 minutes of math during their Math Block in which interruptions will be minimalized.	Direct Instruction	01/04/2016	12/30/2016	\$0	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Rhonda Neal, Brittany Thomas, Stephanie Smith, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur
Uninterrupted Literacy Block	All students receive a minimum of 90 minutes of literacy instruction on a daily basis. All Staff Members are utilized during this stime to enhance and intensify instruction and provide individualized intervention through the co-teaching method. (SWP 2A, B, C, 9)	Academic Support Program, Direct Instruction	01/04/2016	12/23/2016	\$0	Classroom Teachers, Intervention Teachers, Special Class Teachers, Special Education Teachers, Support Staff
PGES Framework Implementation and Training	Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0	Certified Staff Principal
Data Monitoring	All teachers will participate and engage in PLCs, Staff Meetings, Common Planning Meetings, etc. to disaggregate data from MAP, Fountas and Pinnell, AVMR, Common Assessments, and various other formative/summative assessments.	Academic Support Program	12/31/2015	12/23/2016	\$0	All Certified Staff

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Truancy Diversion Program	Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.	Behavioral Support Program	12/31/2015	05/27/2016	\$0	Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk
Co-Teaching	Intervention Teachers will conduct their lessons inside of the classroom setting (when possible) and Co-Teach with the classroom teacher. (SWP 2, 3, 5, 8, 9).	Academic Support Program	01/04/2016	12/23/2016	\$0	Principal, Classroom Teachers, Intervention Teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fountas and Pinnell	Research Based Program which is used to track student leveled growth in reading. (SWP 1)	Academic Support Program	01/04/2016	12/23/2016	\$1000	Classroom Teachers, Intervention Teacher, Special Class Teachers, Special Education Teachers, Support Staff, Principal
Common Assessments	Summative Unit Assessments which are created by teachers. Data is used to make instructional decisions.	Direct Instruction	01/04/2016	12/23/2016	\$500	Classroom Teachers

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Common Assessments	Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$500	Classroom Teachers
Total					\$2000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tools For Thoughtful Assessment	Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motive different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000	Principal and all Certified Staff
Thoughtful Classroom	Techniques for improving teaching and learning. Strategies and techniques will benefit all staff. (SWP 2A)	Professional Learning	01/04/2016	12/23/2016	\$500	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff
Literacy by Design	Research based literacy program which provides students and teachers with the ability to provide specific, detailed instruction on each students' individual level. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$7500	Classroom Teacher, Special Education Teachers, Intervention Teachers, Support Staff, Principal

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Uninterrupted Reading Block	All students will receive a minimum of 120 minutes of uninterrupted reading instruction on a daily basis. Primary Resource will be Literacy by Design Reading Curriculum. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/30/2016	\$2800	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Brittany Thomas, Stephanie Smith, Rhonda Neal, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur
Total					\$11800	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Incentives	Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers
Total					\$1000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Estill Springs Elementary

Lexia Reading	Lexia Reading will be used with all students in 1st and 2nd Grade	Academic Support Program	12/31/2015	01/04/2017	\$7650	All Certified Staff, Technology Coordinator, Principal
Research Based Programs	Literacy by Design, Fountas and Pinnell, LLI, SRA Reading and Math, Great Leaps, Lexia, Dreambox, NWEA MAP, AVMR, flexible grouping during reading and math core instruction, literacy centers, common assessments, Calendar Math	Behavioral Support Program, Academic Support Program, Technology, Direct Instruction	01/04/2016	12/23/2016	\$18350	Principal, Classroom Teachers, Special Education Teachers, Special Class Teachers, Intervention Teachers, Support Staff, Technology Coordinator
ESS Daytime Waiver	An ESS Daytime Waiver	Academic Support Program	12/31/2015	04/01/2016	\$8500	Sherrie Freeman
Leveled Literacy Instruction (LLI)	Research based program used to enhance literacy learning and comprehension.	Academic Support Program	01/04/2016	12/23/2016	\$400	Intervention Teachers, Classroom Teachers, Special Education Teachers
Dreambox	Computer program which provides direct and specific math instruction to students. Provides accelerated work or intervention on skills needed. (SWP 2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$6750	Classroom Teacher, Support Staff, Technology Coordinator
Research Based Programs	Lexia, Dreambox, Fountas and Pinnell, SRA reading and math, Literacy by Design, flexible grouping during core reading and math, literacy and math centers, Exit slips, common assessments, LLI, Calendar Math, MAP. (SWP 1,2,9)	Academic Support Program	01/04/2016	12/23/2016	\$13760	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Special Class Teachers, Support Staff
Dreambox	Math enrichment program which will be used by all 1st and 2nd Grade Students.	Academic Support Program	12/31/2015	01/04/2017	\$6700	All Certified Staff, Technology Coordinator, Principal

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Research Based Programs	Lexia, Fountas and Pinnell, Literacy by Design, Jan Richardson Guided Reading Strategies, LLI, Great Leaps, Reading Recovery	Academic Support Program	08/05/2015	05/27/2016	\$23054	Principal, Teachers, Support Staff, Special Class Teachers, Intervention Teachers, Special Education Teachers, ESS Staff
Lexia	Technology program which is aligned with the Common Core Standards to provide personalized and individualized instruction to students.	Academic Support Program, Technology	01/04/2016	12/23/2016	\$7500	Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff including Technology Coordinator
Total					\$92664	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

We have determined that literacy instruction is our main area of concern. We have used Root-Cause Analysis (5-Whys) to determine that our school's greatest need is to improve CORE instruction.

2nd Grade Reading is our top priority. Reading (overall) is lower than math.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Math is the strength of both grade levels. We are continuing to focus on Math Strategies and Math Center discussions during our weekly PLC Meetings.

Opportunities for Improvement

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

We must continue to grow in the academic areas of literacy (core) instruction.

We must continue to grow in the use of formative/summative assessment data.

We must continue to grow in the area of parental involvement.

We must continue to gain knowledge regarding Title I services.

Conclusion

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

Continue to focus on quality professional learning.

Continue to grow in relationship building with stakeholders and use of stakeholder knowledge

Valuing and encouraging leadership growth among staff.

Reaching out to other Principal Leaders for support and advice.

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:

Reduce the percentage of students scoring novice in reading and math by 50% by the year 2020.

Measurable Objective 1:

collaborate to Reduce the percentage of students scoring novice in reading in 1st Grade from 18% to 13% and in 2nd Grade from 41% to 20% and in math in 1st Grade from 13% to 10% and in 2nd Grade from 25% to 20%. by 05/27/2016 as measured by MAP Math Benchmark Assessment.

Strategy1:

Comprehensive Learning System - All reading and math curriculum will be delivered through a research based, comprehensive learning system that will include a core program, supplemental instruction, and interventions for struggling students.

All educational decisions will be monitored through the various use of assessment data (Benchmark Data, Common Assessment Data, Formative/Summative Assessments) as monitored by PLC Teams, RtI Teams, Leadership Team, and the SBDM Council.

Category: Continuous Improvement

Research Cited: Best Instructional Practices

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Teachers will conduct their lessons inside of the classroom setting (when possible) and Co-Teach with the classroom teacher. (SWP 2, 3, 5, 8, 9).	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, Classroom Teachers, Intervention Teachers

Activity - Thoughtful Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Techniques for improving teaching and learning. Strategies and techniques will benefit all staff. (SWP 2A)	Professional Learning	01/04/2016	12/23/2016	\$500 - District Funding	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff

Strategy2:

Book Study - Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction

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Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Teachers and Support Staff meet weekly to discuss Guided Reading Literacy Strategies and Best Practices as outlined and created by Jan Richardson. (SWP 4)	Professional Learning	01/04/2016	12/23/2016	\$130 - General Fund	Amy Hall, Brooke Mays, Principal

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency when 80% of all students are scoring at or above the 56th percentile by 05/27/2016 as measured by MAP Reading Benchmark Assessment.

Strategy1:

Core Math Instruction - A minimum of 75 minutes a day will be devoted to core math instruction. Teachers and support staff will use benchmark data, common assessments, formative/summative assessments to drive instruction.

Category: Learning Systems

Research Cited: Best Practice

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C , 9)	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Strategy2:

Response to Intervention - The Response to Intervention (RtI) Team meets monthly to discuss individual students who are falling below the proficiency benchmark based on evidence from benchmark, summative, and formative assessments.

Category: Continuous Improvement

Research Cited: "Response to Intervention: A Research Review"

"Field Studies of RtI Programs"

"Response to Intervention Research: Is the Sum of the Parts as Great as the Whole"

Best Instructional Practices

Activity - Tools For Thoughtful Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motive different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000 - District Funding	Principal and all Certified Staff

Goal 3:

Increase student attendance

KDE Comprehensive School Improvement Plan

Estill Springs Elementary

Measurable Objective 1:

collaborate to increase the overall attendance rate to 95% by 05/27/2016 as measured by Average Daily Attendance.

Strategy1:

Truancy Diversion Program - Increase awareness of truancy and the impact it has on learning.

Category: Continuous Improvement

Research Cited: Best Practice and Research

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.	Behavioral Support Program	12/31/2015	05/27/2016	\$0 - No Funding Required	Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk

Strategy2:

Increase Knowledge - Educate families on attendance policies and how attendance impacts learning.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000 - Other	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers

Goal 4:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement for all non-duplicated gap groups so that the percentage of students scoring proficient or distinguished combined for reading and math reaches 66.5% by 01/04/2017 as measured by MAP Reading and Math Benchmark Assessments.

Strategy1:

Comprehensive Reading and Math Programs - Strategies and curriculum will be delivered through scientifically based reading and math research based systems that will include a core program, supplemental instruction, and interventions for struggling students.

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Category: Learning Systems

Research Cited: Best Instructional Practices

What Works Clearinghouse Intervention Report

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130 - General Fund	Amy Hall Brooke Mays All Certified Staff

Goal 5:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers. by 05/27/2016 as measured by Professional Growth and Effectiveness System.

Strategy1:

Implementation of Framework for Teaching - Teachers will receive on-going training and learning opportunities in the implementation of the PGES model.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - PGES Framework Implementation and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy2:

Professional Growth Plan Writing - Whole group, small group, and individualized work sessions will assist teachers in writing effective and measurable plans.

Category: Professional Learning & Support

Research Cited: Best Practice

KDE Comprehensive School Improvement Plan

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Activity - Professional Growth Plan Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

Strategy3:

Writing Student Growth Goals - Whole group, small group, and individualized work sessions will assist teaches in writing effective and measurable Student Growth Goals.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - Student Growth Goal Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

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 scores for elementary and middle school students to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency when 80% of all students are scoring at or above the 56th percentile by 05/27/2016 as measured by MAP Reading Benchmark Assessment.

Strategy1:

Literacy Instruction - Guided Literacy Strategies are practiced to provide high quality literacy instruction to all students.

Category: Learning Systems

Research Cited: Jan Richardson Guided Reading Strategies

Best Practice

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Activity - Uninterrupted Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive a minimum of 90 minutes of literacy instruction on a daily basis. All Staff Members are utilized during this stime to enhance and intensify instruction and provide individualized intervention through the co-teaching method. (SWP 2A, B, C, 9)	Direct Instruction Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Classroom Teachers, Intervention Teachers, Special Class Teachers, Special Education Teachers, Support Staff

Activity - Literacy by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based literacy program which provides students and teachers with the ability to provide specific, detailed instruction on each students' individual level. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$7500 - District Funding	Classroom Teacher, Special Education Teachers, Intervention Teachers, Support Staff, Principal

Activity - Leveled Literacy Instruction (LLI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based program used to enhance literacy learning and comprehension.	Academic Support Program	01/04/2016	12/23/2016	\$400 - Title I Schoolwide	Intervention Teachers, Classroom Teachers, Special Education Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Unit Assessments which are created by teachers. Data is used to make instructional decisions.	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology program which is aligned with the Common Core Standards to provide personalized and individualized instruction to students.	Technology Academic Support Program	01/04/2016	12/23/2016	\$7500 - Title I Schoolwide	Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff including Technology Coordinator

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research Based Program which is used to track student leveled growth in reading. (SWP 1)	Academic Support Program	01/04/2016	12/23/2016	\$1000 - School Council Funds	Classroom Teachers, Intervention Teacher, Special Class Teachers, Special Education Teachers, Support Staff, Principal

Strategy2:

Response to Intervention - The Response to Intervention (RtI) Team meets monthly to discuss individual students who are falling below the proficiency benchmark based on evidence from benchmark, summative, and formative assessments.

Category: Continuous Improvement

Research Cited: "Response to Intervention: A Research Review"

KDE Comprehensive School Improvement Plan

Estill Springs Elementary

"Field Studies of Rtl Programs"

"Response to Intervention Research: Is the Sum of the Parts as Great as the Whole"

Best Instructional Practices

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Fountas and Pinnell, Literacy by Design, Jan Richardson Guided Reading Strategies, LLI, Great Leaps, Reading Recovery	Academic Support Program	08/05/2015	05/27/2016	\$23054 - Title I Schoolwide	Principal, Teachers, Support Staff, Special Class Teachers, Intervention Teachers, Special Education Teachers, ESS Staff

Activity - Tools For Thoughtful Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motive different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000 - District Funding	Principal and all Certified Staff

Activity - Track Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 minute block which occurs Monday through Thursday from 8:15 - 8:45. Students are grouped according to specific RIT Strands as generated by the MAP Benchmark Assessment. Different RIT Strands are focused on at different times; per individual needs per wing. Groups are restructured often as the data permits. Pre/Post Assessments are analyzed to mark growth and indicate needs. (2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, All Certified Staff, Support Staff

Strategy3:

Core Math Instruction - A minimum of 75 minutes a day will be devoted to core math instruction. Teachers and support staff will use benchmark data, common assessments, formative/summative assessments to drive instruction.

Category: Learning Systems

Research Cited: Best Practice

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer program which provides direct and specific math instruction to students. Provides accelerated work or intervention on skills needed. (SWP 2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$6750 - Title I Schoolwide	Classroom Teacher, Support Staff, Technology Coordinator

Activity - Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Math program which is used for math instruction. It also provides a daily spiral review of math standards for students. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$600 - General Fund	Classroom Teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C , 9)	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Goal 2:

Reduce the percentage of students scoring novice in reading and math by 50% by the year 2020.

Measurable Objective 1:

collaborate to Reduce the percentage of students scoring novice in reading in 1st Grade from 18% to 13% and in 2nd Grade from 41% to 20% and in math in 1st Grade from 13% to 10% and in 2nd Grade from 25% to 20%. by 05/27/2016 as measured by MAP Math Benchmark Assessment.

Strategy1:

Book Study - Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Teachers and Support Staff meet weekly to discuss Guided Reading Literacy Strategies and Best Practices as outlined and created by Jan Richardson. (SWP 4)	Professional Learning	01/04/2016	12/23/2016	\$130 - General Fund	Amy Hall, Brooke Mays, Principal

Strategy2:

Comprehensive Learning System - All reading and math curriculum will be delivered through a research based, comprehensive learning system that will include a core program, supplemental instruction, and interventions for struggling students.

All educational decisions will be monitored through the various use of assessment data (Benchmark Data, Common Assessment Data, Formative/Summative Assessments) as monitored by PLC Teams, Rtl Teams, Leadership Team, and the SBDM Council.

Category: Continuous Improvement

Research Cited: Best Instructional Practices

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate and engage in PLCs, Staff Meetings, Common Planning Meetings, etc. to disaggregate data from MAP, Fountas and Pinnell, AVMR, Common Assessments, and various other formative/summative assessments.	Academic Support Program	12/31/2015	12/23/2016	\$0 - No Funding Required	All Certified Staff

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Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Dreambox, Fountas and Pinnell, SRA reading and math, Literacy by Design, flexible grouping during core reading and math, literacy and math centers, Exit slips, common assessments, LLI, Calendar Math, MAP. (SWP 1,2,9)	Academic Support Program	01/04/2016	12/23/2016	\$13760 - Title I Schoolwide	Principal, Classroom Teachers, Special Educaion Teachers, Intervention Teachers, Special Class Teachers, Support Staff

Activity - Uninterrupted Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive a minimum of 120 minutes of uninterrupted reading instruction on a daily basis. Primary Resource will be Literacy by Design Reading Curriculum. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/30/2016	\$2800 - District Funding \$0 - No Funding Required	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Brittany Thomas, Stephanie Smith, Rhonda Neal, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a minimum of 90 minutes of math during their Math Block in which interruptions will be minimalized.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Rhonda Neal, Brittany Thomas, Stephanie Smith, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur

Activity - Thoughtful Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Techniques for improving teaching and learning. Strategies and techniques will benefit all staff. (SWP 2A)	Professional Learning	01/04/2016	12/23/2016	\$500 - District Funding	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Teachers will conduct their lessons inside of the classroom setting (when possible) and Co-Teach with the classroom teacher. (SWP 2, 3, 5, 8, 9).	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, Classroom Teachers, Intervention Teachers

Goal 3:

Increase student attendance

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Estill Springs Elementary

collaborate to increase the overall attendance rate to 95% by 05/27/2016 as measured by Average Daily Attendance.

Strategy1:

Truancy Diversion Program - Increase awareness of truancy and the impact it has on learning.

Category: Continuous Improvement

Research Cited: Best Practice and Research

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.	Behavioral Support Program	12/31/2015	05/27/2016	\$0 - No Funding Required	Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk

Strategy2:

Increase Knowledge - Educate families on attendance policies and how attendance impacts learning.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000 - Other	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers

Goal 4:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement for all non-duplicated gap groups so that the percentage of students scoring proficient or distinguished combined for reading and math reaches 66.5% by 01/04/2017 as measured by MAP Reading and Math Benchmark Assessments.

Strategy1:

Response to Intervention (RtI) Program - The RtI Committee plays an active and vital role in ensuring that each child receives the individualized and direct instruction that they need to be successful. The Committee meets once a month to discuss specific students and their progress/needs and makes recommendations based on formal/informal evidence and data. They will create a specific plan for each
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child regarding instruction they should receive which will be based around Research Based Programs.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy by Design, Fountas and Pinnell, LLI, SRA Reading and Math, Great Leaps, Lexia, Dreambox, NWEA MAP, AVMR, flexible grouping during reading and math core instruction, literacy centers, common assessments, Calendar Math	Behavioral Support Program Academic Support Program Direct Instruction Technology	01/04/2016	12/23/2016	\$18350 - Title I Schoolwide	Principal, Classroom Teachers, Special Education Teachers, Special Class Teachers, Intervention Teachers, Support Staff, Technology Coordinator

Strategy2:

Comprehensive Reading and Math Programs - Strategies and curriculum will be delivered through scientifically based reading and math research based systems that will include a core program, supplemental instruction, and interventions for struggling students.

Category: Learning Systems

Research Cited: Best Instructional Practices

What Works Clearinghouse Intervention Report

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Daytime Waiver	Academic Support Program	12/31/2015	04/01/2016	\$8500 - Title I Schoolwide	Sherrie Freeman

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math enrichment program which will be used by all 1st and 2nd Grade Students.	Academic Support Program	12/31/2015	01/04/2017	\$6700 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130 - General Fund	Amy Hall Brooke Mays All Certified Staff

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia Reading will be used with all students in 1st and 2nd Grade	Academic Support Program	12/31/2015	01/04/2017	\$7650 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Goal 5:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers. by 05/27/2016 as measured by Professional Growth and Effectiveness System.

Strategy1:

Implementation of Framework for Teaching - Teachers will receive on-going training and learning opportunities in the implementation of the PGES model.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - PGES Framework Implementation and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy2:

Screening of new teacher candidates - Principal will complete a thorough screen process when looking at new teacher candidates.

Category: Teacher PGES

Research Cited:

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will use feedback from various walkthroughs, observations/evaluations, surveys, and teacher input to make recommendations to educators. They will be partnered and empowered in observing other master teachers as well.	Professional Learning Recruitment and Retention	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and All Certified Staff

Activity - New Teacher Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned to a master resource teacher by the Principal. This will ensure that they have ample opportunities to learn from the modeling of the master teacher..	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Certified Teachers

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Activity - Process of Hiring New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with the SBDM Council, the Principal will empower and include Teacher Leaders in the interviewing process of new hires. They will be non-voting members, but will provide feedback on the candidates. (SWP 3, 5)	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Teacher Leaders

Strategy3:

Professional Growth Plan Writing - Whole group, small group, and individualized work sessions will assist teachers in writing effective and measurable plans.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Professional Growth Plan Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

Strategy4:

Writing Student Growth Goals - Whole group, small group, and individualized work sessions will assist teaches in writing effective and measurable Student Growth Goals.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - Student Growth Goal Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

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:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency when 80% of all students are scoring at or above the 56th percentile by 05/27/2016 as measured by MAP Reading Benchmark Assessment.

Strategy1:

Literacy Instruction - Guided Literacy Strategies are practiced to provide high quality literacy instruction to all students.

Category: Learning Systems

Research Cited: Jan Richardson Guided Reading Strategies

Best Practice

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology program which is aligned with the Common Core Standards to provide personalized and individualized instruction to students.	Academic Support Program Technology	01/04/2016	12/23/2016	\$7500 - Title I Schoolwide	Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff including Technology Coordinator

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research Based Program which is used to track student leveled growth in reading. (SWP 1)	Academic Support Program	01/04/2016	12/23/2016	\$1000 - School Council Funds	Classroom Teachers, Intervention Teacher, Special Class Teachers, Special Education Teachers, Support Staff, Principal

Activity - Leveled Literacy Instruction (LLI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based program used to enhance literacy learning and comprehension.	Academic Support Program	01/04/2016	12/23/2016	\$400 - Title I Schoolwide	Intervention Teachers, Classroom Teachers, Special Education Teachers

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Activity - Literacy by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based literacy program which provides students and teachers with the ability to provide specific, detailed instruction on each students' individual level. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$7500 - District Funding	Classroom Teacher, Special Education Teachers, Intervention Teachers, Support Staff, Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Unit Assessments which are created by teachers. Data is used to make instructional decisions.	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Activity - Uninterrupted Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive a minimum of 90 minutes of literacy instruction on a daily basis. All Staff Members are utilized during this stime to enhance and intensify instruction and provide individualized intervention through the co-teaching method. (SWP 2A, B, C, 9)	Academic Support Program Direct Instruction	01/04/2016	12/23/2016	\$0 - No Funding Required	Classroom Teachers, Intervention Teachers, Special Class Teachers, Special Education Teachers, Support Staff

Strategy2:

Response to Intervention - The Response to Intervention (Rtl) Team meets monthly to discuss individual students who are falling below the proficiency benchmark based on evidence from benchmark, summative, and formative assessments.

Category: Continuous Improvement

Research Cited: "Response to Intervention: A Research Review"

"Field Studies of Rtl Programs"

"Response to Intervention Research: Is the Sum of the Parts as Great as the Whole"

Best Instructional Practices

Activity - Track Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 minute block which occurs Monday through Thursday from 8:15 - 8:45. Students are grouped according to specific RIT Strands as generated by the MAP Benchmark Assessment. Different RIT Strands are focused on at different times; per individual needs per wing. Groups are restructured often as the data permits. Pre/Post Assessments are analyzed to mark growth and indicate needs. (2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, All Certified Staff, Support Staff

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Fountas and Pinnell, Literacy by Design, Jan Richardson Guided Reading Strategies, LLI, Great Leaps, Reading Recovery	Academic Support Program	08/05/2015	05/27/2016	\$23054 - Title I Schoolwide	Principal, Teachers, Support Staff, Special Class Teachers, Intervention Teachers, Special Education Teachers, ESS Staff

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Activity - Tools For Thoughtful Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motive different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000 - District Funding	Principal and all Certified Staff

Strategy3:

Core Math Instruction - A minimum of 75 minutes a day will be devoted to core math instruction. Teachers and support staff will use benchmark data, common assessments, formative/summative assessments to drive instruction.

Category: Learning Systems

Research Cited: Best Practice

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer program which provides direct and specific math instruction to students. Provides accelerated work or intervention on skills needed. (SWP 2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$6750 - Title I Schoolwide	Classroom Teacher, Support Staff, Technology Coordinator

Activity - Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Math program which is used for math instruction. It also provides a daily spiral review of math standards for students. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$600 - General Fund	Classroom Teachers

Goal 2:

Reduce the percentage of students scoring novice in reading and math by 50% by the year 2020.

Measurable Objective 1:

collaborate to Reduce the percentage of students scoring novice in reading in 1st Grade from 18% to 13% and in 2nd Grade from 41% to 20% and in math in 1st Grade from 13% to 10% and in 2nd Grade from 25% to 20%. by 05/27/2016 as measured by MAP Math Benchmark Assessment.

Strategy1:

Book Study - Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction

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Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Teachers and Support Staff meet weekly to discuss Guided Reading Literacy Strategies and Best Practices as outlined and created by Jan Richardson. (SWP 4)	Professional Learning	01/04/2016	12/23/2016	\$130 - General Fund	Amy Hall, Brooke Mays, Principal

Strategy2:

Comprehensive Learning System - All reading and math curriculum will be delivered through a research based, comprehensive learning system that will include a core program, supplemental instruction, and interventions for struggling students.

All educational decisions will be monitored through the various use of assessment data (Benchmark Data, Common Assessment Data, Formative/Summative Assessments) as monitored by PLC Teams, Rtl Teams, Leadership Team, and the SBDM Council.

Category: Continuous Improvement

Research Cited: Best Instructional Practices

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Dreambox, Fountas and Pinnell, SRA reading and math, Literacy by Design, flexible grouping during core reading and math, literacy and math centers, Exit slips, common assessments, LLI, Calendar Math, MAP. (SWP 1,2,9)	Academic Support Program	01/04/2016	12/23/2016	\$13760 - Title I Schoolwide	Principal, Classroom Teachers, Special Educaion Teachers, Intervention Teachers, Special Class Teachers, Support Staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Teachers will conduct their lessons inside of the classroom setting (when possible) and Co-Teach with the classroom teacher. (SWP 2, 3, 5, 8, 9).	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, Classroom Teachers, Intervention Teachers

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate and engage in PLCs, Staff Meetings, Common Planning Meetings, etc. to disaggregate data from MAP, Fountas and Pinnell, AVMR, Common Assessments, and various other formative/summative assessments.	Academic Support Program	12/31/2015	12/23/2016	\$0 - No Funding Required	All Certified Staff

Activity - Thoughtful Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Techniques for improving teaching and learning. Strategies and techniques will benefit all staff. (SWP 2A)	Professional Learning	01/04/2016	12/23/2016	\$500 - District Funding	Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff

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Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a minimum of 90 minutes of math during their Math Block in which interruptions will be minimalized.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Rhonda Neal, Brittany Thomas, Stephanie Smith, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur

Activity - Uninterrupted Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive a minimum of 120 minutes of uninterrupted reading instruction on a daily basis. Primary Resource will be Literacy by Design Reading Curriculum. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required \$2800 - District Funding	Amanda Adams, Andrea Maybrier, Elizabeth Hughes, Virginia Woolery, Melissa Kelley, Kim Plowman, Susie Hall, Leah Brown, Brittany Thomas, Stephanie Smith, Rhonda Neal, Jenni Cvitkovic, Kristy Bledsoe, Toni Newton, Stephanie Arthur

Goal 3:

Increase student attendance

Measurable Objective 1:

collaborate to increase the overall attendance rate to 95% by 05/27/2016 as measured by Average Daily Attendance.

Strategy1:

Increase Knowledge - Educate families on attendance policies and how attendance impacts learning.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000 - Other	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers

Strategy2:

Truancy Diversion Program - Increase awareness of truancy and the impact it has on learning.

Category: Continuous Improvement

Research Cited: Best Practice and Research

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Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.	Behavioral Support Program	12/31/2015	05/27/2016	\$0 - No Funding Required	Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk

Goal 4:
Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:
collaborate to increase achievement for all non-duplicated gap groups so that the percentage of students scoring proficient or distinguished combined for reading and math reaches 66.5% by 01/04/2017 as measured by MAP Reading and Math Benchmark Assessments.

Strategy1:
Response to Intervention (RtI) Program - The RtI Committee plays an active and vital role in ensuring that each child receives the individualized and direct instruction that they need to be successful. The Committee meets once a month to discuss specific students and their progress/needs and makes recommendations based on formal/informal evidence and data. They will create a specific plan for each child regarding instruction they should receive which will be based around Research Based Programs.

Category: Continuous Improvement
Research Cited: Best Practice

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy by Design, Fountas and Pinnell, LLI, SRA Reading and Math, Great Leaps, Lexia, Dreambox, NWEA MAP, AVMR, flexible grouping during reading and math core instruction, literacy centers, common assessments, Calendar Math	Direct Instruction Technology Academic Support Program Behavioral Support Program	01/04/2016	12/23/2016	\$18350 - Title I Schoolwide	Principal, Classroom Teachers, Special Education Teachers, Special Class Teachers, Intervention Teachers, Support Staff, Technology Coordinator

Strategy2:
Comprehensive Reading and Math Programs - Strategies and curriculum will be delivered through scientifically based reading and math research based systems that will include a core program, supplemental instruction, and interventions for struggling students.
Category: Learning Systems
Research Cited: Best Instructional Practices
What Works Clearinghouse Intervention Report

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Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130 - General Fund	Amy Hall Brooke Mays All Certified Staff

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia Reading will be used with all students in 1st and 2nd Grade	Academic Support Program	12/31/2015	01/04/2017	\$7650 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math enrichment program which will be used by all 1st and 2nd Grade Students.	Academic Support Program	12/31/2015	01/04/2017	\$6700 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Daytime Waiver	Academic Support Program	12/31/2015	04/01/2016	\$8500 - Title I Schoolwide	Sherrie Freeman

Goal 5:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers. by 05/27/2016 as measured by Professional Growth and Effectiveness System.

Strategy1:

Writing Student Growth Goals - Whole group, small group, and individualized work sessions will assist teaches in writing effective and measurable Student Growth Goals.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - Student Growth Goal Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

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Strategy2:

Screening of new teacher candidates - Principal will complete a thorough screen process when looking at new teacher candidates.

Category: Teacher PGES

Research Cited:

Activity - Process of Hiring New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with the SBDM Council, the Principal will empower and include Teacher Leaders in the interviewing process of new hires. They will be non-voting members, but will provide feedback on the candidates. (SWP 3, 5)	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Teacher Leaders

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will use feedback from various walkthroughs, observations/evaluations, surveys, and teacher input to make recommendations to educators. They will be partnered and empowered in observing other master teachers as well.	Professional Learning Recruitment and Retention	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and All Certified Staff

Activity - New Teacher Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned to a master resource teacher by the Principal. This will ensure that they have ample opportunities to learn from the modeling of the master teacher..	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Certified Teachers

Strategy3:

Implementation of Framework for Teaching - Teachers will receive on-going training and learning opportunities in the implementation of the PGES model.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - PGES Framework Implementation and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy4:

Professional Growth Plan Writing - Whole group, small group, and individualized work sessions will assist teachers in writing effective and measurable plans.

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Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Professional Growth Plan Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency when 80% of all students are scoring at or above the 56th percentile by 05/27/2016 as measured by MAP Reading Benchmark Assessment.

Strategy1:

Response to Intervention - The Response to Intervention (Rtl) Team meets monthly to discuss individual students who are falling below the proficiency benchmark based on evidence from benchmark, summative, and formative assessments.

Category: Continuous Improvement

Research Cited: "Response to Intervention: A Research Review"

"Field Studies of Rtl Programs"

"Response to Intervention Research: Is the Sum of the Parts as Great as the Whole"

Best Instructional Practices

Activity - Track Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 minute block which occurs Monday through Thursday from 8:15 - 8:45. Students are grouped according to specific RIT Strands as generated by the MAP Benchmark Assessment. Different RIT Strands are focused on at different times; per individual needs per wing. Groups are restructured often as the data permits. Pre/Post Assessments are analyzed to mark growth and indicate needs. (2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal, All Certified Staff, Support Staff

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Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Fountas and Pinnell, Literacy by Design, Jan Richardson Guided Reading Strategies, LLI, Great Leaps, Reading Recovery	Academic Support Program	08/05/2015	05/27/2016	\$23054 - Title I Schoolwide	Principal, Teachers, Support Staff, Special Class Teachers, Intervention Teachers, Special Education Teachers, ESS Staff

Activity - Tools For Thoughtful Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom-Ready techniques for improving teaching and learning and using questioning strategies to motivate different styles of learners.	Professional Learning	12/31/2015	01/04/2017	\$1000 - District Funding	Principal and all Certified Staff

Strategy2:

Literacy Instruction - Guided Literacy Strategies are practiced to provide high quality literacy instruction to all students.

Category: Learning Systems

Research Cited: Jan Richardson Guided Reading Strategies

Best Practice

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Unit Assessments which are created by teachers. Data is used to make instructional decisions.	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Activity - Leveled Literacy Instruction (LLI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based program used to enhance literacy learning and comprehension.	Academic Support Program	01/04/2016	12/23/2016	\$400 - Title I Schoolwide	Intervention Teachers, Classroom Teachers, Special Education Teachers

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology program which is aligned with the Common Core Standards to provide personalized and individualized instruction to students.	Technology Academic Support Program	01/04/2016	12/23/2016	\$7500 - Title I Schoolwide	Classroom Teachers, Special Education Teachers, Intervention Teachers, Support Staff including Technology Coordinator

Activity - Literacy by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based literacy program which provides students and teachers with the ability to provide specific, detailed instruction on each students' individual level. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$7500 - District Funding	Classroom Teacher, Special Education Teachers, Intervention Teachers, Support Staff, Principal

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Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research Based Program which is used to track student leveled growth in reading. (SWP 1)	Academic Support Program	01/04/2016	12/23/2016	\$1000 - School Council Funds	Classroom Teachers, Intervention Teacher, Special Class Teachers, Special Education Teachers, Support Staff, Principal

Activity - Uninterrupted Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive a minimum of 90 minutes of literacy instruction on a daily basis. All Staff Members are utilized during this stime to enhance and intensify instruction and provide individualized intervention through the co-teaching method. (SWP 2A, B, C, 9)	Direct Instruction Academic Support Program	01/04/2016	12/23/2016	\$0 - No Funding Required	Classroom Teachers, Intervention Teachers, Special Class Teachers, Special Education Teachers, Support Staff

Strategy3:

Core Math Instruction - A minimum of 75 minutes a day will be devoted to core math instruction. Teachers and support staff will use benchmark data, common assessments, formative/summative assessments to drive instruction.

Category: Learning Systems

Research Cited: Best Practice

Activity - Calendar Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Math program which is used for math instruction. It also provides a daily spiral review of math standards for students. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$600 - General Fund	Classroom Teachers

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer program which provides direct and specific math instruction to students. Provides accelerated work or intervention on skills needed. (SWP 2A, B, C, 9)	Academic Support Program	01/04/2016	12/23/2016	\$6750 - Title I Schoolwide	Classroom Teacher, Support Staff, Technology Coordinator

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment which occurs at the end of each math unit. They are developed by teachers. (SWP 2A, B, C, 9)	Direct Instruction	01/04/2016	12/23/2016	\$500 - School Council Funds	Classroom Teachers

Goal 2:

Increase student attendance

Measurable Objective 1:

collaborate to increase the overall attendance rate to 95% by 05/27/2016 as measured by Average Daily Attendance.

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Strategy1:

Truancy Diversion Program - Increase awareness of truancy and the impact it has on learning.

Category: Continuous Improvement

Research Cited: Best Practice and Research

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dickie Arthur, DPP, will guide the Attendance Committee to reduce truancy through focus and support. The committee will identify truant families and brainstorm and develop methods in which to help them.	Behavioral Support Program	12/31/2015	05/27/2016	\$0 - No Funding Required	Dickie Arthur, DPP Jessica Mullins, Principal Kathy Peak-Flynn, School Psyc Tammy Frazier, Counselor Mary Raider, FRC Director, Elizabeth Hughes, Classroom Teacher, Melissa Powell, SPED Teacher Brittany Thomas, Classroom Teacher Kim Malicote, Clerk

Strategy2:

Increase Knowledge - Educate families on attendance policies and how attendance impacts learning.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities geared toward improving attendance. (5 days in a row = party/ Attendance tags)	Behavioral Support Program	12/31/2015	05/27/2016	\$1000 - Other	Kim Malicote Dickie Arthur Mary Raider, FRC Jessica Mullins Classroom Teachers

Goal 3:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement for all non-duplicated gap groups so that the percentage of students scoring proficient or distinguished combined for reading and math reaches 66.5% by 01/04/2017 as measured by MAP Reading and Math Benchmark Assessments.

Strategy1:

Response to Intervention (RtI) Program - The RtI Committee plays an active and vital role in ensuring that each child receives the individualized and direct instruction that they need to be successful. The Committee meets once a month to discuss specific students and their progress/needs and makes recommendations based on formal/informal evidence and data. They will create a specific plan for each child regarding instruction they should receive which will be based around Research Based Programs.

Category: Continuous Improvement

SY 2015-2016

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Research Cited: Best Practice

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy by Design, Fountas and Pinnell, LLI, SRA Reading and Math, Great Leaps, Lexia, Dreambox, NWEA MAP, AVMR, flexible grouping during reading and math core instruction, literacy centers, common assessments, Calendar Math	Direct Instruction Academic Support Program Technology Behavioral Support Program	01/04/2016	12/23/2016	\$18350 - Title I Schoolwide	Principal, Classroom Teachers, Special Education Teachers, Special Class Teachers, Intervention Teachers, Support Staff, Technology Coordinator

Strategy2:

Comprehensive Reading and Math Programs - Strategies and curriculum will be delivered through scientifically based reading and math research based systems that will include a core program, supplemental instruction, and interventions for struggling students.

Category: Learning Systems

Research Cited: Best Instructional Practices

What Works Clearinghouse Intervention Report

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will participate in a book study which will focus on Guided Reading Strategies by Jan Richardson.	Professional Learning	12/31/2015	05/27/2016	\$130 - General Fund	Amy Hall Brooke Mays All Certified Staff

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia Reading will be used with all students in 1st and 2nd Grade	Academic Support Program	12/31/2015	01/04/2017	\$7650 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Daytime Waiver	Academic Support Program	12/31/2015	04/01/2016	\$8500 - Title I Schoolwide	Sherrie Freeman

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math enrichment program which will be used by all 1st and 2nd Grade Students.	Academic Support Program	12/31/2015	01/04/2017	\$6700 - Title I Schoolwide	All Certified Staff, Technology Coordinator, Principal

Goal 4:

Ensure that every student is taught by an effective teacher and every school is led by an effective leader.

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Measurable Objective 1:

collaborate to increase the percentage of effective teachers. by 05/27/2016 as measured by Professional Growth and Effectiveness System.

Strategy1:

Writing Student Growth Goals - Whole group, small group, and individualized work sessions will assist teaches in writing effective and measurable Student Growth Goals.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - Student Growth Goal Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on analysis and use of data to write effective and measurable Student Growth Goals. Exemplars will be used in small group and individualized training sessions in order to provide teachers necessary support and guidance.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Principal

Strategy2:

Screening of new teacher candidates - Principal will complete a thorough screen process when looking at new teacher candidates.

Category: Teacher PGES

Research Cited:

Activity - Process of Hiring New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with the SBDM Council, the Principal will empower and include Teacher Leaders in the interviewing process of new hires. They will be non-voting members, but will provide feedback on the candidates. (SWP 3, 5)	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Teacher Leaders

Activity - New Teacher Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned to a master resource teacher by the Principal. This will ensure that they have ample opportunities to learn from the modeling of the master teacher..	Policy and Process	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and Certified Teachers

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will use feedback from various walkthroughs, observations/evaluations, surveys, and teacher input to make recommendations to educators. They will be partnered and empowered in observing other master teachers as well.	Professional Learning Recruitment and Retention	01/04/2016	12/23/2016	\$0 - No Funding Required	Principal and All Certified Staff

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Strategy3:

Implementation of Framework for Teaching - Teachers will receive on-going training and learning opportunities in the implementation of the PGES model.

Category: Professional Learning & Support

Research Cited: Best Practice

C. Danielson

Marzano

Activity - PGES Framework Implementation and Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in self-assessment, peer observation, practice analysis in staff meetings, PLCs, and ongoing training throughout the year based on the Framework for Teaching	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	Certified Staff Principal

Strategy4:

Professional Growth Plan Writing - Whole group, small group, and individualized work sessions will assist teachers in writing effective and measurable plans.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Professional Growth Plan Writing Support and Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive assistance in completing and analyzing self reflections based on the PGES Framework. Using this analysis, teachers will determine areas of growth that will benefit their Professional Growth Plan. Teachers will receive support and assistance in work sessions as they complete their plans.	Professional Learning	12/31/2015	05/27/2016	\$0 - No Funding Required	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.

N/A (this question does not apply)

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We continue to develop ways to better communicate with Parents. We have recently hired our FRC Coordinator and she is active in implementing parent involvement strategies.	

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.	Yes		

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		

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

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

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		

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

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

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		

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	3.5 teachers are paid from Title I funds.	

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

The Missing Piece

Introduction

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

Stakeholders

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

Principal - Jessica Mullins

Leadership Team - Jessica Mullins, Joe Smith, JoLin Owens, Melissa Powell, Brooke Mays, Kristy Floyd, Amy Hall, Jenni Cvitkovic, Elizabeth Hughes, Melissa Kelley, Leah Brown, and Tamyra Frazier

Relationship Building

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 3.29

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 2.71

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

Advocacy

Overall Rating: 3.17

	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.	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

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

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

	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 staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

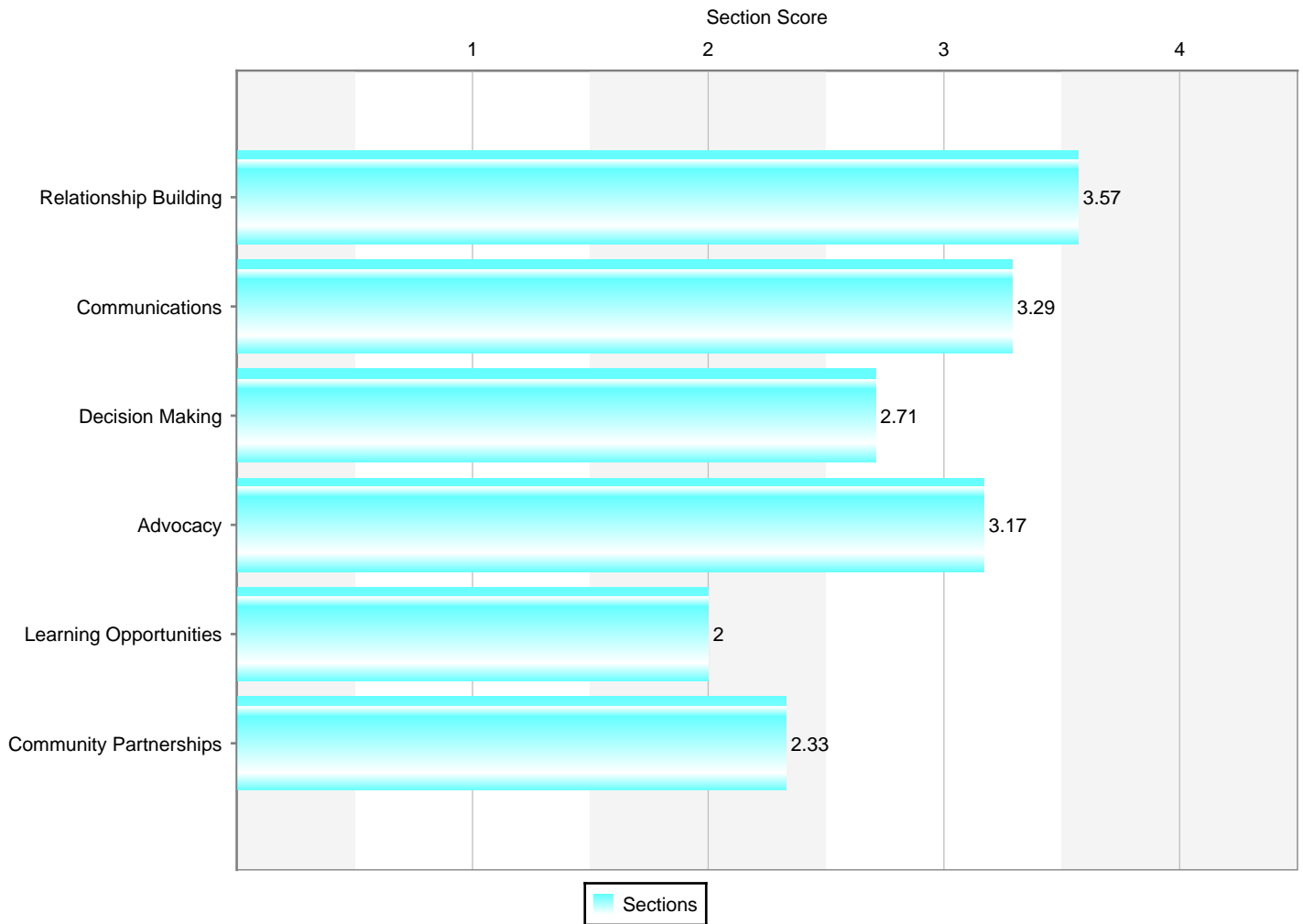
Reflection

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

ESE has grown since last year and looks forward to continued growth in the future! The Missing Piece provides many opportunities for growth and transparency among all stakeholders.

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 school improvement plan was developed over the course of the school year. Stakeholders are informed of monthly meetings and encouraged to attend. Stakeholders are identified through collaboration with school leadership and our parent organization. Their roles are discussed with the school principal.

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

We have representatives from our local hospital administration (Marcum and Wallace Memorial Hospital), Eastern Kentucky University, and Carhartt Incorporated. They were included in the development of the plan through feedback and suggestions.

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 plan is shared with stakeholders and input is solicited.

School Safety Report

Introduction

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

School Safety Requirements

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

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

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

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	No	No. We revised and adopted the plan in November. We are meeting with first responders during January to provide them with a new copy and practice our newly adopted drills.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	No	January 2015 and then each year in July that follows.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	It was our previous plan. It was reviewed in August 2015.	

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

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

KDE Comprehensive School Improvement Plan

Estill Springs Elementary

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	No	January 2015. Any changes will be documented and reported to SBDM for approval.	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	No	In accordance with the implementation of the new plan with new routes and vocabulary we did not practice the plan with students. Teachers did practice and review the plan. This has been reported to officials.	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Weekly PLCs, Common Planning, Committee Meetings including Leadership Team Meeting, SBDM Council	

What are the barriers identified?

Teacher Leadership
 Strength of Common Assessments
 Formative Assessment and the use of those assessments to impact instruction
 Literacy Instruction

What sources of data were used to determine the barriers?

Benchmark Data
 Formative/Summative Assessment Data
 Teacher Surveys
 Walkthroughs
 Observations

What are the root causes of those identified barriers?

Core Instruction
 Need to refocus on the use of quality formative assessments to inform and drive instruction
 Summative assessments and the use of that data

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

Developing/Accomplished

Equitable Access Strategies

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

Leadership Team is open in discussing placement of students. SBDM Council stays well informed regarding hiring and placement of teachers among grade levels. Principal and Guidance Counselor monitor placing of students to ensure that low income and minority students are not assigned to inexperienced/ineffective teachers.

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

Students are specifically dispersed to ensure they are assigned according to guidelines by Principal and Guidance Counselor.

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

The need for teacher leadership is evident at ESE when student data is analyzed. In the future the Principal (with input from the SBDM Council and Teacher Leaders who play a non-voting role on the council) will recruit teachers with strong leadership traits. We will continue in our quest to empower current teachers to embrace leadership opportunities while recruiting new teachers to bring leadership to our school.

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

Principal will carefully screen candidates.

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

ESE has a positive culture and climate which encourages the retention of effective teachers. Growth and goal attainment is praised and teachers are encouraged daily. Barriers are attacked in a positive way and teamwork is a solid foundation.

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

New and/or inexperienced teachers are paired with an experienced teacher will mentor them throughout the process.

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

Individualized Professional Development, Walkthrough Data, Peer Observations, PLCs, Common Planning, informal conversations with Principal to provide encouragement

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

Results were not hidden but shared with staff and SBDM Council. There were many positives which have been shared with others to increase retention and recruitment.

Questions

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

Teacher Leadership and Empowerment through Training and use of PGES

Needs Assessment Surveys for Staff

Common Planning Discussion

PLC Trainings

Professional Development

Staff Meetings