



KDE Comprehensive School Improvement Plan

Wallins Elementary School
Harlan County

Bristol Belcher
Wallins, KY 40873

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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?

Wallins Elementary and Junior High School is a rural K-8 school located in southeastern Kentucky with approximately 416 students. We are part of the Harlan County School District. Wallins Elementary and Junior High is located in the city of Wallins. Harlan County borders Bell, Leslie, Letcher, and Perry Counties, as well as the state of Virginia. The original part of the building was constructed in 1942 and is approximately 70 years of age. Some of the unique features and challenges that are associated with a school of this age can be very complicated at times. The school is heated with a coal burning furnace with radiators, which in turn are very hard to regulate temperature inside the classrooms. The school is located in the center of the community and is the focal point for various community functions.

Out of our 416 students, 52.2% are male and 47.8% are female. 98.6% of the students are White, 0.2% is Black, 1.2% Hispanic.

Our spending per student is \$7, 654 as compared to \$10, 667 for the District and \$10, 426 for the State. Our student to teacher ratio is 15:1. 100% of our teachers are highly qualified teachers which have an average of 12.8 of teaching experience. 29% of our teachers have attained Rank 1 certification and 38.7% have a Master's degree. We have 22.2% male teachers and 77.8% female teachers.

Currently our attendance rate is 94.03% as compared to 92.64% for the District.

Sadly, a majority of Wallins' students are children of systemic, generational poverty. We are a school-wide Title I school based on 79.1% of our students have a free lunch status. Furthermore, out of our 416 students, 105 are considered homeless. Our students and their families have genuinely compelling academic, financial, and social needs as evidence by the following data.

*24% live in poverty (18.8% state; 15.4% US)

*74.5% is a high school graduate or higher (83% state; 86% US)

*Median household income is \$26, 296 (\$43, 036 state; \$53, 046 US)

*Harlan County ranks among the highest county for unemployment at a rate of 10% in November 2015.

Unfortunately, in the past 3 years, downturns in the economy due to national influences and local reduction of coal production promise even more challenging circumstances in the days to come. This is due to the fact that the unemployment rate is high and the area's largest employment opportunity, coal mining and mine-related industries, has suffered catastrophic blows. The Harlan Appalachian Regional Hospital and the Harlan County School System are now the county's largest employers.

In addition, the influence of drugs on families and children is as prevalent here, if not more so, as in other community and has become a recognizable factor in the school and learning environment.

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.

Mission: The Wallins Elementary School, along with parents and community, will "Educate Tomorrow's Leaders Today" in a safe and equitable environment.

Beliefs: Our faculty and staff hold a tradition of dedication and sophistication. We strive for success. We are a home to high achievers both academically and athletically. We feel that learning is a right, and that all students must be willing to work in an optimistic view. Our faculty and staff must be dedicated to helping students in an effective manner. Parents and guardians must be willing to assist our school so that we can thrive for success in a traditional way. Wallins Elementary School holds a tradition that is so strong, and we want our surrounding community to be aware of all that we have accomplished.

Vision: Supportive administrators, teachers, parents, and community members will help us carry on toward our future as successors. We want to continue to excel so that our world and society will have better views on education. We are WJHS! Live. Breathe. Purple. We will strive to be the best we can possibly be.

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.

Wallins Elementary School offers students the opportunity to excel and compete in many different areas, including sports and academics. Students are able to participate in the Beta Club, Academic Team, Future Problem Solving Team, and Math Counts. They also can play football, boys and girls basketball, and cheerleading.

Highlights for each of the past three years are listed below:

The 2013-2014 school year was quite a success for Wallins Elementary as our students scored 69.9 and our Middle School scored 66.4 overall on the K-Prep test. Our Middle School Academic Team placed 4th overall in Quick Recall and our Future Problem Solving Team placed 4th in our Regional Governor's Cup. We placed 3rd overall. In the District Governor's Cup, we won 2nd place in Quick Recall and 1st place in FPS. We placed 2nd overall. At least 10 of our students went on to participate at the Regional Individual Competition. Our Elementary School Academic Team placed 3rd in Quick Recall and our Future Problem Solving Team placed 1st our Regional Governor's Cup. We placed 1st overall. In the District Governor's Cup, we won 1st place in Quick Recall and 2nd place in FPS. We placed 2nd overall.

During the 2014-2015 school year our teachers received extensive training on the new Teacher Evaluation system (Danielson's Framework for Teaching). All teachers reviewing data and analysis from their Principal's Observation, Professional Growth Plan, Student Voice Results, Self-Reflection, and Student Growth Goals in CIITS.

Our 2014-2015 Middle School Academic Team placed 3rd in Quick Recall and our Future Problem Solving Team placed 1st in our Regional Governor's Cup. We placed 3rd overall. One student went on to place in the top 30 in Math and another student was in the top 20 in Science at the State Governor's Cup. In the District Governor's Cup, we won 1st place in Quick Recall and 2nd place in FPS. We placed 2nd overall. At least 10 of our students went on to participate at the Regional Individual Competition. In the Elementary competition, we won 1st place in Quick Recall, 1st place in FPS, and 2nd place overall. Our Elementary K-Prep overall score was 67 for our Elementary and 67.1 for our Middle School. A 5th grade student won 1st place in the county's AARP Grandparent of the Year Essay. Our Math Counts team placed 4th in our Regional competition and one student scored 5th place overall in the individual competition.

Also, our 5th & 6th Grade Girls' Basketball team was the Harlan County Champions. Our 5th & 6th Grade Boys' Basketball team also was the Harlan County Champions. One of our 7th Graders won Player of the Game during the Mountain Prep Basketball Tournament.

Furthermore, we received a grant that funds a Gear-Up Academic Specialist which assists and guides students in career choices, taking beneficial classes, graduate from high school, and college preparations.

2015-2016 was an excellent year for our students, as well as our teachers. Through the Kentucky Valley Educational Cooperative (Race to the Top Grant), our school was awarded a Next Generation Classroom, which includes teacher training, a Mondo board, and 25-30 Infocas Learn Pads for our Middle School Science class. In addition, through Shaping Our Appalachian Region (SOAR) grant, one of the teachers at our school was awarded an opportunity to obtain their Master's Degree, along with their National Board Certification through Morehead State University. Also, students will benefit from the Gear-Up grant mentioned above for the next several years.

In addition, a 2nd grade student won 1st place in the school and the county's Spelling Bee contest and an 8th grade student won 1st place in the school and also won 1st place in the county competition and advanced to the state spelling bee competition.

In sports, two of our 6th Graders won Player of the Game during the Harlan County Panorama Basketball Tournament. Our 7th & 8th Grade Boys' Basketball team are favorites to win the County Championship this year. Jordan Steele, a seventh grade student at Wallins Elementary School and a member of the New Harlan Patriots football team, has been selected to participate in the Football University All-American Bowl on Saturday, January 9, 2016 in San Antonio, Texas. The All American Games (AAG) puts selected youth athletes from 7th and 8th grade on the national stage. In its seventh year, the FBU Youth All-American Bowl brings together talented youth football players from across the country in an East vs West match-up. Each team will be comprised of the top 30 athletes in their graduation class for a true bowl week full of festivities including VIP seating at the 2016 U.S. Army All-American Bowl.

Wallins Elementary is proud to say we have always ranked high in attendance. In 2012-2013, we tied for 1st highest in the district with 93.20%. In 2013-2014 and 2014-2015, we were 2nd highest in the district with 93.12% and 93.29%, respectively.

A major achievement for a former Wallins Elementary student, Jordan Smith, was able to perform on the national stage during the hit NBC show, The VOICE. In the end, he was crowned winner, out of 44,000 contestants that tried out. This has caused the teachers, students, and stakeholders of all the schools in our District to unite together to show our support and to take pride in our schools and our county. It has encouraged our students that anything is possible if they work hard enough.

All areas are bench-marked for continuous improvement. The primary focus over the next three years will be to make consistent and persistent gains in reading and math. Many of the math gaps will be addressed and work toward, along with the continuing strive to become a "Proficient" school for many years to come. Other areas of improvement, for the next three years, are outlined in the CSIP goals.

Additional Information

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

Wallins Elementary and Junior High provides a safe, equitable, and empathetic environment for all students. Staff members of Wallins Elementary and Junior High take pride in trying to prepare our students for the ever changing world that our students will face. They try to instill values and a work ethic that all will need in order to prosper in the competitive work-force of today and tomorrow.

In addition to academically preparing our students, our school is involved with many facets of our community. We believe that this helps educate the "whole" child. Among some of our many Community Service Projects in which we participate includes:

Ronald McDonald House - Pick up the Tab

Pennies for Patients

Hygiene Drive - Angel Tree

Cards and Singing - Nursing Home

Cram the Cruiser Food Drive (Kentucky State Police) - Unite Club and 1st Priority Club

Community Clean-Up - Unite Club

Red Ribbon Week (Anti-Drugs) - Unite Club

Peer Tutoring - Unite Club

Sacks of Love - 8th Graders

Veteran's Day Program - 1st Priority Club

Read Across America - 1st Priority Club

CSIP 2015-16

Overview

Plan Name

CSIP 2015-16

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2015-2016 Identify students gifted in the arts and provide opportunities for them	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Goal 3 (CCR): Increase the percentage of students who are college-and career- ready from 24% to 68 by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	2015-2016 All students will be screened using the Dial screener prior to or during the first months of the school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2015-2016 Gap Analysis: All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	2015-2016 KPREP Proficiency Goal: All students at Wallins Elementary School will be proficient writers.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
6	2015-2016 Next Generation Professionals-Teacher Goal	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	2015-2016 College and Career Readiness Goal	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
8	2015-2016 Next Generation Professionals-Principal Goal	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
9	2015-2016 Students at Wallins Elementary School will have access to a Gear Up Instructional Specialist.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	Wallins Elementary School will decrease novice categories in Elementary and Middle School Reading and Math by 50% by 2020.	Objectives: 4 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: 2015-2016 Identify students gifted in the arts and provide opportunities for them

Measurable Objective 1:

demonstrate a behavior of allowing identified gifted arts students opprotunities to display and develop their talents by 06/01/2016 as measured by documentation and evidence.

Strategy 1:

Gifted Arts - Teachers will identify students in grades K-8 that are gifted in the area of arts and give them opportunities to develop and display their talent

Category:

Activity - Arts Display	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students labeled gifted in the arts will be permitted to display and present their artwork to other students as well as community members and parents.	Other	08/13/2012	06/01/2013	\$0	No Funding Required	teachers and arts and humanities committee

Goal 2: Goal 3 (CCR): Increase the percentage of students who are college-and career- ready from 24% to 68 by 2015.

Measurable Objective 1:

collaborate to to increase the college and career readiness percentage in English +2.05%, Math +6.1%, Reading +4.6%, and Science + 5.1% by 05/08/2014 as measured by Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - Establish a college day where all students P-8 wear college shirts and career day where all students dress in a career related to their ILP career choice.

Category:

Activity - Colleger and Career Preparation /Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were and explore college and career options	Career Preparation/Orientation	09/01/2013	05/09/2016	\$0	General Fund	All certified and classified staff

Activity - Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Guide all 8th grade students a career pathway based on the ILP, EXPLORE results and Interest Inventories	Career Preparation/Orientation	08/01/2013	05/09/2016	\$0	No Funding Required	Counselor and teacher staff FRYSC Coordinator
Activity - Career Options and Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exploring career options and opportunities and what I have to do to get there.	Academic Support Program	08/11/2014	05/09/2016	\$0	FRYSC	FRYSC Coordinator

Goal 3: 2015-2016 All students will be screened using the Dial screener prior to or during the first months of the school year.

Measurable Objective 1:

collaborate to and with the assistance of District personnel, screen incoming Kindergarten students for readiness. by 06/01/2016 as measured by various hearing, vision, mobility, and cognitive diagnostic screeners during the DIAL R screening..

Strategy 1:

DIAL R Screening - The strategy will work using diagnostic results from the screening. The diagnostics will be taken in various areas to show the readiness for Kindergarten.

Category:

Research Cited: DIAL R screener

Activity - Dial R screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dial R screening	Other	07/01/2014	05/09/2016	\$0	District Funding	District coordinators
Activity - RTI Early Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the kindergarten will receive RTI early intervention strategies. These interventions will be determined by the Early Literacy Progress monitoring exam and the DIAL-R screening of the students before entering Kindergarten	Academic Support Program	08/06/2014	05/09/2016	\$0	District Funding	Central Office personnel, school administrator, teachers, support staff

Goal 4: 2015-2016 Gap Analysis: All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency Goal 4 (GAP): All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.7% in 2013 to 46.9% in 2014 in the elementary, and from 55% to 57.2% in the middle school. by 06/01/2016 as measured by K-Prep scores.

Strategy 1:

Student Performance Analysis - Student Performance Analyses

Policy and Process

Utilize K-Prep data to identify sub-populations and review student performance data from multiple school years.

Category: Continuous Improvement

Research Cited: K-Prep data given annually.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This professional development training will allow staff to analyze and desegregate data in order to identify weaknesses and gaps that need attention and modification.	Professional Learning	11/01/2014	05/09/2016	\$0	No Funding Required	Principal, Counselor, and teachers

Activity - CTE Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with access to CTE programs that align with the career pathways identified in the ILP's.	Policy and Process	08/06/2014	05/09/2016	\$0	No Funding Required	Principal, Teachers, and Counselor, SBDM council

Activity - Student achievement analysis by GAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems	Policy and Process	10/01/2014	05/09/2016	\$0	No Funding Required	District Office, School Principal, Counselor, Teachers

Strategy 2:

Digital Content Integration - It will ensure that technology needs are met and enabled to continue to grow.

Category: Continuous Improvement

Research Cited: Technology usage in today's society

Activity - Ensure that technology needs are met.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs are met through: Internet connectivity, adequate access to online resources, instructional tools, and digital devices.	Technology	08/06/2014	05/09/2016	\$0	District Funding	District technology leadership and school technology support

Activity - Staff technology training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in using and integrating digital resources that align with standards in the selected content area(s).	Professional Learning	08/06/2014	05/09/2016	\$0	No Funding Required	District technology leadership, School leadership

Goal 5: 2015-2016 KPREP Proficiency Goal: All students at Wallins Elementary School will be proficient writers.

Measurable Objective 1:

demonstrate a proficiency by increasing the average combined Reading and Math Proficient/Distinguished K-PREP scores for the elementary/middle school from an average Combined ES/MS actual score of 48.85% to and averaged combined ES/MS delivery target of 52.05% by 06/01/2016 as measured by 2015-2016 K-PREP Proficiency rates (Data taken from the 2014-2015 School Report Card).

Strategy 1:

Progress Monitoring - Teachers will utilize differentiated instruction in math and reading based on student's learning preference and K-PREP data that will be reviewed.

Category: Continuous Improvement

Research Cited: K-PREP analysis data. (School Report Card 2013-2014)

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize K-PREP data to identify sub-populations and review students performance data from multiple school years.	Policy and Process	10/01/2014	12/02/2014	\$0	No Funding Required	All certified staff members (Principal, Teachers, Counselor)
Activity - School Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to intervention team data analysis and review of student performance.	Academic Support Program	08/06/2014	05/29/2015	\$0	District Funding	Administrative staff, teachers, support staff
Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the internal process for conduction of a program review to ensure teachers from across the disciplines to contribute.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Administrative staff, teachers
Activity - Technical Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technical reading material for middle school students based on career interests identified in the ILP.	Academic Support Program	08/06/2014	05/29/2015	\$0	Other	School Librarian, Principal
Activity - Technical Instructions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop assignments for students where written technical instructions are followed to complete a technical process.	Academic Support Program	09/01/2014	05/08/2015	\$0	No Funding Required	Teachers

Goal 6: 2015-2016 Next Generation Professionals-Teacher Goal

Measurable Objective 1:

collaborate to increase the percentage of effective teachers by 06/01/2016 as measured by a yet to be determined increase from the baseline data recieved for the first implementation and set in 2015.

Strategy 1:

CIITS Implementation training - This will work by familiarizing all stake holders to the processes and operations of CIITS.

Category: Professional Learning & Support

Research Cited: KDE

Activity - Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on: Educator Development Suite and PD 360	Professional Learning	08/06/2014	06/30/2015	\$0	No Funding Required	Superintendent, Central Office Staff, Principals and Teachers
Activity - PGES Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Professional Growth and Effectiveness System	Professional Learning	08/06/2014	05/08/2015	\$0	No Funding Required	Principal, Teachers
Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will create, develop, and refine a professional growth plan. This growth plan will be entered into CIITS.	Professional Learning	08/06/2014	05/15/2015	\$0	No Funding Required	Teachers, School Principal

Goal 7: 2015-2016 College and Career Readiness Goal

Measurable Objective 1:

collaborate to ensure students reach the proficient or distinguished level in Math and Reading. by 06/01/2016 as measured by meeting the 2015-2016 CCR Delivery Target.

Strategy 1:

College and Career Advising - Assist students in becoming informed about career choices and requirements

Category: Continuous Improvement

Research Cited: KDE Delivery Plans

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	03/04/2015	05/09/2016	\$0	No Funding Required	High School Guidance Counselor/ Youth Service Center
Activity - Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/06/2014	05/09/2016	\$0	No Funding Required	High School CTE teachers and counselors

Strategy 2:

Course and Assessment Alignment - All instructors of EOC (English II, Algebra II, Biology, and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.

Category: Continuous Improvement

Research Cited: Suggested by Office of Career and Technical Education

Activity - Quality Core Test Builder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructors of EOC (English II, Algebra II, Biology, and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	02/03/2015	05/09/2016	\$0	No Funding Required	High School Principal, EOC teachers, and Counselors.

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize a program advisory committee for CTE Programs to create career pathways for each CTE programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA Certification.	Academic Support Program	08/06/2014	05/09/2016	\$0	No Funding Required	CTE curriculum consultants, and CTE teachers

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/06/2014	05/09/2016	\$0	No Funding Required	CTE curriculum consultants and CTE teachers

Goal 8: 2015-2016 Next Generation Professionals- Principal Goal

Measurable Objective 1:

collaborate to increase the percentage of effective Principals from ____% in 2015 to ____% in 2020 by 06/01/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in.

Strategy 1:

Professional Growth and Effectiveness System - The new PGES system will allow administrators the insight and knowledge to evaluate and teacher effectiveness, as well as monitor and progress in the standards for Principals.

Category: Management Systems

Research Cited: CIITS, KDE

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Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend the ISLN meeting in Hazard, KY to develop and learn about the new standards in the evaluation of a Principal.	Professional Learning	08/06/2014	05/09/2016	\$0	No Funding Required	Central Office Staff, Principal
Activity - Site Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site visit with the Superintendent to allow for growth and development of all Principal Standards	Professional Learning	08/01/2014	05/09/2016	\$0	No Funding Required	Superintendent, Principal
Activity - Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and explore a Professional Growth plan for the Principal to work on through out the current school year.	Professional Learning	08/06/2014	05/09/2016	\$0	No Funding Required	Superintendent, Principal

Goal 9: 2015-2016 Students at Wallins Elementary School will have access to a Gear Up Instructional Specialist.

Measurable Objective 1:

collaborate to ensure that all students possible will get the support that they need to make the transition to high school and then post secondary education. by 05/31/2016 as measured by possible graduation rate increases and a gain in post secondary attendance..

Strategy 1:

Gear Up Instructional Specialist - The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.

Essential duties include:

1. Provide academic interventions to all GEAR UP students both individually and collectively.
2. Use early warning system to determine individual student needs.
3. Assist all GEAR UP students in meeting CCR targets and benchmarks.
4. The ability to tutor students in academic disciplines of math and/or English.
5. Understanding of the skills and academic levels needed to be college and career ready.

- 6. Connect with teachers and families to ensure student receives appropriate interventions.
- 7. Review student data to determine impact of interventions and next steps.
- 8. Believe that all students can be college and career ready.

Category: Career Readiness Pathways

Research Cited: Non academic data from KPREP.

Activity - Gear Up intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall report to the GEAR UP Project Director and to the Superintendent of the School District, or the Superintendent's designee, and shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the Superintendent and/or the GEAR UP Project Director. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the Partnership Grant.	Academic Support Program	08/05/2015	05/31/2016	\$0	Grant Funds	Superintendent, Gear Up Coordinator, Principal, Gear Up Specialist

Goal 10: Wallins Elementary School will decrease novice categories in Elementary and Middle School Reading and Math by 50% by 2020.

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will collaborate to decrease the number of students scoring novice in Reading by 05/09/2016 as measured by 2.44% in 2016..

(shared) Strategy 1:

RTI - Students will be placed into smaller groups where more one-on-one instruction is provided.

Category: Other - RTI

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Activity - Small Ability Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction.	Class Size Reduction	08/12/2015	05/09/2016	\$0	No Funding Required	Teachers, librarian, special education teachers, and paraprofessionals.

Measurable Objective 2:

50% of Sixth, Seventh and Eighth grade students will collaborate to decrease the number of students scoring novice in Reading by 05/09/2016 as measured by 1.3% in 2016..

(shared) Strategy 1:

RTI - Students will be placed into smaller groups where more one-on-one instruction is provided.

Category: Other - RTI

Activity - Small Ability Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction.	Class Size Reduction	08/12/2015	05/09/2016	\$0	No Funding Required	Teachers, librarian, special education teachers, and paraprofessionals.

(shared) Strategy 2:

Gear Up Tutor - Small group instruction

Category: Other - Gear Up Tutor

Activity - Gear Up tutoring sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear up tutoring sessions	Academic Support Program	12/01/2014	05/09/2016	\$0	No Funding Required	Gear Up Academic Specialist and tutors

Measurable Objective 3:

50% of Third, Fourth and Fifth grade students will collaborate to decrease the number of students scoring novice in Mathematics by 05/09/2016 as measured by 3.41% in 2016.

(shared) Strategy 1:

RTI - Students will be placed into smaller groups where more one-on-one instruction is provided.

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Category: Other - RTI

Activity - Small Ability Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction.	Class Size Reduction	08/12/2015	05/09/2016	\$0	No Funding Required	Teachers, librarian, special education teachers, and paraprofessionals.

Measurable Objective 4:

50% of Sixth, Seventh and Eighth grade students will collaborate to decrease the number of students scoring novice in Mathematics by 05/09/2016 as measured by 0.99% in 2016.

(shared) Strategy 1:

RTI - Students will be placed into smaller groups where more one-on-one instruction is provided.

Category: Other - RTI

Activity - Small Ability Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction.	Class Size Reduction	08/12/2015	05/09/2016	\$0	No Funding Required	Teachers, librarian, special education teachers, and paraprofessionals.

(shared) Strategy 2:

Gear Up Tutor - Small group instruction

Category: Other - Gear Up Tutor

Activity - Gear Up tutoring sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear up tutoring sessions	Academic Support Program	12/01/2014	05/09/2016	\$0	No Funding Required	Gear Up Academic Specialist and tutors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Early Intervention	Students in the kindergarten will receive RTI early intervention strategies. These interventions will be determined by the Early Literacy Progress monitoring exam and the DIAL-R screening of the students before entering Kindergarten	Academic Support Program	08/06/2014	05/09/2016	\$0	Central Office personnel, school administrator, teachers, support staff
Ensure that technology needs are met.	Ensure that technology needs are met through: Internet connectivity, adequate access to online resources, instructional tools, and digital devices.	Technology	08/06/2014	05/09/2016	\$0	District technology leadership and school technology support
Dial R screening	Dial R screening	Other	07/01/2014	05/09/2016	\$0	District coordinators
School Intervention	Response to intervention team data analysis and review of student performance.	Academic Support Program	08/06/2014	05/29/2015	\$0	Administrative staff, teachers, support staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technical Reading	Provide technical reading material for middle school students based on career interests identified in the ILP.	Academic Support Program	08/06/2014	05/29/2015	\$0	School Librarian, Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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CTE Advisory Committee	Organize a program advisory committee for CTE Programs to create career pathways for each CTE programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA Certification.	Academic Support Program	08/06/2014	05/09/2016	\$0	CTE curriculum consultants, and CTE teachers
Training on CIITS	Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on: Educator Development Suite and PD 360	Professional Learning	08/06/2014	06/30/2015	\$0	Superintendent, Central Office Staff, Principals and Teachers
PGES Implementation	Implementation of the Professional Growth and Effectiveness System	Professional Learning	08/06/2014	05/08/2015	\$0	Principal, Teachers
Arts Display	Students labeled gifted in the arts will be permitted to display and present their artwork to other students as well as community members and parents.	Other	08/13/2012	06/01/2013	\$0	teachers and arts and humanities committee
Professional Development	This professional development training will allow staff to analyze and desegregate data in order to identify weaknesses and gaps that need attention and modification.	Professional Learning	11/01/2014	05/09/2016	\$0	Principal, Counselor, and teachers
Program Review	Determine the internal process for conduction of a program review to ensure teachers from across the disciplines to contribute.	Policy and Process	08/06/2014	05/29/2015	\$0	Administrative staff, teachers
Student achievement analysis by GAP	Analyze student achievement by gap groups, relative to state, district, and school assessment systems	Policy and Process	10/01/2014	05/09/2016	\$0	District Office, School Principal, Counselor, Teachers
Student Performance Analysis	Utilize K-PREP data to identify sub-populations and review students performance data from multiple school years.	Policy and Process	10/01/2014	12/02/2014	\$0	All certified staff members (Principal, Teachers, Counselor)
Operation Preperation	Participation in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	03/04/2015	05/09/2016	\$0	High School Guidance Counselor/ Youth Service Center
Quality Core Test Builder	All instructors of EOC (English II, Algebra II, Biology, and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	02/03/2015	05/09/2016	\$0	High School Principal, EOC teachers, and Counselors.
Site Visit	Site visit with the Superintendent to allow for growth and development of all Principal Standards	Professional Learning	08/01/2014	05/09/2016	\$0	Superintendent, Principal
Industry Certification	Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/06/2014	05/09/2016	\$0	High School CTE teachers and counselors

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Technical Instructions	Develop assignments for students where written technical instructions are followed to complete a technical process.	Academic Support Program	09/01/2014	05/08/2015	\$0	Teachers
CTE Programs	Provide students with access to CTE programs that align with the career pathways identified in the ILP's.	Policy and Process	08/06/2014	05/09/2016	\$0	Principal, Teachers, and Counselor, SBDM council
Common Core Standards	Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/06/2014	05/09/2016	\$0	CTE curriculum consultants and CTE teachers
Gear Up tutoring sessions	Gear up tutoring sessions	Academic Support Program	12/01/2014	05/09/2016	\$0	Gear Up Academic Specialist and tutors
Professional Growth Plan	All teachers will create, develop, and refine a professional growth plan. This growth plan will be entered into CIITS.	Professional Learning	08/06/2014	05/15/2015	\$0	Teachers, School Principal
Growth Plan	Develop and explore a Professional Growth plan for the Principal to work on through out the current school year.	Professional Learning	08/06/2014	05/09/2016	\$0	Superintendent, Principal
ISLN	Attend the ISLN meeting in Hazard, KY to develop and learn about the new standards in the evaluation of a Principal.	Professional Learning	08/06/2014	05/09/2016	\$0	Central Office Staff, Principal
Staff technology training	Teachers will be trained in using and integrating digital resources that align with standards in the selected content area(s).	Professional Learning	08/06/2014	05/09/2016	\$0	District technology leadership, School leadership
Small Ability Groups	Small group instruction.	Class Size Reduction	08/12/2015	05/09/2016	\$0	Teachers, librarian, special education teachers, and paraprofessionals.
Career Planning	Guide all 8th grade students a career pathway based on the ILP, EXPLORE results and Interest Inventories	Career Preparation/Orientation	08/01/2013	05/09/2016	\$0	Counselor and teacher staff FRYSC Coordinator
Total					\$0	

Grant Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up intervention	The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall report to the GEAR UP Project Director and to the Superintendent of the School District, or the Superintendent's designee, and shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the Superintendent and/or the GEAR UP Project Director. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the Partnership Grant.	Academic Support Program	08/05/2015	05/31/2016	\$0	Superintendent, Gear Up Coordinator, Principal, Gear Up Specialist
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Colleger and Career Preparation /Orientation	Students were and explore college and career options	Career Preparation/Orientation	09/01/2013	05/09/2016	\$0	All certified and classified staff
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Options and Opportunities	Exploring career options and opportunities and what I have to do to get there.	Academic Support Program	08/11/2014	05/09/2016	\$0	FRYSC Coordinator
Total					\$0	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Data Analysis of both state and local test results is a very important part of Wallins Elementary's planning and growth. The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

The information provided allows us to identify the strengths and weaknesses of the curriculum program at Wallins Elementary and Junior High. It allows us to gather data from sub-groups and break down specific data to identify specific sub populations that have deficiencies. Gaps in curriculum, resources, and scheduling are also identified through data analysis that can make a difference in the success of our students.

When the results from the Spring KPREP assessment arrive, the entire faculty analyzes the scores in a horizontal and vertical fashion. We take an in-depth look at the students across grade spans as well as in each particular content area. It allows us to look at the student population as a whole to examine trends in student performance. This allows us to target students for individual/small group instruction. It also allows us to look for weaknesses in curriculum and instruction. We identify school wide patterns for improvement and realign our curriculum to address the concerns. We also set goals for the current year based on this data. Schedules and resources are distributed based on the needs identified in the data analysis process.

However, it does not provide specifics on what individual students score in each sub-domain.

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?

Areas of strength include our Middle School Reading, where our novice rate was 13%, compared to the state's 21.1%. Our Middle School Math, where our novice rate was 9.9%, compared to the state's 16.1%. Our Elementary Social Studies scores where our novice rate was 2.4%, compared to the state's 9.1%. We will continue to analyze standards to ensure alignment with instruction and resources. We will continue to implement our strategies that have proven to be helpful to our students. For example, differentiated instruction in small group settings. We are currently trying to update curriculum goals and ideas to insure the continued success of the programs. Celebrations in these areas are due to the fact that they have been consistently achieving and built upon on a year to year basis.

Opportunities for Improvement

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

After reviewing the 2014-2015 K-PREP results, our Elementary Reading and Mathematics have been identified for areas of improvement. Our Elementary grades will be a clear focus for some time to come. Our goal for reading is to reduce the number of students performing at the novice level (24.4%, compared to the state's 19.6%), while increasing our proficient and distinguished students. Teachers will continue participation in various professional learning opportunities.

Furthermore, our goal for math is to reduce the number of students performing at the novice level (34.1%, compared to the state's 18.2), while increasing our proficient and distinguished students. The implementation of the new Common Core Standards have given a bit of a shake up to the math requirements. We have found to have many gaps between the previous curriculum and the new current curriculum. We have met as a faculty and looked at areas of improvement and growth. Using our Professional Learning Development hours, we have looked at ways to increase student achievement that offer suggestions for improvement in instruction. We will collaborate with other reading and math teachers across the district to share instructional strategies.

Teachers are using more higher order thinking and questioning techniques, such as Inquiry Learning Projects, during their daily instruction time. Intervention times are utilized so students can spend more one-on-one with a teacher, individually or in small groups, according to their ability levels and progress monitoring data analysis. We will work hard to improve our Danielson Framework for Highly Effective Teaching and Learning techniques.

Conclusion

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

Wallins Elementary's biggest concern is Math. We will address math deficiencies by doing the following next steps:

1. Identify gaps from Elementary Math by focusing on each nine weeks benchmark results.
2. Provide Gear up tutors and RTI in Elementary Reading.
3. Addressing gaps through supplemental instruction as needed and making appropriate adjustments in instruction to meet students' needs.
4. We will continue to participate in professional learning opportunities and modify pacing guides, assessments, and lesson plans to ensure alignment with standards.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2015-2016 Next Generation Professionals- Principal Goal

Measurable Objective 1:

collaborate to increase the percentage of effective Principals from ____% in 2015 to ____% in 2020 by 06/01/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in.

Strategy1:

Professional Growth and Effectiveness System - The new PGES system will allow administrators the insight and knowledge to evaluate and teacher effectiveness, as well as monitor and progress in the standards for Principals.

Category: Management Systems

Research Cited: CIITS, KDE

Activity - Site Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Site visit with the Superintendent to allow for growth and development of all Principal Standards	Professional Learning	08/01/2014	05/29/2015	\$0 - No Funding Required	Superintendent, Principal

Activity - ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend the ISLN meeting in Hazard, KY to develop and learn about the new standards in the evaluation of a Principal.	Professional Learning	08/06/2014	05/08/2015	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and explore a Professional Growth plan for the Principal to work on through out the current school year.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Superintendent, Principal

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

Goal 1:

Goal 4 (GAP 2015): All students will increase the average combined reading and math proficiency ratings for all students in the non-

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duplicated gap group from 36.7% in 2015 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase or maintain the average combined reading and math proficiency ratings in the non-duplicated gap group from 36.7 to 43.2 in elementary. by 05/31/2016 as measured by K-Prep scores.

Strategy1:

Progress Monitoring - Teachers will utilize differentiated instruction in math and reading based on student's learning preference and K-Prep data will be reviewed.

Category: Continuous Improvement

Research Cited:

Activity - Student Performance Analyses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-Prep data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/06/2015	05/27/2016	\$0 - No Funding Required	Principal, Vice Principal, Counselors and Teachers

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Policy and Process	08/12/2015	05/31/2016	\$0 - No Funding Required	Principal, Counselor, Classroom teacher

Strategy2:

RTI Intervention - Wallins will continue to refine the RTI process within the school to utilize the implementation of STAR screening (eliminating false positives). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving effectiveness.

Category: Continuous Improvement

Research Cited: National Center for RTI, Intervention Central, National Reading Panel, www.rti4success.org

Activity - RTI Math/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened using the STAR program at least 3 times per year. (Fall, Winter, and Spring)	Academic Support Program	08/06/2015	05/27/2016	\$0 - No Funding Required	All teachers, staff and stake-holders.

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

Goal 1:

2015-2016 All students will be screened using the Dial screener prior to or during the first months of the school year.

SY 2015-2016

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Measurable Objective 1:

collaborate to and with the assistance of District personel, screen incoming Kindergarten students for readiness. by 06/01/2016 as measured by various hearing, vision, mobility, and congntive diagnostic screeners during the DIAL R screening..

Strategy1:

DIAL R Screening - The strategy will work using diagnostic results from the screening. The diagnostics will be taken in various areas to show the readiness for Kindergarten.

Category:

Research Cited: DIAL R screener

Activity - RTI Early Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the kindergarten will receive RTI early intervention strategies. These interventions will be determined by the Early Literacy Progress monitoring exam and the DIAL-R screening of the students before entering Kindergarten	Academic Support Program	08/06/2014	05/29/2015	\$0 - District Funding	Central Office personnel, school administrator, teachers, support staff

Activity - Dial R screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dial R screening	Other	07/01/2014	05/08/2015	\$0 - District Funding	District coordinators

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

Goal 1:

2015-2016 All students will be screened using the Dial screener prior to or during the first months of the school year.

Measurable Objective 1:

collaborate to and with the assistance of District personel, screen incoming Kindergarten students for readiness. by 06/01/2016 as measured by various hearing, vision, mobility, and congntive diagnostic screeners during the DIAL R screening..

Strategy1:

DIAL R Screening - The strategy will work using diagnostic results from the screening. The diagnostics will be taken in various areas to show the readiness for Kindergarten.

Category:

Research Cited: DIAL R screener

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Activity - RTI Early Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the kindergarten will receive RTI early intervention strategies. These interventions will be determined by the Early Literacy Progress monitoring exam and the DIAL-R screening of the students before entering Kindergarten	Academic Support Program	08/06/2014	05/29/2015	\$0 - District Funding	Central Office personnel, school administrator, teachers, support staff

Activity - Dial R screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dial R screening	Other	07/01/2014	05/08/2015	\$0 - District Funding	District coordinators

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

Goal 1:

Goal 4 (GAP 2015): All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36.7% in 2015 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase or maintain the average combined reading and math proficiency ratings in the non-duplicated gap group from 36.7 to 43.2 in elementary. by 05/31/2016 as measured by K-Prep scores.

Strategy1:

RTI Intervention - Wallins will continue to refine the RTI process within the school to utilize the implementation of STAR screening (eliminating false positives). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving effectiveness.

Category: Continuous Improvement

Research Cited: National Center for RTI, Intervention Central, National Reading Panel, www.rti4success.org

Activity - RTI Math/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened using the STAR program at least 3 times per year. (Fall, Winter, and Spring)	Academic Support Program	08/06/2015	05/27/2016	\$0 - No Funding Required	All teachers, staff and stake-holders.

Strategy2:

Progress Monitoring - Teachers will utilize differentiated instruction in math and reading based on student's learning preference and K-Prep data will be reviewed.

Category: Continuous Improvement

Research Cited:

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Activity - Student Performance Analyses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-Prep data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/06/2015	05/27/2016	\$0 - No Funding Required	Principal, Vice Principal, Counselors and Teachers

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Policy and Process	08/12/2015	05/31/2016	\$0 - No Funding Required	Principal, Counselor, Classroom teacher

Goal 2:

2015-2016 Gap Analysis: All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency Goal 4 (GAP): All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.7% in 2013 to 46.9% in 2014 in the elementary, and from 55% to 57.2% in the middle school. by 06/01/2016 as measured by K-Prep scores.

Strategy1:

Digital Content Integration - It will ensure that technology needs are met and enabled to continue to grow.

Category: Continuous Improvement

Research Cited: Technology usage in today's society

Activity - Ensure that technology needs are met.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs are met through: Internet connectivity, adequate access to online resources, instructional tools, and digital devices.	Technology	08/06/2014	05/29/2015	\$0 - District Funding	District technology leadership and school technology support

Activity - Staff technology training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in using and integrating digital resources that align with standards in the selected content area(s).	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	District technology leadership, School leadership

Strategy2:

Student Performance Analysis - Student Performance Analyses

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Utilize K-Prep data to identify sub-populations and review student performance data from multiple school years.

Category: Continuous Improvement

Research Cited: K-Prep data given annually.

Activity - CTE Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with access to CTE programs that align with the career pathways identified in the ILP's.	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, and Counselor, SBDM council

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This professional development training will allow staff to analyze and desegregate data in order to identify weaknesses and gaps that need attention and modification.	Professional Learning	11/01/2014	05/01/2015	\$0 - No Funding Required	Principal, Counselor, and teachers

Activity - Student achievement analysis by GAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems	Policy and Process	10/01/2014	05/29/2015	\$0 - No Funding Required	District Office, School Principal, Counselor, Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Goal 4 (GAP 2015): All students will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36.7% in 2015 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase or maintain the average combined reading and math proficiency ratings in the non-duplicated gap group from 36.7 to 43.2 in elementary. by 05/31/2016 as measured by K-Prep scores.

Strategy1:

Progress Monitoring - Teachers will utilize differentiated instruction in math and reading based on student's learning preference and K-Prep data will be reviewed.

Category: Continuous Improvement

Research Cited:

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Activity - Student Performance Analyses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-Prep data to identify subpopulations and review student performance data from multiple school years.	Policy and Process	08/06/2015	05/27/2016	\$0 - No Funding Required	Principal, Vice Principal, Counselors and Teachers

Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Policy and Process	08/12/2015	05/31/2016	\$0 - No Funding Required	Principal, Counselor, Classroom teacher

Strategy2:

RTI Intervention - Wallins will continue to refine the RTI process within the school to utilize the implementation of STAR screening (eliminating false positives). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving effectiveness.

Category: Continuous Improvement

Research Cited: National Center for RTI, Intervention Central, National Reading Panel, www.rti4success.org

Activity - RTI Math/Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened using the STAR program at least 3 times per year. (Fall, Winter, and Spring)	Academic Support Program	08/06/2015	05/27/2016	\$0 - No Funding Required	All teachers, staff and stake-holders.

Goal 2:

Increased the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to allow Wallins Elementary to increase the averaged combined reading and math K-prep scores to 38%. by 05/30/2013 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - It will incorporate new and innovative instructional approaches, as well as new assessment types.

Category:

Research Cited:

Activity - Practical Living/Career Studies Analyses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the Practical Living/ Career Studies program review and make improvements followed by monitoring	Professional Learning	11/01/2012	05/31/2013	\$0 - No Funding Required	PLC chair will complete the process and monitor the results for improvement

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Activity - Curriculum design team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The design team will analyze curriculum to identify gaps, make necessary adjustments to curriculum, team reviews feedback submitted and revise as needed.	Academic Support Program	11/01/2012	05/31/2013	\$0 - No Funding Required	Principal, Vice Principal, Counselor, math and reading teachers

Goal 3:

Goal 1 (K-Prep): Increase the averaged combined reading and math K-Prep scores in elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Wallins Elementary from 26.2% to 39.3%, and the middle from 39.8% to 51% by 05/08/2014 as measured by as measured by K-Prep.

Strategy1:

Progress Monitoring - Teachers will utilize differentiated instruction in math and reading based on student's learning preference and K-Prep data will be reviewed.

Category:

Research Cited:

Activity - Financial Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce financial planning into the PLVS curriculum in all grades. "Where Did My Money Go?" collaboration with BB&T Bank.	Academic Support Program	08/11/2014	05/29/2015	\$0 - No Funding Required	FRYSC Coordinator

Activity - School Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention team data analysis and review of student performance.	Policy and Process	08/01/2013	05/01/2014	\$0 - No Funding Required	Administrative staff, teachers, and support staff

Activity - Student Performance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-Prep data to identify sub-populations and review student performance data from multiple school years.	Policy and Process	10/01/2013	05/08/2014	\$0 - Annual Giving Fund	All certified staff members (Principal, Teachers, Counselor)

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conduction a program review to ensure teachers from across the disciplines to contribute.	Policy and Process	08/01/2013	05/01/2014	\$0 - No Funding Required	Administrative staff, teachers

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

Goal 1:

Staff will improve advising in the 6-8th grades through better use of the ILP program

Measurable Objective 1:

collaborate to improve advising in grades 6-8 by 06/01/2013 as measured by conferring with staff concerning career choices in ILP.

Strategy1:

Advising for Success - Teachers will advise students in grades 6 through 8 concerning their career choices in their ILPs, helping them to understand their career pathway.

Category:

Research Cited: null

Activity - Advising Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and counselor will develop an advising session with their students during their PLVS class time to advise them on their ILP career choices	Direct Instruction	01/05/2015	05/29/2015	\$0 - No Funding Required	PLVS teachers in grades 6-8

Goal 2:

2015-2016 Students at Wallins Elementary School will have access to a Gear Up Instructional Specialist.

Measurable Objective 1:

collaborate to ensure that all students possible will get the support that they need to make the transition to high school and then post secondary education. by 05/31/2016 as measured by possible graduation rate increases and a gain in post secondary attendance..

Strategy1:

Gear Up Instructional Specialist - The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.

Essential duties include:

1. Provide academic interventions to all GEAR UP students both individually and collectively.

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2. Use early warning system to determine individual student needs.
3. Assist all GEAR UP students in meeting CCR targets and benchmarks.
4. The ability to tutor students in academic disciplines of math and/or English.
5. Understanding of the skills and academic levels needed to be college and career ready.
6. Connect with teachers and families to ensure student receives appropriate interventions.
7. Review student data to determine impact of interventions and next steps.
8. Believe that all students can be college and career ready.

Category: Career Readiness Pathways

Research Cited: Non academic data from KPREP.

Activity - Gear Up intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall report to the GEAR UP Project Director and to the Superintendent of the School District, or the Superintendent's designee, and shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the Superintendent and/or the GEAR UP Project Director. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the Partnership Grant.</p>	Academic Support Program	08/05/2015	05/31/2016	\$0 - Grant Funds	Superintendent, Gear Up Coordinator, Principal, Gear Up Specialist

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

Goal 1:

Increase the percentage of students who are college-and career- ready form 34% to 68% by 2015

Measurable Objective 1:

collaborate to increase the college and career readiness from 37% to 43.5% by 09/02/2013 as measured by the Unbridled Learning CCR formula.

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Strategy1:

Academic and Career Advising - This will allow the students to explore and develop career interests and goals

Category:

Research Cited:

Activity - Student Career Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day where all students (6th - 8th) dress in a career related to their ILP career choice.	Policy and Process	11/01/2012	05/31/2013	\$0 - No Funding Required	Principal, Counselor, Vice Principal, 6th through 8th grade teachers

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement and individual learning profile for 6th, 7th, and 8th grade students	Academic Support Program	11/01/2012	05/31/2013	\$0 - No Funding Required	School Counselor: Lisa Slusher

Goal 2:

2015-2016 College and Career Readiness Goal

Measurable Objective 1:

collaborate to ensure that at least 59.5% of Harlan County High School graduates are college/career ready (as compared to the Actual Score of 49.8% reported on the 2014-2015 district report card by 06/01/2016 as measured by meeting the 2014-2015 CCR Delivery Target.

Strategy1:

College and Career Advising - Assist students in becoming informed about career choices and requirements

Category: Continuous Improvement

Research Cited: KDE Delivery Plans

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	03/04/2015	05/09/2016	\$0 - No Funding Required	High School Guidance Counselor/ Youth Service Center

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/06/2014	05/09/2016	\$0 - No Funding Required	High School CTE teachers and counselors

Strategy2:

Course and Assessment Alignment - All instructors of EOC (English II, Algebra II, Biology, and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.

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Category: Continuous Improvement

Research Cited: Suggested by Office of Career and Technical Education

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Organize a program advisory committee for CTE Programs to create career pathways for each CTE programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA Certification.	Academic Support Program	08/06/2014	05/09/2016	\$0 - No Funding Required	CTE curriculum consultants, and CTE teachers

Activity - Quality Core Test Builder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructors of EOC (English II, Algebra II, Biology, and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	02/03/2015	05/09/2016	\$0 - No Funding Required	High School Principal, EOC teachers, and Counselors.

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/06/2014	05/09/2016	\$0 - No Funding Required	CTE curriculum consultants and CTE teachers

Goal 3:

2015-2016 Students at Wallins Elementary School will have access to a Gear Up Instructional Specialist.

Measurable Objective 1:

collaborate to ensure that all students possible will get the support that they need to make the transition to high school and then post secondary education. by 05/31/2016 as measured by possible graduation rate increases and a gain in post secondary attendance..

Strategy1:

Gear Up Instructional Specialist - The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.

Essential duties include:

1. Provide academic interventions to all GEAR UP students both individually and collectively.
2. Use early warning system to determine individual student needs.

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3. Assist all GEAR UP students in meeting CCR targets and benchmarks.
4. The ability to tutor students in academic disciplines of math and/or English.
5. Understanding of the skills and academic levels needed to be college and career ready.
6. Connect with teachers and families to ensure student receives appropriate interventions.
7. Review student data to determine impact of interventions and next steps.
8. Believe that all students can be college and career ready.

Category: Career Readiness Pathways

Research Cited: Non academic data from KPREP.

Activity - Gear Up intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall report to the GEAR UP Project Director and to the Superintendent of the School District, or the Superintendent's designee, and shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the Superintendent and/or the GEAR UP Project Director. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the Partnership Grant.</p>	Academic Support Program	08/05/2015	05/31/2016	\$0 - Grant Funds	Superintendent, Gear Up Coordinator, Principal, Gear Up Specialist

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

Goal 1:

Introduce financial planning into the PLVS curriculum in all grades

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior knowledge of financial planning according to grade level appropriateness in Practical Living by 06/01/2013 as measured by documentation in lesson plans.

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Strategy1:

Money Matters - All students in PLVS will receive instruction concerning planning and use of money

Category:

Research Cited: null

Activity - Monitor Implementation of Money Matters/Financial Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLVS committee will check for documentation and evidence of instruction in financial planning for all students.	Other	08/13/2012	05/09/2016	\$0 - No Funding Required	PLVS teachers, committee, and administrator serving over committee

Goal 2:

Develop school wide exhibits of art

Measurable Objective 1:

complete a portfolio or performance of art exhibits or displays created by students by 06/01/2013 as measured by completing the exhibit.

Strategy1:

Arts Showcase - Teachers will plan to showcase student artwork during the 1st and 3rd nine weeks of school and be this will be open to parents for viewing.

Category:

Research Cited: null

Activity - Art Exhibit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students art work will be on display for parent and community viewing at least twice per year during parent teacher conferences.	Other	08/06/2014	05/09/2016	\$0 - No Funding Required	Arts/Humanities teachers and classroom teachers

Goal 3:

To create a general rubric for writing expectations for all grades

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing across the curriculum in English Language Arts by 05/31/2013 as measured by administrative staff and teaching staff.

Strategy1:

Classroom writing rubric - It will allow the students to opportunity to see and demonstrate what is expected in each class with their writing skills. This will allow the students to know what to expect in all subjects, not just Language Arts. This will guide in student performance and

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expectations.

Category:

Research Cited: null

Activity - Writing Rubric for Each Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The development of a writing rubric for each class.	Direct Instruction	09/03/2012	05/31/2013	\$0 - Other	Administrative and teaching staff

Goal 4:

Revision of the writing plan to reflect a specific plan for form/summ assessment of writing across the curriculum.

Measurable Objective 1:

collaborate to develop a general rubric for writing expectations. by 05/31/2013 as measured by teacher and administration observations and analysis..

Strategy1:

Student writing folders - It will allow teachers to reflect and analyze student work for future growth and reflection.

Category:

Research Cited: null

Activity - Student writing folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a writing folder for each grade level.	Direct Instruction	08/06/2014	05/09/2016	\$0 - No Funding Required	Teachers and Administrative Staff

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The school conducted a data analysis that identified strengths and weaknesses that need to be developed and implemented throughout the school year.	

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	Schedules were developed and worked on to maximize work time efficiency. Also, programs were explored and identified to enhance current programs.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Through a program called "Shaping Our Appalachian Region" (SOAR), teachers are encouraged to obtain a Master's Degree, along with National Board Certification. There is also two grants/scholarships that our district offers to teachers that are for dual credit tuition reimbursement and the ARI tuition assistance grant.	

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	Please see attachment	Strategies to Encourage Parental Involvement

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	Please see attachments	Professional Development Opportunities1 Professional Development Opportunities2

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		

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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		

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	Please see attachment	Encouraging Parent Involvement

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		Professional Development

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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	You can view Wallins' Comprehensive School Improvement Plan on the Harlan County School's webpage at http://harlan.k12.ky.us/schools.html	

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	Gear-Up is Gaining Early Awareness and Readiness for Undergraduate Programs. Gear-Up's goal is to help students reach life goals and dreams through academic success and college readiness. Our Gear-Up Academic Specialists has spent months attending professional development training for the past two years.	

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		

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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		

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

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Bristol Belcher, principal

Lisa Slusher, guidance counselor

Darlene Roberts, Gear Up specialist

Angie Blakely, library media specialist

Susan Noe, FRYSC coordinator

Clyde Hensley, custodian

Diana Wood, speech pathologist/parent/SBDM member

Robert Simpson, teacher/parent/SBDM member

Marilynn Williamson, teacher/SBDM member

Lacosta Moore, parent/SBDM member

Clara McIntosh, special education teacher

Amy Cottrell, teacher/parent

Tracy Spurlock, teacher/parent

Jeanette Smith, Comprehensive Care Counselor

Relationship Building

Overall Rating: 3.86

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

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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.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.43

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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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: 2.83

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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: 3.5

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.33

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

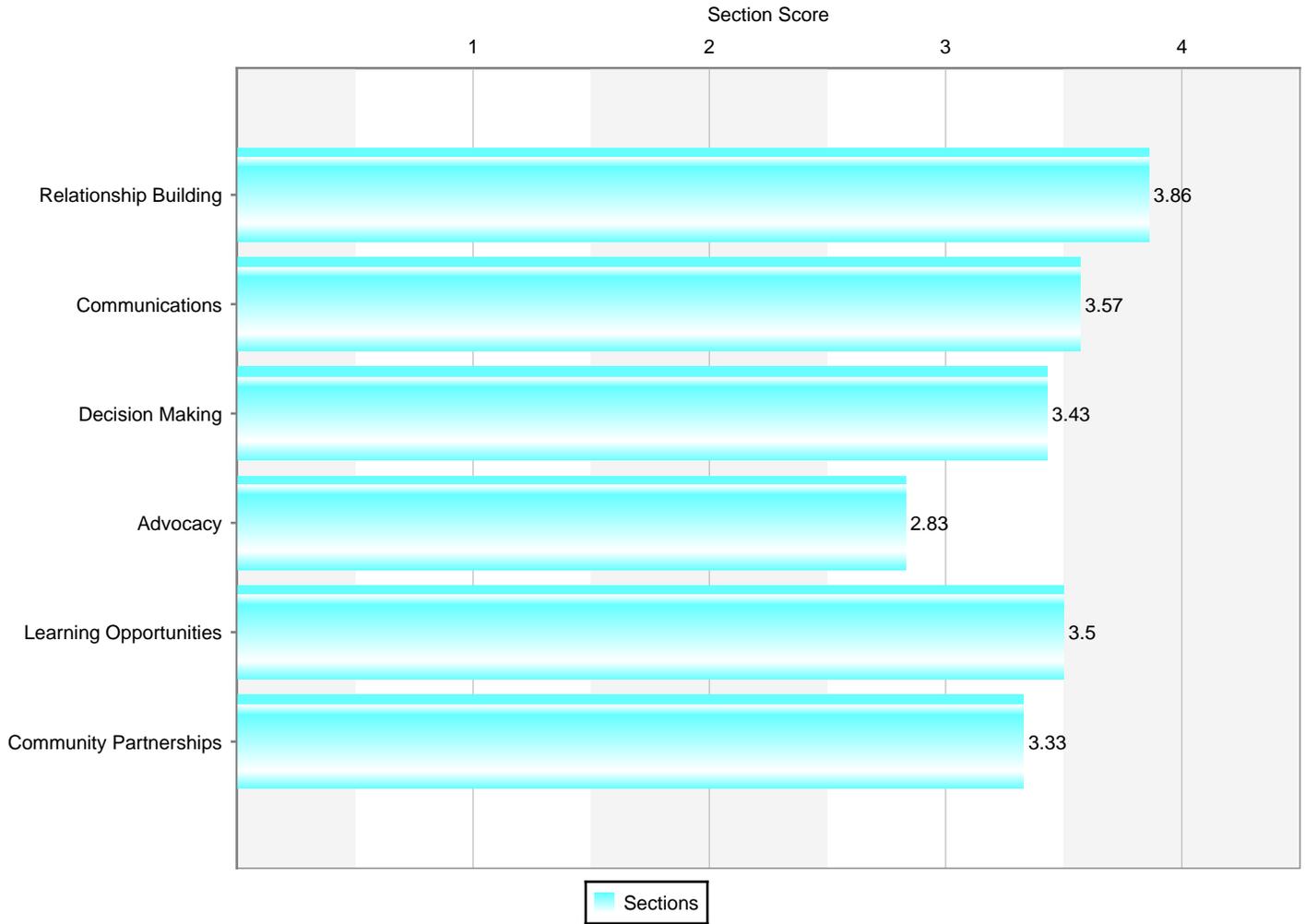
Reflection

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

In the given reflection we have determined that further attempts and incorporation of parent and community involvement is needed in certain areas. Many of the strengths that have been identified have been from a collaborative effort from all stake holders. Parent participation is an area of weakness and needed growth. Various means of communication have been developed to extend the outreach of parent participation and understanding of the various scopes and processes to insure their child's development and progress.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process by which we try to engage stakeholders in the school will vary in form. Stakeholders hold positions on the Site-based Decision Making Council. This ongoing process involves the principal, teachers, and parents. Discussions regarding the programming, policies, procedures, and performance are reviewed and revised with input from all parties. SBDM meetings are scheduled during evening hours as to accommodate the greatest number of persons in attendance. Stakeholders will be informed of how selection process will be made and accomplished.

Furthermore, we plan parent/teacher conferences during and after school hours. Parents are informed via letters sent home with students, email, school website and district website, facebook, and other forms of media. Meetings will be made to try to accommodate as many parents as possible with alternative schedules and times made available to allow for optimum participation.

In addition, school wide information is also shared at PTO meetings as well as posted on the school website. SBMD and PTO officer positions are elected by parent vote. Various committee members held by stakeholders are filled on a voluntary basis.

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

SDBM council members, PTO parents, and district personnel. The responsibilities are distributed so that each stakeholder has a contributing factor that plays a vital role in the development of the Improvement plan. A major responsibility was to provide feedback of the various components of the CSIP plan from a parent and community representative perspective. Teachers participated in the same manner with components being shared with team leaders who then, took it back to their teams for input and feedback. The results from teacher, parent, and student surveys were also influential in our plan to improve our school.

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

The final improvement plan will be communicated to stakeholders by hard copy and an electronic copy. It is presented to SBDM council in draft form for approval prior to submission to the district and/or state. Once it is approved, it will be shared with staff via faculty/staff meeting and placed on the school website to encourage viewing by any interested party at any time.

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 the public school building have an Emergency Management Plan (EMP)?	Yes	Please see attachment	WES Emergency Plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	We have adopted a policy requiring the development and adoption of an Emergency Management Plan.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	Yes	

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

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

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	Yes	

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	Please see attachment	WES Evacuation Routes

KDE Comprehensive School Improvement Plan

Wallins Elementary School

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

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 the public school building developed and adhered to practices designed to ensure control of access to the public school building (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 the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Please see attachment	Emergency Response Drills within the first 30 days of school

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	We conducted needs assessment surveys from students, parents, and staff. We also met to discuss the obstacles teachers face when trying to further their education in becoming even more effective teachers. For example, while reviewing the data, there are only two National Board Certified teachers in our entire District. We discussed what has caused this number to be so low and have provided incentives to encourage teachers to obtain their National Board Certification.	

What are the barriers identified?

Some barriers included Reading, Math, ELL, Special Education, Low income, and homelessness. Teacher barriers were finances to continue education; many teachers' husbands lost jobs due to coal industry decline and teachers do not have the money to pay for graduate courses or National Board Certification fees.

What sources of data were used to determine the barriers?

KPREP, Infinite Campus, CIITS, STAR, School report card, attendance reports, Brigance, classroom assessments, and student and parent surveys. We also used Teacher surveys and interviews and the National Board Certification website.

What are the root causes of those identified barriers?

An overwhelming number of our students lack and have limited parent support in their child's educational process. Many spouses work out of town now due to coal industry decline and teachers are working "single" parents. Support in the profession. With the low percentage of NB teachers in the area, there is limited mentorship for others who need support when trying to obtain National Board Certification. Distance to a college is too long for many to drive and many classes are still face to face.

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

The PGES tells us that all the teachers at Wallins Elementary School are accomplished. Furthermore, all teachers are highly-qualified.

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.

At Wallins Elementary School, we are a Title I school with the majority of students being low income. Students are equitably placed in classroom based on student needs, student/teacher dispositions, and assessment data.

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?

At Wallins Elementary School, we are a Title I school with the majority of students being low income. Students are equitably placed in classroom based on student needs, student/teacher dispositions, and assessment data.

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

We follow district hiring policies and guidelines.

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

We follow district hiring policies and guidelines.

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

Our school retains effective teachers through continuing professional development requirements, the assignments of a fair teaching schedule with planning time, time for collaboration with peers, and an encouraging and supportive administration. Furthermore, a SOAR grant was offered to one of our teachers that paid for a Master's degree and National Board Certification.

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

experienced team that provides a family atmosphere. Someone is always available to turn to for constructive advice and assistance. Administration has an open door policy so that all staff are welcome to address them with any needs and communicate with them for anything.

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

The professional learning needs of all teachers are determined through observations, data analysis of local and state assessments, student/parent/staff surveys, TPGES, and TELLKY.

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

TELLKY results in conjunction with observations, data analysis of local and state assessments, student/parent/student surveys, and TPGES are used to determine the professional learning needs of all teachers, the cultural and environmental changes needed to provide a productive working and learning environment, and the educational resources needed for every child to succeed. We follow district hiring policies and guidelines.

Questions

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

Our district has a goal to support three teachers to obtain their National Board Certification by year 2018. One of the Wallins Elementary teachers is participating in this incentive. Our objective is based on teacher's professional practice and student growth. One of our strategies is a grant offered through Shaping Our Appalachian Region (SOAR). Other strategies include supporting our teacher through this process through incentives, along with professional development opportunities.

Other strategies include RTI, master scheduling, program review committees, and positive behavior intervention system.